

**GRADUATE
PROGRAMS
AT A GLANCE**

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Master of Arts (M.A.)

- Master of Arts in Clinical Counseling
- Master of Arts in Leadership for Sustainable Communities
- Master of Arts in Organizational Leadership

Master of Business Administration (M.B.A.)

Program in Community Service and Economic Leadership

Master of Education (M.Ed.)

- Urban Education Emphasis
 - Special Education Emphasis
 - Educational Leadership Emphasis
- Education Certification Programs:
- Superintendent's Letter of Eligibility
 - Principal
 - Early Childhood (Grades Pre K-4)
 - Special Education (PreK-8,7-12)

Master of Science in Nursing (M.S.N.)

Master of Science in Occupational Therapy (M.S.O.T.) Graduate post-baccalaureate entry-level.

Doctor of Nursing Practice (DNP)

Doctor of Philosophy (Ph.D.)
Program in Leadership

Doctor of Physical Therapy(DPT)

**Alvernia University
School of Graduate**

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Alvernia University

To learn. To love. To serve.

Mission Statement

Guided by Franciscan values and the ideal of “knowledge joined with love,” and rooted in the Catholic and liberal arts traditions, Alvernia is a rigorous, caring, and inclusive learning community committed to academic excellence and to being and fostering

- broadly educated, life-long learners
- reflective professionals and engaged citizens
- ethical leaders with moral courage

Vision Statement

To Be A Distinctive Franciscan University, Committed to Personal and Social Transformation, Through Integrated, Community-Based, Inclusive, and Ethical Learning

Integrated Learning — combining liberal arts and professional education, and blending rigorous inquiry, practical experience and personal reflection in the classroom, on campus, and in society;

Community-Based Learning — engaging the local, regional and global communities as partners in education and service;

Inclusive Learning — welcoming people of diverse beliefs and backgrounds; responsive to the educational needs of recent high school graduates, working adults and established professionals, and senior citizens; respectful and self critical in our dialogue about differences in values and perspectives;

Ethical Learning — challenging individuals to be values-based leaders by developing habits of the mind, habits of the heart, and habits of the soul.

Institutional Heritage

The heritage of Alvernia University and its foundational Franciscan values can be traced to the growth of three religious orders who owe their origin to the preaching of St. Francis of Assisi — the Friars Minor, the Poor Clares, and the “Third Order” which has two distinct branches: a secular order for the laity, and a regular order for women and men living an evangelical life with religious vows. The Bernardine Franciscan sisters, founders and sponsors of Alvernia University, are members of the Third Order Regular of St. Francis.

In the thirteenth century, the growth of the Franciscan Order was enriched by a desire for learning among the first friars and early Franciscan scholars, including the earliest Franciscan theologian, St. Anthony of Padua, followed by St. Bonaventure and Blessed John Duns Scotus, long associated with the great medieval universities of Paris and Oxford. They easily recognized the need to provide sound training in philosophy and theology for the growing members of the rapidly expanding Order; from this awareness developed the Franciscan Intellectual Tradition, founded on the spirituality and vision of Francis and Clare of Assisi. A distinguishing trait of this tradition, making it singularly different from other great western religious traditions is the intellectual view described by saint and scholar Bonaventure as “knowledge joined with love.” Franciscan education recognizes the importance of love complementing understanding and learning, and the primacy of works-oriented active love that gives the intellectual life a practical context for implementation.

Alvernia University reflects the visionary leadership and uncommon perseverance of its founding president, Sister Mary Zygmunt Froncek, and the dedicated religious and lay faculty who laid the groundwork for academic excellence, intellectual curiosity, and learning linked with charity, service and social justice. As pioneers in the field of Catholic education, the Bernardine Franciscan Sisters were part of the 20th century movement in the Catholic Church to serve the poor and immigrant populations in America by founding and staffing schools, colleges and hospitals throughout the U.S. Their inclusive embrace positioned the congregation to serve beyond the needs of the Polish settlements, anticipating Alvernia’s present-day outreach to the growing Latino community in Reading. On the campus of Mount Alvernia, the sisters opened an orphanage and a high school housed in Francis Hall. As the Order grew larger and the education of its members became a priority, the congregation founded a liberal arts college for women religious 1958, graduating its first class of 4 sisters in 1961, and with the increase in lay enrollment and expansion of academic offerings, received final accreditation from the Middle States

Commission on Higher Education in November 1967.

Within a few decades, paralleling the history of the early Franciscan movement in Italy, the college grew beyond the original three educational buildings to an expanding campus with additional professional programs to complement a strong liberal arts core. Alvernia's founding mission provided the opportunity to develop new programs such as nursing, business, allied health, criminal justice and social work. This distinctive service niche afforded the college regional recognition for liberal learning and practical application, and has provided the impetus for continued dynamic growth. Since 1990, a library, physical education center, student center, science center and additional residence halls have been added to the main campus facilities to support the long-range commitment to building a strong residential learning community. At the same time, educational outreach to adult learners has expanded, including the launch of satellite campuses in Philadelphia and Pottsville, and a Seniors College, which provides life-long learning opportunities to retired citizens in Berks County.

Today, Alvernia calls together students diverse in age, background, belief, and educational interests to pursue academic excellence in a range of undergraduate, graduate, and non-degree programs, including a new interdisciplinary PhD program with concentrations in Corporate, Community and Educational Leadership. Across all programs, the hallmark of an Alvernia education is a conception of learning as grounded in values, connecting classroom and community, and linked to leadership and service. With the purchase of the Upland Center in 2006, Alvernia strengthened its commitment to lifelong learning and community outreach by creating a new home for graduate and continuing education, and launched two new initiatives: a Center of Ethics and a Center for Community Engagement, helping to incorporate the broader community into the curriculum of higher education.

Rooted in the liberal arts tradition of rigorous, open inquiry, Alvernia is faithful to its Catholic identity and the vision of Pope John Paul II as expressed in *Ex Corde Ecclesiae*. The university (or college) "possesses [necessary] institutional autonomy . . . and guarantees its members academic freedom," while the mission of Catholic higher education privileges "(a) the search for an integration of knowledge, (b) a dialogue between faith and reason, (c) an ethical concern, and (d) a theological perspective" (*Ex Corde Ecclesiae*, I, A, 12 and 15). Alvernia is also proud of its role as an educational resource for members of the Allentown Diocese and its active involvement in the national associations of both Catholic and Franciscan colleges and universities.

True to its Franciscan heritage and mission motto: **To Learn, To Love, To Serve**, Alvernia's Franciscan values have shaped its character and history since its founding. Service, humility, collegiality, contemplation, and peacemaking are institutional core values woven through the academic, co-curricular, and spiritual culture of Alvernia. Francis of Assisi, an agent of spiritual change in the Middle Ages, gave to the three Franciscan Orders and all humanity a legacy that is timeless and universal. To be Franciscan is to respect the dignity of each human person and all creation; to be open to the world and its diversity of cultures, faiths, traditions, races, and peoples; to honor right relationships; and to seek peace through action for justice. Although a young institution, Alvernia anticipates its 50th Anniversary in 2008 with great enthusiasm, embracing a rich and vibrant Franciscan heritage that is truly relevant today, rich with promise for tomorrow, and welcoming to all.

Core Franciscan Values

Alvernia's mission and Franciscan identity are the source of the five Core Values, *service, humility, peacemaking, contemplation, and collegiality*. They are rooted in the traditional values of the Gospel even as they speak to our culture and time. They have continued throughout the centuries to inform a way of life, a view of the world, and a definition of our relationship with God and others that is perhaps more relevant in our society than ever before. At Alvernia, these values build a foundation for ethical decision-making, for curriculum development, for thoughtful reflection, and for personal relationships as we pursue our goals in higher education. As members of the Alvernia community, each of us can live these values and be transformed — discovering a life of meaning, purpose, and eternal promise.

The University Shield



The University Shield, rich in the symbolism of Franciscan heritage, projects the ideals and traditions of Alvernia. The apex on the lower portion of the shield represents Mount Alvernia, the place where Saint Francis of Assisi received the Stigmata, or Sacred Wounds, of Christ. This mystical favor is indicated by five drops of blood arranged in the form of a cross.

The circular plate in the upper left of the shield bears the monogram of Christ-IHS. This is the popular symbol of Saint Bernardine of Siena, Champion of the Holy Name of Jesus, and titular patron of the Bernardine Sisters who sponsor Alvernia University.

In the upper right, the monogram of the Immaculate Heart of Mary, IHM, serves as a reminder of the Blessed Virgin, patroness of the Franciscan Order of which the Bernardines are a part. The crown, used as the crest of the shield, is taken from the coat of arms of Reading, Berkshire County, England, after which Reading, Pennsylvania, the location of Alvernia University, was named.

The torches at either side of the shield represent the ideal of service in education to which the faculty of Alvernia University is dedicated. The University colors are maroon and gold. Maroon, a deep red color, represents charity to all, with which a loyal Alvernian should be imbued. Gold, the ancient symbol of royalty and strength represents courage to uphold truth, beauty, goodness and faith in God and country.

Finally, the banner beneath the shield proclaims, in Latin, *"I have done my part; may Christ teach you what is yours to do."* These are the final words of Francis of Assisi to his brothers shortly before he died. May they inspire all at Alvernia to fulfill this worthy mission.

Accreditations

Since 1967, the Middle States Association of Colleges and Schools has granted Alvernia University full accreditation. The most recent reaffirmation of accreditation was granted in March 2005.

The Education program for elementary and secondary teachers is approved by the Pennsylvania Department of Education.

The Occupational Therapy program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE33).

The Bachelor of Science in Nursing is approved by the Pennsylvania State Board of Nursing and is accredited by the Commission on Collegiate Nursing Education.

The Commission on Accreditation of Athletic Training Education accredits the Athletic Training program. The Council on Social Work Education accredits the Social Work program.

The Pennsylvania Certification Board certifies the Addiction Studies Program.

The Business Department is accredited by the Accreditation Council for Business Schools and Programs.

FEDERAL POLICIES

Nondiscrimination Policy

Alvernia University complies with all applicable federal, state and local nondiscrimination laws in the administration of its educational programs, services, and employment relationships. We are committed to equality. Continued and responsible growth of our University results from enhancing and utilizing the abilities of all individuals to their fullest extent practicable within the framework of our environment. All employment decisions advance the principle of equal employment opportunity. In addition, personnel activities such as recruitment, interviewing, selection, promotion, training, benefits, transfers, lay-offs, demotion and discipline are administered according to good business practices, the Equal Employment Opportunity Act of 1972, Executive Orders concerning equal employment opportunity, and Equal Employment Opportunity Commission regulations and guidelines, all of which require that all persons have equal employment opportunities and strictly prohibit discriminatory and harassment practices.

The participation of women and minorities in management by employment and promotion will continue to be emphasized so that they may be given the opportunity to contribute to the success of the University. All employees of Alvernia University will continue to approach this responsibility with the sensitivity and human concern they have in the past.

The Human Resources Office is charged with the responsibility to maintain the necessary programs, records and reports to comply with all government regulations, and with the goals and objectives of our equal employment opportunity program. Any employee, student, or applicant of this University who feels that he or she has been discriminated against in employment or recruiting should contact the Human Resources Office to pursue the proper discrimination complaint procedure.

Harassment Policy

Alvernia University strives to maintain an environment where all employees and students are free from harassment. The University will not tolerate harassment of any type. No employee or student will be discriminated or retaliated against for bringing alleged issues of harassment to the attention of the University, and employees and students are encouraged to do so. Employees of the University are encouraged to consult with the Human Resources Department in determining if they have grounds for an EEO or sexual harassment complaint. Students are encouraged to consult the Dean of Students for assistance. These individuals have been trained in issues involving EEO and sexual harassment.

ADMISSIONS

Our commitment to offer quality student services extends to the ease of applying for admission, with our supportive graduate staff available to assist you throughout the process.

Application to Alvernia University is on a rolling admissions basis, which means that we are constantly accepting and reviewing applications. We prefer that you submit your application as early as possible. After receiving your completed application, we make every effort to notify you of your admissions decision within three to five weeks. Should you have questions about the application or Alvernia's graduate admission process, please contact the School of Graduate Studies.

To apply, students should complete the Application for Graduate Admission and submit the \$50 non-refundable application fee, payable online upon submission, along with all other supporting documentation as outlined below.

Master in Business Administration (both online and classroom formats)

- Official transcript(s) indicating receipt (the awarding) of a baccalaureate degree from an accredited college or university is required as are all undergraduate transcripts. Successful applicants generally meet the recommended cumulative grade point average of a 3.0 on a 4.0 scale.
- Three letters of recommendation. Recommendation letters are evaluated by the MBA Admissions Committee for evidence of potential success during your course of study at Alvernia. Letters from professors, employers or supervisors, religious or community leaders should include one or more of the following topics: professional achievements, contributions made on the job, skills/knowledge acquired on the job as well as challenge areas, contributions of service.
- One-page personal statement. The personal statement is evaluated based on the following key topics: demonstrable progress in your academic and/or professional career and clearly articulated goals and objectives that summarize the value of the program of graduate study.
- Standardized tests, specifically the Graduate Record Examination (GRE) or Graduate Management Admissions Test (GMAT), are not required upon submission of your application. However, applicants may opt to enhance their application by providing additional evidence of academic potential. The MBA Admissions Committee may require test scores for a thorough evaluation, especially in considering an applicant with an undergraduate GPA below 3.0. Additional evidence of potential success as a graduate student such as academic or professional awards, special certifications, and samples of scholarly or creative work are not required but are encouraged.
- A professional résumé will be evaluated for experience and skills which would allow for academic success. The MBA Admissions Committee considers the following when assessing experience: professional experience (either full or part time positions or internships), volunteer or public service experience, professional associations/affiliations.
- An interview with the MBA Program Coordinator/Committee may be required after review of your application.

Master in Education

- Official transcript(s) indicating that the applicant has earned an appropriate baccalaureate degree from an accredited college or university. Transcripts from all institutions are required.
- Three letters of recommendation from former professors, employers, or supervisors familiar with the applicant's professional experiences, or from religious or community leaders.
- One-page personal statement that summarizes the value of the program of graduate study for his/her personal and professional growth and development.
- Valid Pennsylvania Instructional I or II Certification
- Scores submitted from a graduate entrance exam such as the Graduate Record Examination (GRE), Miller Analogies Test (MAT), or the Praxis Series. This requirement will be waived for Alvernia alumni, and other students who have earned bachelor's degrees five years or more prior to submitting an application.
- Additional evidence of potential for success as a graduate student such as academic or professional awards, special certifications, and completion of specialized examinations. (not required, but encouraged)

Master in Education with Graduate Education Certifications

- Official transcript(s) indicating that the applicant has earned an appropriate baccalaureate degree from an accredited college or university. Transcripts from all institutions are required. Also, the following undergraduate credit hours are required for acceptance:
 - Six (6) semester credit hours (or the equivalent) of undergraduate mathematics
 - Six (6) semester credit hours (or the equivalent) of undergraduate English composition and British or American literature
 The above credit hours must be completed prior to acceptance.
- Three letters of recommendation from former professors, employers, or supervisors familiar with the applicant's professional experiences, or from religious or community leaders.
- One-page personal statement that summarizes the value of the program of graduate study for his/her personal and professional growth and development.
- Students enrolling in the Secondary Certification Program must pass the Praxis II Test in their content area.
- Students enrolling in the Principal Certification Program are required to submit two evaluation forms provided by Alvernia University (one by a school superintendent and one by a school principal).
- Additional evidence of potential for success as a graduate student such as academic or professional awards, special certifications, and completion of specialized examinations. (not required, but encouraged)

Graduate Education Certifications

- Official transcript(s) indicating that the applicant has earned an appropriate baccalaureate degree from an accredited college or university. Transcripts from all institutions are required. Also, the following undergraduate credit hours are required for acceptance:
 - Six (6) semester credit hours (or the equivalent) of undergraduate mathematics
 - Six (6) semester credit hours (or the equivalent) of undergraduate English composition and British or American literature
 The above credit hours must be completed prior to acceptance.
- Three letters of recommendation from former professors, employers, or supervisors familiar with the applicant's professional experiences, or from religious or community leaders. (not required for Principal Certification Program)
- One-page personal statement that summarizes the value of the program of graduate study for his/her personal and professional growth and development.
- Students enrolling in the Secondary Certification Program must pass the Praxis II Test in their content area. Content area options: Biology, Business, Computer and Information Technology, Chemistry, English, Mathematics, and Social Studies.
- Students enrolling in the Principal Certification Program are required to submit two evaluation forms provided by Alvernia University (one by a school superintendent and one by a school principal).
- Additional evidence of potential for success as a graduate student such as academic or professional awards, special certifications, and completion of specialized examinations. (not required, but encouraged)

Superintendent's Letter of Eligibility Certification

- Official transcript(s) indicating that the applicant has earned an appropriate graduate degree from an accredited college or university. Transcripts from all institutions are required.
- Three letters of recommendation from former professors, employers, or supervisors familiar with the applicant's professional experiences, or from religious or community leaders.
- One-page personal statement that summarizes the value of the program of graduate study for his/her personal and professional growth and development.
- Professional Résumé
- Additional evidence of potential for success as a graduate student such as academic or professional awards, special certifications, samples of scholarly or creative work, and completion of specialized examinations. (not required, but encouraged)
- Interview with program director. After all the required application materials have been received, each applicant will be contacted to arrange for a personal interview.

Master of Arts in Clinical Counseling

- Official transcript(s) indicating that the applicant has earned an appropriate baccalaureate degree from an accredited college or university. Transcripts from all institutions are required. Also, the following three undergraduate courses are required for acceptance: Introduction to Psychology, Statistics or Research, and Psychopathology. The courses must be completed prior to acceptance. A cumulative grade point average of 3.0 on a 4.0 scale for all previous undergraduate and graduate work is required for full acceptance.
- Three letters of recommendation from former professors, employers, or supervisors familiar with the applicant's professional experiences, or from religious or community leaders.
- One-page personal statement that summarizes the value of the program of graduate study for his/her personal and professional growth and development.
- Scores submitted from a graduate entrance exam such as the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).
- Professional Résumé
- Interview with program coordinator.
- Additional evidence of potential for success as a graduate student such as academic or professional awards, special certifications, samples of scholarly or creative work, and completion of specialized examinations. (not required, but encouraged)

Master of Arts in Leadership for Sustainable Communities

- Official transcript(s) indicating that the applicant has earned an appropriate baccalaureate degree from an accredited college or university. Transcripts from all institutions are required.
- Three letters of recommendation from former professors, employers, or supervisors familiar with the applicant's professional experiences, or from religious or community leaders.
- Professional Résumé
- Interview with program coordinator.
- One-page personal statement that summarizes the value of the program of graduate study for his/her personal and professional growth and development.
- Additional evidence of potential for success as a graduate student such as academic or professional awards, special certifications, samples of scholarly or creative work, and completion of specialized examinations. (not required, but encouraged)

Master of Science in Nursing

- Official transcript(s) indicating that the applicant has earned a baccalaureate degree in nursing (BSN) from an ACEN (formerly NLNAC) or CCNE accredited program at a college or university.
- Minimum of 3.0 GPA on a 4.0 scale in a BSN Program.
- Satisfactory scores on the Graduate Record Exam (GRE) or Miller Analogies Test (MAT) within the past five (5) years. GRE or MAT may be waived if GPA is 3.0 or better on a 4.0 scale and all other admission criteria are satisfactory.
- Completion of an undergraduate statistics and research course with a grade of "C" or better. If not completed, the courses must be taken in conjunction with graduate courses at Alvernia University.
- Minimum of one (1) year recent relevant practice in nursing.
- Three (3) recommendations (preferably from professional nurses with graduate degrees) regarding applicant's practice and potential for graduate work in nursing. (*) In lieu of letters, MSN candidates must obtain references using specific form supplied with the admission packet.
- Current resume.

- Essay following specific guidelines for both content and format. (*) Guidelines are available from the RN to BSN Outreach

Coordinator in the School of Graduate and Adult Education, if not included in the application packet.

- Photocopy of valid Pennsylvania license as a Registered Nurse.
- A meeting with the MSN Program Coordinator/Director or designated faculty member after all required application materials have been received to review the MSN Program curriculum and course schedule.

(*) Waived for BSN graduates of Alvernia University

Master of Science in Organizational Leadership

- Official transcript(s) indicating that the applicant has earned a baccalaureate degree from an accredited college or university. Transcripts from all institutions are required.
- A cumulative grade point average of 3.0 on a 4.0 scale for the baccalaureate degree is required.
- A minimum of five years' professional experience is strongly recommended.
- Three letters of recommendation from former professors, employers, or supervisors familiar with the applicant's professional experiences, or from religious or community leaders.
- One-page personal statement that summarizes the value of the program of graduate study for his/her personal and professional growth and development.
- Standardized test scores, specifically the Graduate Record Examination (GRE), are not required upon submission of the application. However, the Admissions Committee encourages submitting GRE test scores to strengthen the overall application.
- Professional Résumé
- An interview with the Program Coordinator/Committee may be required after review of the application..

Master of Science in Occupational Therapy

Master of Science in Occupational Therapy – Entry Level Post Baccalaureate

- Official transcript(s) indicating that the applicant has earned a baccalaureate degree from an accredited 4-year college or university.
- A cumulative grade point average of 3.0 on a 4.0 scale for the baccalaureate degree is required.
- Transcripts from all institutions of 2- or 4-year colleges or universities the applicant has attended.
- Evidence of completion of the following coursework with a grade of "C" or higher:
 - A minimum of six (6) semester credit hours (or the equivalent) of anatomy and physiology with a lab component.
 - A minimum of three (3) semester credit hours (or the equivalent) of introduction to sociology or anthropology.
 - A minimum of three (3) semester credit hours (or the equivalent) of introduction to psychology.
 - A minimum of three (3) semester credit hours (or the equivalent) of lifespan development or developmental psychology.
 - A minimum of three (3) semester credit hours (or the equivalent) of abnormal psychology.
 - A minimum of three (3) semester credit hours (or the equivalent) of statistics.
- Three letters of recommendation from former professors, employers, or supervisors familiar with the applicant's professional or service experiences. These may be from religious or community leaders but not relatives or personal associates.
- A two-page personal statement that summarizes the value of the program of graduate study for the applicant's personal and professional development.
- Scores submitted from a graduate entrance exam such as the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). This requirement will be waived for Alvernia Alumni, and other students who have earned a bachelor's degree within 5 years prior to submitting an application.
- Additional evidence for success as a graduate student such as academic or professional awards, special certificates, continuing education, or completion of specialized examinations. (not required, but encouraged).
- Evidence of an observation of occupational therapy practitioners working in a clinical setting is required.

Five Year Combined BSHS and MSOT Degree

Students seeking admissions to this program should contact the Office of Undergraduate Admissions.

Doctor of Nursing Practice (DNP)

- Completed Application for Admission
- Official transcript(s) indicating that the applicant has earned a baccalaureate degree in nursing (BSN) from an ACEN (formerly NLNAC) or CCNE accredited program at a college or university.
- Minimum of 3.0 GPA on a 4.0 scale in a BSN Program.
- Completion of an undergraduate statistics and research course with a grade of “C” or better within 5 years.
- Three (3) recommendations (preferably from professional nurses with graduate degrees) regarding applicant’s practice and potential for graduate work in nursing. Recommendors should download the Reference Letter Form. Recommenders may complete and submit the form or write a letter that addresses the components in the form.
- Current resume or curriculum vitae.
- Short essay describing short-and long-term professional goals and how participation in Alvernia University’s Doctor of Nursing Practice Program will lead to fulfillment of these goals. Follow specific guidelines for both content and format (600 words maximum). For printable guidelines, click here.
- Photocopy of valid license as a Registered Nurse.
- A meeting with the DNP Program Director after all required application materials have been received to review the A-GNP-DNP or FNP-DNP Program curriculum and course schedule.
- Upon admission to the A-GNP-DNP or FNP-DNP Program students must comply with clinical practice clearances by the completion of NUR 595: Advanced Health Assessment and Diagnostic Reasoning in order to take for Advanced Practice Nursing courses.

The Nursing Department determines admission criteria for students with a MSN-APRN as follows:

- Completed Application for Admission
- Official transcript(s) indicating that the applicant has earned a master’s degree in nursing (MSN) from an ACEN (formerly NLNAC) or CCNE accredited program at a college or university.
- Minimum of 3.0 GPA on a 4.0 scale in a MSN Program.
- Completion of an undergraduate statistics and research course with a grade of “C” or better within 5 years.
- Three (3) recommendations (preferably from professional nurses with graduate degrees) regarding applicant’s practice and potential for graduate work in nursing. Recommenders should download the Reference Letter Form. Recommenders may complete and submit the form or write a letter that addresses the components in the form.
- Current resume or curriculum vitae.
- Short essay describing short-and long-term professional goals and how participation in Alvernia University’s Doctor of Nursing Practice Program will lead to fulfillment of these goals. Follow specific guidelines for both content and format (600 words maximum). For printable guidelines, click here
- Photocopy of valid license as a Registered Nurse.
- Official statement/letter of the number of Practicum/Clinical hours completed in the master’s program from the degree granting institution.
- A meeting with the DNP Program Director after all required application materials have been received to review the Post-Master’s DNP Program curriculum and course schedule.
- Upon admission to the Post-Master’s DNP Program, students must comply with clinical practice clearances before first practicum course NUR 705: Leadership in Organizations and Healthcare Systems.

Doctor of Physical Therapy Program (DPT)

- Completed Application for Admission through the Physical Therapy Centralized Application Service (PTCAS) at: <http://www.ptcas.org/home.aspx>
 - Official transcript(s) demonstrating the achievement of a Bachelor's Degree and official transcripts from each college or university attended revealing a Cumulative GPA of 3.0 or better and a Science GPA of 3.0 or better.
- The following pre-requisite courses must be completed with a final grade of "C" or better:
- Human Anatomy and Physiology I and II - 4 credits each with lab
 - Biology – 3-4 credits
 - Chemistry I and II - 4 credits each with lab
 - Physics I and II - 4 credits each with lab
 - Social Sciences – 6-9 credits (psychology, sociology/anthropology, humanities)
 - Statistics - 3 credits
 - English Composition/Writing - 3 credits
- A minimum of 100 hours of observation, which includes experience in both outpatient and inpatient physical therapy settings
 - Three letters of reference from a: licensed PT, professor, other non-family member
 - GRE taken within the past five years with a minimum score of 150 on Verbal and Quantitative and 3.5 on Analytical
 - Two written essay questions

Doctor of Philosophy

- Completed Application for Admission
- Official transcript(s) indicating that the applicant has earned an appropriate undergraduate and graduate degree from an accredited college or university
- Three letters of recommendation from former professors, from employers or supervisors familiar with the applicant's professional experiences, or from religious or community leaders
- One-page personal statement that summarizes the value of the program of doctoral study for his/her personal and professional growth and development.
- Scores submitted from a graduate entrance exam such as the Graduate Record Examination (GRE), Graduate Management Admissions Test (GMAT), or the Miller Analogies Test (MAT).
- Professional Résumé
- Interview with Ph.D. Program Director
- Additional evidence of potential for success as a graduate student such as academic or professional awards, special certifications, samples of scholarly or creative work, and completion of specialized examinations. (not required, but encouraged)

GRADUTE PROGRAM ACADEMIC POLICIES

GRADUATE OUTCOMES

Specific knowledge, skills, and values inherent as outcomes in Alvernia Graduate programs are organized into five competency areas:

1. Interprofessional collaboration

- Relationship management
- Decision making based upon theoretical concepts

2. Knowledge of discipline

- Evidence based knowledge and practice
- Continuous quality improvement to achieve outcomes
- Professional behaviors

3. Effective communication

- Information literacy
- Advanced scholarly writing and oral communication
- Information management and technology skills

4. Ethical considerations and leadership

- Advocacy - individual, organization, community, global
- Ethical and moral leadership
- Social justice

5. Research Skills

- Quantitative and/or qualitative methods

Student Responsibilities

Students are solely responsible for assuring that their academic program complies with the policies of the university. Advisors are provided to assist students in planning their academic program. Advisors are not authorized to change established policy of the university. Alvernia University students should be familiar with and comply with all policies and procedures listed in their catalog and the appropriate student handbook.

The Alvernia University email system is the official communication channel for important information issued to students; students are responsible to check their Alvernia University email account on a regular basis. Failure to check this account is not an acceptable excuse for missing important information/deadlines that may be communicated by faculty or staff of Alvernia University.

Graduate Status

Alvernia will assess the candidate's strengths and academic potential using information provided by the student. Applicants for degree programs will be admitted to full, pending, or non-degree status as described below:

Full Graduate Status

Full graduate status includes submission of all required documentation, including official documents verifying the earned baccalaureate degree is from an accredited college or university. Application materials are reviewed and program acceptance granted by the Dean of Graduate and Adult Education and the faculty in the selected program. Students may opt for full-time or part-time enrollment.

Students with full graduate status must respond to a written offer of admission that specifies the date of entrance into one of the graduate programs. Students must notify the Graduate and Adult Education Office of their intent to accept, reject, or change the effective date of entrance. The admission letter will serve as a permit to register for courses. In most cases, students will be offered admission for a five-year period.

Non-Graduate Status

Non-degree status allows students to enroll in graduate courses to earn graduate credit for professional certifications or professional development activities in their chosen field. These students must have earned a baccalaureate or other advanced degree from an accredited college or university. Students may be admitted with non-degree status with the approval of the Dean of the Graduate and Adult Education and the faculty in the selected program. Students granted non-degree status are not eligible for Stafford Loans.

Applying Graduate Credits from an Undergraduate Transcript

Alvernia Alumni who completed graduate work while completing their undergraduate degree may request to have the graduate courses applied to their graduate transcript if those credits were not used to fulfill any undergraduate degree requirements.

Re-Entry Admissions Process

Students who have attended Alvernia previously and have left the University for one academic year or more, or have attended another institution must re-apply for admission. Re-entry students should be in good standing to be considered for re-admission. Students will be readmitted under the curriculum in the current catalog. Accepted Students wishing to return to the University must submit the following:

1. Application for admission
2. Official transcripts of all colleges and universities attended since Alvernia. Credit may be given for coursework in which the student has earned “C” or higher.

Notification of Re-Entry Admission Process

Applicants are notified of an admission decision once all required credentials have been received and evaluated. All acceptances are contingent upon the satisfactory completion of all college coursework and maintaining the minimum GPA requirements.

Academic Probation/Academic Dismissal

Students enrolled in Graduate Programs must maintain a 3.0 grade point average throughout their program. Students who fall below a 3.0 grade point average after 6 attempted credits will be placed on Academic Probation and must meet with their advisor to select the appropriate courses to improve their academic standing. A student who has been on Academic Probation previously and falls below a 3.0 grade point average again after at least 6 more attempted credits will be Academically Dismissed. A student who has been Academically Dismissed may write an appeal letter to the Program Department Chair if extenuating circumstances warrant a review of the academic record. Appeal letters should include documentation of the extenuating circumstances and at least one letter of support from the advisor or an Alvernia instructor. A student who does not appeal or whose appeal has been unsuccessful will no longer be enrolled in a Graduate Program and will not be entitled to Financial Aid. Additional standards may apply for specific graduate programs.

*Refer to Program Handbooks for possible adjustments to the Academic Probation/Academic Dismissal policies as approved for specific programs of study.

Master of Science in Occupational Therapy (MSOT) – Entry Level Post Baccalaureate Academic Progress Policy:

The criteria for retention and progression in the entry-level MSOT degree are dependent upon:

- Achievement of final grade of “B” or higher in all graduate coursework taken at Alvernia University.
- Upon completion of five graduate courses (including the COR course) students with full graduate status must achieve and thereafter maintain a cumulative grade point average of 3.0 or higher.
- Students in the MSOT degree are permitted to utilize the repeat/delete option twice in total for all graduate courses taken at Alvernia University, but only one time for any individual course (COR or OT).
- Students will not be allowed to participate in the capstone activity for the degree unless their cumulative grade point average of 3.0 or higher and they have earned a “B” or higher in all graduate work taken at Alvernia University.
- All coursework must be completed within 24 months of the start of the first level II fieldwork placement.

Dismissal for Non-Academic Reasons

Students may be dismissed from the graduate program for the following non-academic reasons:

1. Failure to respect the rights of others as evidenced by verbal, physical or mental abuse of others, harassment of any kind, assault, or any action, which endangers the rights of others.
2. Failure to abide by federal, state, and local laws, which prohibit the use, possession and sale of illegal substances.
3. Failure to adhere to the various professional codes of ethics, such as the American Counseling Association Code of Ethics.
4. Failure to function appropriately within the site placement settings, internships or practicums, as documented through evaluations by on-site supervisor and academic adviser. (Refer to the Practicum/Internship Manual for specific information on student requirements for the Master of Arts in Community Counseling.) Only the Provost may dismiss a student from the University for non-academic reasons. Students may appeal such a dismissal to the President.

Americans with Disabilities Act (ADA)

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (“ADA”), the University offers accommodations to students with documented learning, physical and/or psychological disabilities. It is the responsibility of the student to contact the Disability Services Coordinator, preferably prior to the beginning of the semester, to initiate the accommodation process and to notify instructors as soon as possible so accommodations can be made early on in the semester. Course requirements will not be waived but, if possible, reasonable accommodations will be made to allow each student to meet course requirements. Students needing assistance should contact the Disability Services Coordinator, Elaine Mara in BH 1121-A by phone (610.568.1499) or email (elaine.mara@alvernia.edu).

Institutional Review Board

Graduate students wishing to conduct research involving human participants are required to abide by the policies and procedures of the Institutional Review Board (IRB). All researchers must submit a NIH Training Certificate along with the completed application. The training can be accessed at <http://phrp.nihtraining.com>. Information about the required forms, policies, procedures and deadlines can be obtained at the IRB's website.

The researcher is required to complete an application which includes an abstract of the proposed research topic in which the following elements must be addressed: Description and Methodology, Risk and Benefit Consideration, Selection of Participants, Privacy and Confidentiality, Monitoring of Data, Conflict of Interest, and Informed Consent. Copies of all instruments used, including permission to use the instrument, as well as, validity and reliability data of the instrument must be provided.

The application is initially submitted to the Office of the Provost. The IRB will then notify the researcher and faculty advisor concerning the receipt of the application, the status of the application, and the IRB's decision on the application. If an application requires a full IRB review, the process can take up to four months after the IRB has received the completed application. The IRB will make a decision: Approved, Not Approved, Pending, or Exempt.

Research is approved for one year. Extensions may be requested. Any deviations from the approved research must be approved by the IRB. The IRB has the authority to stop any research that violates any IRB policies and procedures. Upon completion of the project, the researcher must submit a Study Completion form indicating the research has been completed.

Approval of the research by the IRB does not absolve the researcher from the responsibility to abide by the principles of Beneficence, Autonomy/Respect, and Justice or any federal, state, or local laws regarding research with human participants.

Graduate Assistantships

Graduate Assistantships are temporary employment positions within the University. These positions provide graduate students the opportunity to work with professionals in a variety of disciplines and assignments. In addition to gaining valuable professional experience, participating in interesting course offerings, graduate students are in a position to contribute significantly to their own intellectual development and the University as a whole. All graduate assistantship appointments require working 20 hours per week and provide a full tuition waiver for 9 credits in each contracted semester. Students seeking assistantships are required to meet the following criteria:

- Be accepted into the Graduate Program at Alvernia
- Must have a valid FAFSA on file.
- Maintain at least a 3.0 grade point average.
- Satisfy enrollment requirements
- Make satisfactory progress toward degree as defined by University policy.
- Meet the requirements to be eligible for employment in the United States.

Current Graduate Assistantship openings are posted on the University website under financial aid. Questions regarding graduate assistantships should be directed to the Office of Student Financial Planning at (610) 568-1554.

Alumni Association

All graduates of Alvernia University automatically become members of the Alumni Association and are encouraged to stay involved. There are more than 9,000 Alvernia alumni throughout the country. The Association promotes the interest of the University by organizing programs for alumni, informing them of changes on campus, and providing them with benefits and services. The Alumni Office enjoys connecting with alumni and hearing their stories, in addition to providing the services that allow them to stay connected to Alvernia even after graduation. Many events are held on and off campus for the continued engagement of Alvernia alumni. It is the Alvernia Alumni Association's mission to cultivate a sense of pride and lifetime commitment to the Alvernia community:

<http://alumni.alvernia.edu>

Graduate Honor Society

Alvernia University has established a chapter of Alpha Epsilon Lambda for graduate students. This honor society is exclusively for graduate students and promotes service and leadership to the community and student body.

REGISTRATION

The University reserves the right to change its admission, registration, graduation or financial requirements as necessary. Every effort will be made to provide advance information regarding such changes. Attendance at Alvernia is a privilege, not a right. By registering, the student concedes to the University the right to require his or her withdrawal. Request for withdrawal can be made at any time it is deemed necessary to safeguard the ideals of character and scholarship and to secure compliance with regulations.

Effective Catalog

Graduate students are subject to the course requirements contained in the catalog that is in effect when they are accepted by Alvernia University. Students may request to follow the course requirements in the most recent catalog. Students who interrupt their schooling for more than one calendar year must reapply to the University and are subject to the requirements in the most recent catalog.

Academic Calendar

The current Academic Calendar is available via the University website: <http://www.alvernia.edu/>. This key resource should be consulted for important dates and deadlines.

Course Schedule

The University reserves the right to revise schedules in response to changes in student interest, enrollment demand, and faculty availability. The University also reserves the right to cancel any scheduled course for which there is insufficient enrollment. The current schedule may be found on the University's website via Self-Service.

Credit Hour Policy

Alvernia University adheres to the Pennsylvania Department of Education credit hour guidelines for seat time. This applies to all courses both graduate and undergraduate regardless of modality and at all locations. In the event of class cancellations, the instructor will ensure that the time is made up.

Enrollment

To enroll in courses, all students must complete the registration process. No student can register for another student or allow another person to register on the student's behalf. If a student registers during advance registration and then decides not to return to the University, it is the student's responsibility to notify the Graduate and Adult Education Office in writing prior to the beginning of classes to avoid charges. Registration dates can be found on the Academic Calendar. Information regarding tuition and course offerings is available from the Graduate Office.

Online, Blended, and Web-Enhanced Course Delivery Format

At Alvernia University, an online course delivers 75% or more of the content electronically; a blended course delivers 30%-75% of the content electronically; and a web-enhanced course delivers less than 30% of the content electronically. Online/blended/web-enhanced courses are conducted through asynchronous and synchronous tools. In asynchronous class sessions, materials and discussion are accessed through a course management program called Blackboard. Additional online resources, tools, and activities may be integrated into the course delivery. In synchronous class sessions, materials and discussions are conducted through audio conferencing and/or videoconferencing. If a student is unable to attend a synchronous session, the audio and/or video sessions are archived for later retrieval. In addition to the course instructor, a librarian and an educational technologist are embedded with each online and blended course for assistance with student questions pertaining to online resources and technical issues.

Minimum Technology Requirements

Faculty and students should review the minimum technology requirements posted to the Distance Education website.

Credits/Overloads

Graduate students may register for a maximum of nine credits per academic semester. Overloads require the approval of the advisor. Items considered for approval are the student's academic progress, cumulative grade point average, and plan of study. Students are officially registered when tuition and charges for the semester have been paid or arrangements for payment have been made with the Student Billing Office.

Registration Changes

Each of the following constitutes a registration change: adding or dropping a course or changing a course section; withdrawing from a course after the add/drop period; or auditing a course. Schedule Change Forms are obtained from the Graduate and Adult Education Office and must be filed with that office to complete the process.

- **Add/Drop Period:** The deadlines for the add/drop period are located on the academic calendar. Request to add/drop must be received by 5 PM on the date listed. Saturday courses must be dropped prior to the second class meeting, however the course cannot be added after the completion of the first class. Students wishing to drop a course may do so by dropping via Self-Service or by completing the proper paperwork. Paperwork can be found on the Alvernia website, under Current Students, and printable forms.
- **Withdrawal without an "F":** After the add/drop period has ended, a student may withdraw from their course. Withdrawal dates may be located on the academic calendar. Withdrawal from Saturday classes must be done prior to the third class meeting. Students wishing to withdraw may do so by completing proper paperwork in the School of Graduate & Adult Education office. Please Note: Students withdrawing from a course will still be held financially responsible for all costs and fees.
- **Auditing:** A student wishing to audit a course must submit a written request to the Graduate and Adult Education Office. This request must include the signature of the student's academic adviser. After the first week of classes, no reimbursement will be made when changing from credit to audit. The deadline for either request is the first week of instruction of the current semester. Students are not tested when auditing a course and no credit is earned.

Change of Major

A student may change his or her major by obtaining written approval from his or her academic adviser. The Change of Major Form, obtained from the Graduate and Adult Education Office, is completed as directed and returned to the Graduate and Adult Education Office. A change that happens within a specific program may be completed with a change of major form. Students wishing to change from one degree program to a different degree program, must complete the full application process for the new program.

Repeat/Delete Option

The repeat/delete option may be used when students have a grade of less than 'C' or have failed to meet the minimum grade required by a specific program. When a course is repeated for credit, the earlier grade remains on the student's permanent record and appears on all transcripts. The higher grade is used in computing the cumulative grade point average. The repeat/delete option may only be used in cases where both the original and repeated courses were earned at Alvernia; neither may be by correspondence or by study at another institution. Students may be required to use the repeat/delete option to fulfill the specific requirements found in the catalog descriptions for some programs. The repeat/delete option can only be utilized twice during the graduate program. Specific programs may have additional policies in regard to this option.

Transfer of Credit

Students who have been accepted into any Alvernia University Master's program may transfer a maximum of two graduate courses (six graduate credits). Transfer courses must be from an accredited university or college and the student must have earned a minimum grade of 'B' to receive transfer credit. The courses must be equivalent to appropriate courses in the graduate program at Alvernia University. Transferred credits do not count towards the cumulative grade point average at Alvernia University.

An official transcript indicating the grade received and a complete course description or syllabus must be forwarded to the Coordinator of Graduate Admissions and Student Services. After all the required information has been forwarded, transfer credits are reviewed and approved by the relevant Program Coordinator.

Life Experience Credit

The University does not award graduate level course credit or academic forgiveness based on life experience.

Semester Grades

Students with certain levels of outstanding financial obligations will not have access to their Self-Service transcript until their accounts are cleared. The responsibility for identifying grade errors is that of the student. Blackboard does not necessarily represent the final grade earned and students are advised to review academic transcripts. Students on hold may visit the Office of the Registrar or the Graduate and Adult Education office during business hours to view their transcript. Any grade correction must be made by the instructor and filed in the Registrar's Office. The deadline for corrections is 21 calendar days after the grade is issued (except in cases of a grade grievance or in the case of an approved Incomplete). After that time, no changes will be made on the student's record.

Transcripts

Requests for transcripts may be made in writing to the Registrar's Office or requested through Self Service. Forms are available from that office or at www.alvernia.edu/academics/registrar. No transcript request is released until all financial obligations to the University have been met. Students may request unofficial copies for their personal use. The first transcript requested after the degree is conferred is free. Processing of a transcript request is completed within five working days after the request is received; the prevailing fee must be submitted with the request for each transcript.

Computation of Grades

At the completion of a course, each student is assigned a letter grade based upon the appropriate scale below: A = 4.0 (94-100); A- = 3.7 (90-93); B+ = 3.3 (87-89); B = 3.0* (83-86); B- = 2.7 (80-82); C = 2.0 (73-79); F = Failure (72 and below). *Less than 3.0 may = probation.

Incomplete Grade

A student may request an incomplete grade for a course by completing a request for Incomplete Grade form available in the Graduate & Adult Education Office. An incomplete will be assigned only if there are extenuating circumstances preventing the student from completing all course requirements and the instructor, Department Chair, and Dean approve and sign the form. The completed form must be returned to the Grad & AE office by the final day of the course to have the incomplete grade posted. The student must complete and submit the assignments listed on the form to the instructor within four weeks of the exam period for a semester course and within three weeks for a MOD course. Incomplete grades that have not been changed by the instructor at the end of this period will automatically be changed to an "F."

Student Appeals

Graduate education places a value on academic performance and generally places a limitation on the number of grades below "B" acquired by a student during their graduate experience. As a result of academic performance, graduate students may find themselves in a position to appeal a particular grade given in a particular course, a decision to dismiss them from their chosen academic program, and/or a decision to dismiss them from the University. Recommended disposition from faculty and/or academic advisors is required for appeals related to dismissal from an academic program or dismissal from the University. The following sequential appeal procedures, including time frames, have been developed for each of these situations. In the event the faculty member serves a dual role, the appeal will be submitted to the next level. The student must submit their grievances in writing. Responses to the student shall also be in writing.

Appeal of Grades

Students may appeal course grades. The procedures for this appeal must be followed in the order presented below:

1. Students must discuss the grade with the course instructor within 20 calendar days of the posting of the grade.
2. If no accord is reached at this level, the student may submit an appeal in writing to the Program Coordinator/ Director within 7 calendar days of the decision of the instructor.
3. A meeting between the student and the Program Coordinator/Director must be held within 7 days of receipt of the written appeal from the student. The Program Coordinator/Director must make a decision regarding the appeal within 7 days of the meeting with the student and inform the student of that decision.
4. The student may appeal the decision of the Program Coordinator/Director to the Department Chair (or School Dean in the case of

the MALSC program or Ph.D. program). The student must submit a written appeal to the Department Chair within 7 days of receiving the decision of the Program Coordinator/Director.

5. A meeting between the student and the Department Chair (or School Dean in the case of the MALS program or Ph.D. program) must be held within 7 days of receipt of the written appeal from the student.

6. The Department Chair (or School Dean in the case of the MALS program or Ph.D. program) issues the final decision of the grade appeal in a letter to the student within 7 days of their meeting.

Due Process for Grade Appeals

In the event that the student believes they were denied due process during an appeal of a grade, they may appeal the decision in writing to the School Dean within 7 days of receipt of the final decision of the particular appellate situation. Such an appeal examines the process by which the final decision was determined regarding a specific appeal and does not examine the content of the appeal.

Dismissal from the Academic program

Students dismissed from an academic program for academic reasons may appeal the dismissal. The procedures for this appeal must be followed in the order presented below:

1. Upon verification that a student has met the criteria for academic or non-academic dismissal from a graduate program, the Program Coordinator/Director of the specific academic program notifies the student in writing that the student has been dismissed from the program.
2. The student may appeal their dismissal from a program to the Department Chair, in writing, within 7 days of the receipt of the dismissal letter from the Program Coordinator/Director.
3. The Department Chair must meet with the student within 7 days of receipt of the written appeal from the student.
4. The Department Chair must issue a written decision regarding the appeal of the dismissal within 7 days of the meeting with the student.
5. The student may appeal the decision of the Department Chair to the School Dean, in writing, within 7 days of receipt of the decision of the Department Chair.
6. The School Dean must meet with the student within 7 days of receipt of the written appeal from the student.
7. The School Dean must issue a written decision regarding the appeal of the dismissal within 7 days of the meeting with the student.
8. The student may appeal the decision of the School Dean to the Graduate Academic Appeals Committee, in writing, within 7 days of the notification from the School Dean. The Graduate Appeals Committee shall hear the case and issue a final written decision regarding the dismissal within 30 days of the receipt of the written appeal from the student.

Dismissal from the University

Students who meet the criteria for dismissal from the University will receive an initial letter of dismissal from the Provost. Students may appeal this decision in writing to the Graduate Academic Appeals Committee within 7 days of receiving the official notification of dismissal. The decision of the Graduate Academic Appeals Committee will forward its decision to the Graduate Academic Council. The Chairperson of the Graduate Academic Council will notify the student of the final decision.

Due Process for Dismissal from a Program or the University

In the event that the student believes they were denied due process during an appeal of dismissal from a program, or dismissal from the University, they may appeal the decision in writing to the Provost within 7 days of receipt of the final decision of the particular appellate situation. Such an appeal examines the process by which the final decision was determined regarding a specific appeal and does not examine the content of the appeal.

FINANCIAL INFORMATION

Tuition and Billing

Alvernia University reserves its right to change tuition, fees and other charges from one academic semester to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

General Graduate Tuition 2015-2016: Master: \$700 per credit, Doctoral: \$930 per credit, Comprehensive Fee: 2% of tuition, Technology Fee - web enhanced course: \$20/credit, blended course: \$30/credit, and online course \$40/credit.

Reference www.alvernia.edu for program-specific and general tuition and fee information.

Payment and Billing

Students at Alvernia are billed each semester. The Student Invoice is available on the myAlvernia portal on the Alvernia website (www.alvernia.edu) approximately 30 days prior to the start of the upcoming semester for every student who has pre-registered.

Payment is due one week prior to the beginning of the semester, and payment must be received on or before that date. Students registering after the due date are required to secure a Student Invoice from the Student Billing Office at the time of registration with payment due immediately.

Students adding a course(s) during the add/drop period are required to obtain an invoice and settle any financial obligations at that time. The amount due on the Student Invoice is the total amount of unpaid charges less any anticipated financial aid. Anticipated financial aid includes scholarships, grants, or loans for which a student is eligible, but has not yet been received by the University. See the Office of Student Financial Planning for details regarding financial aid awards and eligibility.

Note: The University reserves the right to cancel a schedule and require a repeat of registration for any student who does not pay his or her invoice by the due date.

For further information on billing procedures call the Student Billing Office at 610-796-8319 or email student.billing@alvernia.edu or visit Francis Hall 200.

Payments

Checks or money orders should be made payable to "Alvernia University". If sent by mail, they should be addressed to: Alvernia University, Attn: Student Billing, 400 Saint Bernardine St., Reading, PA 19607. Payment may also be made via myAlvernia. Electronic payments from bank accounts (e-checks) are available with no additional charge. Convenience fees will apply when utilizing our accepted credit cards (MasterCard, Visa, Discover, and American Express) for payment.

Student Refunds

If your financial aid exceeds your total charges, a refund will automatically be processed. It is recommended that you enroll for direct deposit (e-refunds). This will reduce processing and mailing time and allow you to access your funds faster. Enroll on Self-Service / Finance tab / Online Resources.

Authorized Payers

If another individual is responsible to pay tuition on your behalf, you may elect to provide online access to your financial information only. Parents or other authorized payers may be granted access to make payment, payment history, balance and invoices. Enroll a parent or other payer on Self-Service / Finance tab / Online Resources.

Bookstore Credit using Financial Aid

Students who wish to purchase books with anticipated financial aid should transfer money to student ID card by contacting the Student Billing Office. When the transfer is complete, students may purchase books at the Alvernia Bookstore in person or online at alverniashop.com using the Alvernia ID as payment type.

Payment Plan

The tuition payment plan is a service provided by HigherOne on behalf of Alvernia University. Students may pay all or part of tuition on a monthly, interest-free basis. The yearly fee is \$50 and details and applications are available from the Student Billing Office at 610-796-8319, tuitionpaymentplan.com/Alvernia, or 1-800-635-012.

Late Charges

A \$100 charge will be assessed on any balance due if not paid by the due date.

Returned Checks

The return of a check for any reason constitutes non-payment. A \$25 fee is assessed for returned checks.

Errors or Disputes

Inquiries concerning schedules should be referred to your academic advisor and/or the Assistant Dean of Academic Support services.

Refund Policy (Drop/Add Period)

During the first week of classes (the drop/add period), a student may drop a course and receive full tuition credit if applicable. Any course-affiliated fees and/or comprehensive fees will be adjusted accordingly. A student withdrawing from a class any time after the add/drop period is not entitled to a refund. The Academic Calendar should be consulted for official deadlines.

For further financial information, please consult www.alvernia.edu. The Student Billing Office can be reached at 610-796-8319.

Financial Aid

Tuition Reimbursement

All students receiving tuition reimbursement from their employer or other organizations must complete a tuition reimbursement form every semester and return them to the Student Billing Office. This form is available on the Alvernia University website, via email, and in the Graduate and Adult Education Office. Also, the form must be received prior to the invoice due date to avoid late fees. Contact the Graduate and Adult Education Office for information on deferred payment.

Alumni Discount

The Alvernia University Alumni Discount is available to Graduate and Bachelor degree graduates of Alvernia at 25 percent off graduate tuition. The Alumni Discount may reduce federal Stafford Loan amounts if the student is financially packaged up to the student's cost of attendance.

Grants/Scholarships

Students are encouraged to research private grant and scholarship funding through the Internet. The University encourages students to visit the following websites for scholarship search: www.fastweb.com and www.aessuccess.org.

Graduate Assistantships

Students are encouraged to research Graduate Assistantships available through the University website at www.alvernia.edu/facstaff/human-resources. Students should consult the Student Employment Coordinator for details on positions currently available.

Non-Profit Organizations

An employee of a nonprofit organization or a school district should contact his or her Human Resource Office to inquire about the Non-profit Education Partnership with Alvernia University and whether a discount may be available. Students receiving this discount must complete a Partners in Non-profit Discount form once per semester. Student receiving both the Partners in Non-Profit Discount and tuition reimbursement may have an adjustment made to financial aid awards.

Federal Direct Stafford Loans

The federal Stafford loan may be available to any graduate student who is accepted into a degree-seeking program, who has enrolled for at least half-time status (6 credits per semester, which should include both mods, if applicable),

and who has completed a Free Application for Federal Student Aid (FAFSA) on www.fafsa.gov. Students are eligible to borrow up to maximum eligibility, or the cost of education per year, depending on the student's enrollment status. Students may reduce their loan

amounts for the academic year by responding to their Student Financial Planning award letter. Students must fill out a Master Promissory Note (MPN), as well as complete Entrance Counseling for their federal loans. Both of these processes may be completed online at www.studentloans.gov. Students must make academic progress to qualify for subsequent loans after their initial awarding.

Private Alternative Loans

Private Alternative Loans are available to students who are enrolled for only one class per semester. These loans may require a co-signer and applicants must be creditworthy. Please check www.alvernia.edu/financialaid for more information about alternative loans.

Graduate PLUS Loans

Graduate PLUS loans are now available to Graduate students. The Graduate PLUS loan is a federal loan that requires a credit check of the applicant. Graduate PLUS applications are available on www.studentloans.gov. Once the borrower is credit-approved, the borrower must complete a Master Promissory Note.

Satisfactory Academic Progress

Federal regulations require that institutions satisfactory limit Title IV federal financial aid to those students who, according to institutional policy, are maintaining academic progress toward their degree objective. The primary interest of the regulations is to have reasonable, satisfactory progress standards established by institutions to assure the best and most equitable use of Title IV Student Financial Assistance funds. Alvernia University has prepared the following policy in accordance with these regulations. Title IV programs include Subsidized and Unsubsidized Stafford Loans.

Enrollment Status and Academic Year

Alvernia University's definition of an academic year for the graduate programs consists of two fifteen-week semesters, which total 30 weeks for an academic year.

- **Full-time** status at Alvernia University is defined as being enrolled in at least 9 credit hours per semester.
- **Half-time** status at Alvernia University is defined as being enrolled in at least 6 credit hours per semester.

Academic Progress Policy

The University will measure a student's progress in increments of one academic year in length. The standards, which determine a student's financial aid eligibility, will contain a minimum of successfully completed credits and a minimum Grade Point Average (GPA):

- a. Grade Point Average (CGPA) – A minimum CGPA requirement of 3.0 must be met by all half-time and full-time graduate students.
- b. A student enrolled at half-time status must complete 12 credit hours per academic year while a full-time student must complete 18 credit hours per academic year creating a maximum time frame of 5 years to complete a degree.
- c. Grades of 'A' through 'C' will be considered as credits toward academic progress.
- d. Grades of 'F', 'I', 'X' (audit, non-credit), and 'W' will not be considered as credits toward progress, however will be counted as attempted credits.
- e. Repeated courses cannot count towards credit completion for financial aid academic progress, unless the grade earned was a 'F', or 'W', as these grades do not credit earned credits.

Maximum Time Frame

Credits Required for <u>Degree Program</u>	Time Period for <u>Completion</u>
0-30 credits	3 years
31-40 credits	4 years
41-50 credits	5 years
51-60 credits	6 years

Lack of Satisfactory Academic Progress

The Student Financial Planning Office will notify the graduate student of his or her financial aid suspension status as soon as information on academic progress is available from the Registrar's Office. In the event that a student fails to maintain satisfactory academic progress as defined in this policy, he or she will be notified by the Student Financial Planning Office in writing that his or her aid has been suspended. Lack of progress may be a result of:

- **Incomplete Grades:** The student must satisfactorily complete the required coursework and notify the Student Financial Planning Office in writing that the grade has been changed. Financial Aid will then be reinstated.
- **Low GPA or number of credits:** When the additional coursework is completed the student must notify the Student Financial Planning Office in writing that the coursework has been successfully completed. If credits are taken at another college, the student must complete the proper forms with the Office of Graduate and Adult Education and notify the Student Financial Planning Office when the credits have been successfully transferred to Alvernia University (transfer courses have no affect on GPA). Financial aid will then be reinstated.
- **Mitigating Circumstances:** If lack of progress is a result of mitigating and/or unusual circumstances and a student wishes to receive financial aid for the next semester, he or she must appeal the decision in writing to the Student Financial Planning Appeals Committee. The student will be notified of the outcome of this decision in writing.

If a student is placed on financial aid probation, he or she must meet the terms as outlined in the letter of probation to continue receiving financial aid.

Appeals

The appeal process will proceed as follows:

- a. The student will indicate in writing to the Director of Student Financial Planning his or her reasoning why aid should not be terminated.
- b. The Director of Student Financial Planning will review the appeal along with the financial aid appeals committee and determine whether financial aid probation will be approved. The student will be notified in writing of the decision.
- c. Non-matriculated students may not receive financial aid. Students must appeal to the Dean of Graduate and Adult Education for reinstatement to degree-seeking status. If the appeal is approved, financial aid is not automatically reinstated, students must then follow step a. above.

Evaluation of Progress/Mitigating Circumstances

The Student Financial Planning Office reserves the right to review individual cases of unsatisfactory progress to determine if extenuating circumstances mitigate in favor of continuing the student's financial aid eligibility. These circumstances may include, but are not limited to: medical problems; death of a parent, spouse, or close family member; separation or divorce involving an immediate family member; or a major change in employment or employment responsibilities. Any procedure which serves to limit the student's aid eligibility will take into consideration a degree of sensitivity to individual circumstances.

Withdrawal Policies

Total withdrawal from the University applies only to students who submit in writing to the Graduate and Adult Education Office their intention to completely withdraw from all courses. Reapplication and acceptance are required for these students to be readmitted after withdrawing from the University. The effective date of withdrawal is the date a completed official withdrawal notice is returned to the Graduate and Adult Education Office. Students who do not comply with the withdrawal procedure forfeit their right to any refund. The tuition refund schedule for students who withdraw from the University and are enrolled in full semester classes is as follows:

<u>Withdrawal Dates</u>	<u>Student Refund</u>
during 1 st week of class	100%
during 2 nd week of class	90%
during 3 rd week of class	80%
during 4 th week of class	60%
during 5 th week of class	40%
after 5 th week of class	No Refund (see financial aid stipulations)

*Withdrawal refund percentage for alternatively structured classes must be evaluated individually

Medical Withdrawal: Inquiries regarding the medical withdrawal procedure should be directed to the Director of Health and Wellness.

Financial Aid Recipients: In the case of a financial aid recipient, the portion refunded may include monies that must be returned to Federal Title IV programs. The University will use the Title IV refund policy to determine the portion that must be repaid to the Title IV programs. Any refunds otherwise due to a withdrawing student will be reduced by such Title IV refunds. This is in accordance with the 1998 Code of Federal Regulations 668.22.

STUDENT SERVICES

Athletics and Recreation (610-796-8276)

Alvernia University views athletics as an integral component of the overall educational mission. Alvernia is a member of the Middle Atlantic Conference (MAC), the Eastern Collegiate Athletic Conference (ECAC), and the National Collegiate Athletic Conference (NCAA), Division III. The University has adopted the Division III philosophy statement as its own and follows the guidelines of Division III. The Alvernia University Department of Athletics and Recreation is part of the NCAA CHAMPS/Life Skills Program, which focuses on five key areas: Academics, Athletics, Community Service, Career Development, and Personal Development.

The Department of Athletics and Recreation Policy Handbook outlines the philosophy of athletics at Alvernia and the responsibility of the athletic director, coaches, staff, and student-athletes. Information in the handbook includes, but is not limited to the following: academic eligibility and responsibilities, social responsibilities, community service, class absence, insurance, varsity status, awards, role of athletics in the total college mission, student-athlete advisory committee, and the NCAA summary regulations and certification information.

Alvernia University sponsors intercollegiate teams for men in cross-country, lacrosse, tennis, soccer, basketball, track and field, baseball, and golf. Women's teams include cross-country, lacrosse, volleyball, field hockey, basketball, tennis, track and field, soccer, and softball. The coed cheer team, dance team, and the Ice Hockey Team are club sports run under the Department of Athletics and Recreation.

The Department of Athletics and Recreation also offers a variety of recreation and wellness opportunities throughout the year. The recreation activities are organized by the Intramural Athletic Board (IAB), which is a student run organization. All intramural and wellness opportunities are available to Alvernia students, faculty and staff.

The Physical Education Center (PEC) on main campus is equipped with a Cardio Center and a Strength Training Room that are available to all Alvernia students, faculty, and staff. These areas include a dance/yoga room, treadmills, elliptical machines, rowers, steppers, bicycles, and strength training equipment. Graduate and Continuing Education students are encouraged to take advantage of the services provided by the Center.

Bookstore (610-796-8250)

The bookstore is located on the first floor of the Student Center. Textbooks, supplies, software, clothing, and gifts can be purchased online. Texts may be picked up in the bookstore or shipped directly to your home or place of business. In addition, Alvernia University novelties, greeting cards, snacks, drinks, postage stamps, phone cards, pre-pay phones, electronics, and general health and beauty items are available in the store.

Students may use cash, checks, money orders, credit cards or financial aid (when applicable) for in-store purchases. Orders placed on the Internet may be paid with credit card or financial aid (when applicable).

Campus Shuttle (610-796-8350)

Alvernia provides a campus shuttle between the Ken-Grill parking lot, Upland Center, Bernardine Hall, and the Angelica parking lot. The shuttle schedule is available by calling Public Safety at 610-796-8350. In the evening upon request, Alvernia can also provide transportation to the BARTA Route 10 bus stop at the corner of Brookline Plaza and Lancaster Avenue. A specific BARTA bus schedule can be found at www.bartabus.com. Student wishing to utilize evening transportation to this bus stop should call Public Safety (610-796-8350) to make arrangements.

Dining Services (610-796-8222)

Alvernia's food and dining service is provided by Aladdin Food Management Service, Inc. All resident students are required to be on

the meal plan provided by the University; commuter students, visitors and other members of the Alvernia community may use the dining facilities on an “all you can eat” basis for a set cash price. Students on a meal plan must present their ID/meal card to the cashier at each meal.

There are four dining locales on campus: The Main Dining Hall (Student Center), Kestral Café (Bernardine Hall), Courtside Café (PEC), and the Upland Center. Please see the Student Handbook for additional information.

Identification Cards (610-796-8350)

Every student must possess a valid Alvernia photo identification card (ID). This card should be carried at all times and is not transferable. Students must present their ID to utilize dining and library services and to gain admission to the cardio/weight room and for admission to sporting and social activities on campus. IDs are also needed to gain entrance to residence halls and to access the Center for Student Life after hours. Debit accounts for the Bookstore and Dining Services are also available with a student ID. ID photos are taken throughout the year at the Public Safety Office.

Parking (610-796-8350)

All motor vehicles parked on campus, and in auxiliary parking lots, must display a current Alvernia parking permit. Parking permits may be obtained from the Public Safety Department. For additional information on parking policies see the Undergraduate Student Handbook.

Safety and Security: Office of Public Safety (610-796-8350)

Alvernia strives to maintain a clean, safe, healthy environment for its students, faculty, and staff to enjoy. While no institution can guarantee the safety of all members, Alvernia has taken steps to promote a safe environment conducive to the campus community’s successful academic and co-curricular pursuits. The Public Safety Office is staffed 24 hours a day each day of the year and conducts both vehicular and foot patrols. All officers carry cell phones and two-way radios while on patrol and are CPR AED and first aid certified.

This office is a clearinghouse for lost and found items, reported activities and emergencies occurring on campus. All reported incidents are thoroughly investigated, including those related to alcohol and other drugs. The Alvernia community is alerted to safety concerns through written and verbal communications including bulletin boards, flyers, meetings, and the Alvernia newspaper and an electronic alert system. If a murder, forcible rape, or other serious crime is alleged to have occurred on the campus, the President of his designee shall notify the campus community so as to protect the alleged victim’s right to privacy while alerting the community to potential danger. Members of the Alvernia community who witness or may be victimized by a criminal offense should contact the Public Safety Office at once.

Alvernia, in being true to its mission and its responsibility to its students and employees, is dedicated to doing what is necessary both to maintain the dignity of students and employees and to teach them to accept their roles as responsible men and women in society. Alvernia, therefore, not only distributes this section of this publication as required by law, but also sponsors crime prevention talks presented by local policing authorities or the Criminal Justice Club. Discussions of safety procedures and practices are included in new student and employee orientation programs. For campus residents, more frequent reminders are provided.

Students may contact local police at any time a crime is witnessed or suspected, but Public Safety should also be notified so a Safety Officer can escort police to the appropriate place on campus. Investigations are conducted through the process of sharing information.

Campus Call Boxes

Alvernia University has installed emergency call boxes on campus. Call boxes may be utilized in an emergency; pressing the red button immediately sends a distress signal to the Reading Police Department and also notifies Alvernia Public Safety.

e2Campus

In an effort to ensure the safety and security of the Alvernia community, the University has adopted e2Campus. E2Campus is a campus-wide, text-messaging and voicemail system that will enable Alvernia University officials to communicate with registered students, faculty, staff, and parents in the event of a catastrophic emergency. Registration is free and can be accessed by clicking on the e2Campus icon, located on the home page of the University website.

Escort Service (610-796-8350)

Alvernia Public Safety offers free escort service for students and staff who feel uncomfortable traveling on campus. Students and staff should call x8350 to arrange for this service.

Parking Lot Cameras

Video cameras are strategically placed in campus parking lots to aid in hindering vandalism to vehicles. Note: Alvernia University assumes NO LIABILITY for theft or damages to vehicles parked on premises.

Alumni Association

All graduates of Alvernia University automatically become members of the Alumni Association and are encouraged to stay involved. There are more than 9,000 Alvernia alumni throughout the country. The Association promotes the interest of the University by organizing programs for alumni, informing them of changes on campus, and providing them with benefits and services. The Alumni Office enjoys connecting with alumni and hearing their stories, in addition to providing the services that allow them to stay connected to Alvernia even after graduation. Many events are held on and off campus for the continued engagement of Alvernia alumni. It is the Alvernia Alumni Association's mission to cultivate a sense of pride and lifetime commitment to the Alvernia community:

<http://alumni.alvernia.edu>

Graduate Honor Society

Alvernia University has established a chapter of Alpha Epsilon Lambda for graduate students. This honor society is exclusively for graduate students and promotes service and leadership to the community and student body.

Library

<http://www.alvernia.edu/library>

The Dr. Frank A. Franco Library Learning Center provides resources and staff to support students both on and off campus. The virtual library is open 24/7 at <http://www.alvernia.edu/library>. In addition to a large print collection, the library offers full-text access to over 20,000 academic journals and eBooks. Virtual access off campus is available to all students by login.

Students may check out books and AV materials with their ID cards and will find class reserve material for reading or viewing at the Circulation Desk. Copy machines and a public fax are also available in the building. For materials not available in print or electronically, students may request an Interlibrary Loan. Forms can be found on the Web site as well as in the library.

In the Stairway Mini-Café students can find comfortable seating for enjoying a hot drink, get a snack from the vending machine, read the newspaper or a magazine, or study. The Browsing Room with its collection of popular fiction and non-fiction as well as comfortable furniture and interesting displays is also a welcoming place. Students may checkout a movie from a growing collection containing both classics and current films.

Wireless throughout, the Franco Library Learning Center is a welcoming environment for quiet study or group collaboration. Laptops are available for check-out, and students may use them anywhere in the building.

The Library Learning Commons on the first floor of the building brings together students and librarians in a rich learning environment. In the Bonaventure Reading Room, students will find a variety of resources, chairs, and tables for individual study or for group work. Poetry readings and other special events are often held in the Bonaventure Room.

The library staff includes professional librarians who are dedicated to encouraging learning and student success. Students may contact librarians in person, by phone, or by email. Librarians also teach information literacy classes and are available to students and faculty to assist with research, specific assignments, or major projects.

Library Hours:

Monday through Thursday: 8:00 a.m. to 10:30 p.m., Friday: 8 a.m. to 4:30 p.m.,

Saturday: 9:00 a.m. to 5:00 p.m., Sunday: 2:00 p.m. to 10:30 p.m.

Learning Center

The Learning Center offers a range of services that help students advance academically. The Center provides tutoring in individual courses on a one-to-one basis. Services are available to all students, and arrangements can be made by calling 610.568.1494 or by registering for appointments via the Alvernia website. The Learning Center offers tutoring assistance in subjects across the curriculum including, but not limited to, Math, Anatomy and Physiology, Science, Business, and Foreign Languages. Students may also receive assistance with all phases of the writing process from deciding on a topic through revision of rough drafts to MLA/APA documentation styles. Several workshops and academic coaching sessions are also offered to help students become and stay academically successful. Trained peer and professional tutors are available from 8:00 a.m. to 8:00 p.m. Monday through Thursday and 8:00 a.m. to 4:30 p.m. on Fridays. Summer hours—Monday through Friday: 8:00 a.m. to 4:30 p.m. A list of graduate tutors is available upon request.

Information Technology

The Information Technology Department at Alvernia University manages and supports University systems including email and network accounts, Blackboard and other learning management systems, myAlvernia portal, multi-media and classroom technology, and other campus systems.

Support is available via the Alvernia University 24-hour Service Desk, which can be reached at 610-927-2008, or toll free at 855-402-3828 or by emailing helpdesk@alvernia.edu.

Information Technology consists of the following support areas:

Administrative Computing - Francis Hall Room 243

Support for myAlvernia, Self-Service, and campus administrative system.

Information Technology – Networking and Desktop Support

Franco Library 2nd Floor/Upland Center First Floor

Support for university-owned computers and network infrastructure. Support for email and network logins.

Note that labs for student use are available in the Upland Center, Bernardine Hall, and the Library.

Wireless access to the Internet is available in the Library, Bernardine Hall lobby, the Student Center, the Physical Education Center, the Upland Center, and residence halls.

Educational Technology Services

Educational Technology is located in Room 204 on the second floor of the Franco Library and is open Monday through Thursday from 8 a.m. to 9 p.m., and Friday and Saturday from 8 am to 4:30 pm. The staff in Educational

Technology manages and supports Blackboard, classroom technology, and the use of multi-media equipment at all campus sites. In addition, staff members work with faculty and the library and the IT staff to integrate multi-media resources into teaching and learning. For computer support, see Information Technology Services.

Career Services

Located in Bernardine Hall, the Office of Career Services is designed to assist students in all phases of career decision- making and career planning. Resources and staff are available to aid in career assessment, career counseling, career exploration, and job internships and graduate school searches. The Career Services Office is open from 8:30 a.m. to 4:30 p.m., M-F, and from 12:00 – 8 p.m. on Tuesday evenings. Call or email to arrange an appointment. Students should also watch bulletin boards and check their campus email for announcements of special career development activities and opportunities. The Center houses a career resource library and assists students with job search strategies.

GRADUATE PROGRAM REQUIREMENTS

This 2015-2016 Graduate Catalog is for use by students entering Alvernia University in the 2015-2016 academic year. The information in this Catalog overrides all previous catalogs.

Students are subject to the course requirements contained in the catalog in effect when they are accepted into Alvernia University. Students may request to follow the course requirements contained in the most recent catalog, and their request must be submitted in writing to the Registrar. Students who interrupt their schooling for more than one calendar year must reapply to the University and are subject to the requirements in the most recent catalog.

The content of this catalog is provided for the information of the student. It is accurate at the time of printing, but is subject to change from time to time as deemed appropriate by the University in order to fulfill its role and mission, or to accommodate to circumstances beyond its control. Any such changes may be implemented without prior notice and without obligation and, unless specified otherwise, are effective when made. Catalog feedback, additions and corrections should be directed to: Jennifer Reimert, Assistant Dean of Academic Support Services, School of Graduate and Adult Education, 610-796-8468.

MASTER OF ARTS (M.A.) IN CLINICAL COUNSELING

The Program in Clinical Counseling leading to a Master of Arts degree is designed to combine theoretical knowledge, research, professional skills with an ethical foundation to prepare students to treat individuals, families, couples, and groups. The Clinical Counseling Program leading to a Master of Arts degree is approved by the Pennsylvania Department of Education and Middle States Commission of Higher Education. The program requirements for this Master of Arts degree are as follows:

Course Requirements - 60 credits

Required Interdisciplinary Courses (3 credits)

- COR 520: Ethics and Moral Leadership

Required Courses (57 credits)

- MCC 500: Introduction to Counseling
- MCC 510: Human Development Across the Life Span
- MCC 520: Counseling Theories
- MCC 530: Multicultural Issues in Counseling
- MCC 535: Counseling Children and Adolescents
- MCC 540: Addiction and Society
- MCC 545: Family Therapy Concepts and Methods
- MCC 550: Practicum
- MCC 560: Legal and Ethical Issues in Counseling
- MCC 600: Advanced Counseling Theories and Techniques with Individuals
- MCC 610: Advanced Counseling Theories and Techniques with Groups
- MCC 620: Research Methods and Program Evaluation
- MCC 630: Appraisal, Tests and Measurements
- MCC 640: Psychopathology
- MCC 650: Career Counseling
- MCC 670: Internship I (300 hours)
- MCC 675: Current Issues in Clinical Counseling
- MCC 680: Internship II (300 hours)
- MCC 685: Advanced Clinical Internship*
 *(400 hours plus weekly seminar)

MASTER OF ARTS (M.A.) IN LEADERSHIP for SUSTAINABLE COMMUNITIES

The Program for Leadership for Sustainable Communities leading to a Master of Arts degree is accredited by the Pennsylvania Department of Education and Middle States Commission of Higher Education. The program requirements for this degree are as follows:

Course Requirements - 30 credits

Required Interdisciplinary Course (3 credits)

- COR 520: Ethics and Moral Leadership

Required Entry Level Courses (6 credits)

- LAS 508: Leadership for Sustainable Communities
- LAS 537: Introduction to Research Methods

Note: LAS 508: Leadership for Sustainable Communities and LAS 537: Introduction to Research Methods courses should be taken as early as possible in every MALSC student's schedule.

MALSC Course Rotation (up to 18 credits from the following courses):

- LAS 512: Poverty in America
- LAS 514: Economics, Sustainability and Risk
- LAS 516: Leadership in Literature
- LAS 518: Management in the Non-Profit Sector
- LAS 521: Grantwriting
- LAS 542: Cultural Studies & Heritage Conservation
- LAS 555: Policy & Policy Analysis
- LAS 5/690: Special Topics
- LAS 603: Culture, Ecology, & Religion
- LAS 612: Conflict Resolution
- LAS 613: Social Justice & Ethics
- LAS 638: Sustaining Our Environment
- LAS 679: Independent Research
- LAS 680: Thesis

Required Capstone Course (3 or 6 credits):

LAS 670: Seminar with Supervised Field Experience in Community Service (6 credits)

LAS 671: Seminar with Supervised Field Experience in Community Service (3 credits, repeatable for MALS Degree)

MALSC Transfer Policy

MALSC students may take up to nine (9) credits from other Alvernia University master level programs that can be counted toward the MALSC course rotation. When taking a graduate course outside the MALSC program, students must get approval from the graduate program coordinator in which that course resides. Students may be approved to transfer up to six (6) credits from another accredited institution of higher education. ANY course taken through Alvernia University that is not listed as LAS as well as any possible transfer courses must be related to the program mission and objectives and must be approved by the MALSC Program Coordinator.

MASTER OF ARTS (M.A.) IN ORGANIZATIONAL LEADERSHIP

The Master of Arts in Organizational Leadership program is approved by the Pennsylvania Department of Education and Middle States Commission of Higher Education.

The requirements for the Master of Arts in Organizational Leadership program are as follows:

Course Requirements - 36 credits

Required Interdisciplinary Course (3 credits)

- COR 520: Ethics and Moral Leadership

Required MOL Courses (33 credits):

- MOL 510: Social Theory (3 credits)
- MOL 520: Leadership Development I (3 credits)
- MOL 530: Critical Thinking (3 credits)
- MOL 540: Leadership Theory (3 credits)
- MOL 550: Research Methods (3 credits)
- MOL 560: Foundational Leadership Literature (3 credits)
- MOL 570: Followership, Groups & Teams (3 credits)
- MOL 610: Leadership Development II (3 credits)
- MOL 620: Organization Theory (3 credits)
- MOL 630: Organizational Change (3 credits)
- MOL 640: Organizational Leadership Applications (3 credits)

MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

The Program in Community Service and Economic Leadership leading to a Master of Business Administration degree is approved by the Pennsylvania Department of Education and Middle States Commission of Higher Education. Alvernia University's Business Department is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The MBA program is available in both online and traditional classroom formats. The program requirements for the Master of Business Administration are as follows:

Course Requirements - 30 credits (33-39 credits if leveling courses are required)

Program Leveling Classes (9 credits maximum)

- MBA 502: Accounting for the Workplace – May be waived by MBA Admission Committee based on Graduate Program policies
- MBA 504: Management and Marketing – May be waived by MBA Admission Committee based on Graduate Program policies
- MBA 506: Economics and Finance – May be waived by MBA Admission Committee based on Graduate Program policies

Required Interdisciplinary Course (3 credits)

- COR 520: Ethics and Moral Leadership

Required Business Courses (21 credits)

- MBA 510: Managerial Accounting OR MBA 555, MBA 565, MBA 575, MBA 640 (Course selected may not also count as the student's required elective)
- MBA 518: Corporate Communication
- MBA 520: Marketing Services
- MBA 610: Legal Environment
- MBA 620: Managerial Economics
- MBA 630: Management Finance ~ Prerequisite: MBA 620
- MBA 675: Strategic Formulation and Implementation ~ taken in the final 12 credits

Select one Elective (3 credits)

- MBA 540: Labor and Employment Law
- MBA 555: Forensic Accounting
- MBA 560: Human Resource Management for Leaders
- MBA 565: Corporate, Partnership and Estate Tax
- MBA 570: Strategic Marketing Research
- MBA 575: Investment and Portfolio Management
- MBA 600: Quantitative Methods
- MBA 640: Accounting for Government and Not-for-Profit Organizations
- MBA 650: Entrepreneurship and Economic Development

(Interdisciplinary Elective May be Allowable with Departmental Approval)

Required Capstone Course (3 credits)

- MBA 680: Executive Leadership Seminar - taken in the final 12 credits

Delivery Formats Available:

With several formats a year, our Master in Business Administration degree enables you to earn your degree at a faster pace than traditional programs. Most students take two classes per semester, and finish their degree within two to three years. There are several class formats and time slots to choose from to help fit your busy lifestyle. If coming to a campus just doesn't fit into your schedule, we offer our Master in Business Administration degree online as well. The online delivery of our MBA program gives you the same comprehensive approach to the fundamentals of business administration and the new developments every business professional need to thrive. For more information about our MBA program, please visit <http://www.alvernia.edu/academics/graduate/mba/index.html>.

MASTER OF EDUCATION (M.Ed.)

The Program in Urban Education leading to a Master of Education degree is approved by the Pennsylvania Department of Education and Middle States Commission of Higher Education. The program requirements for the Master of Education are as follows:

Course Requirements - 33 credits

Required Interdisciplinary Course (3 credits)

- COR 520: Ethics and Moral Leadership

Required Graduate Education Courses (9 credits)

- MED 540: Assessment and Evaluation in Today's Schools (Educational Leadership and Urban Education)
- MED 542: Assessment and Instruction for Students with Developmental Disabilities (Special Education)
- MED 518: Quantitative Research Methods
- MED 610: School Law and Social Advocacy

Required Capstone Courses (6 credits)

- MED 520: Educators as Researchers (prerequisite: MED 518) *to be taken within the final 12 credits
- MED 680: Researcher Seminar (prerequisite: MED 520) *to be taken within the final 12 credits

Choose one emphasis:

Educational Leadership emphasis (15 credits)

- MED 501 Standards-Based Planning and Instruction
- MED 550: Introduction to Educational Administration
- MED 611: School Finance
- MED 650: Functions of School Supervision
- MED XXX: Elective (recommended courses: MED 515 or MED 553)

Special Education emphasis (15 credits)

- MED 505: Introduction to Special Needs Students
- MED 515: Differentiated Instruction for the Inclusive Classroom
- MED 535: Issues Concerning Special Education Programs
- MED 605: Enhancing Literacy for Special Needs Students
- MED XXX: Elective (recommended courses: MED 544 or MED 545)

Urban Education emphasis (15 credits)

- MED 501: Standards-Based Planning and Instruction
 - MED 600: Language and Literacy in Cross-Cultural Settings or MED 615: Literacy Learning in the Content Areas
 - MED 548: Meeting the Needs of English Language Learners
 - Content Area Elective (approval of academic advisor is required)
 - Content Area Elective (approval of academic advisor is required)
- (Elective recommendations: MED 502 or MED 503, MED 505, MED 545, MED 515)

PRINCIPAL CERTIFICATION PROGRAMS

The Program in Educational Leadership leading to a Master of Education degree with Principal Certification or the Principal Certification Program is approved by the Pennsylvania Department of Education and Middle States Commission of Higher Education. Before the Pennsylvania Department of Education will grant Principal Certification, candidates must successfully complete three years of classroom teaching in the state of Pennsylvania. The requirements for the Master of Education with Principal Certification and Principal Certification only programs are as follows:

Master of Education and Principal Certification (39 credits)

Required Interdisciplinary Course (3 credits)

- COR 520: Ethics and Moral Leadership

Required Courses (21 credits)

- MED 501: Standards Based Planning & Assessment
- MED 515: Differentiated Instruction for the Inclusive Classroom
- MED 540: Assessment & Evaluation in Today's Schools
- MED 550: Introduction to Educational Administration
- MED 553: The School Administrator
- MED 610: School Law and Social Advocacy
- MED 611: School Finance
- MED 650: Functions of School Supervision

Required Capstone Course (6 credits)

- MED 518: Quantitative Research Methods
- MED 520: Educators as Researchers
(prerequisite: MED 518)
- MED 680: Research Seminar
(prerequisite: MED 520)

Required Field Experience (3 credits)

- MED 685: Principal's Internship

Required Field Experience:

The Pennsylvania Department of Education (PDE) requires that all candidates for Principal Certification accumulate and log a minimum of 360 hours of administrative field experience. Field experience is to be split equally between elementary, middle school, and secondary educational settings.

The field experience hours are allocated by individual classes 45 hours of logged field experience are required for each of the following required administrative courses: MED 550, MED 553, MED 611, and MED 650. The remaining 180 hours are logged in conjunction with MED 685 - Principal's Internship. Application to the PDE for certification cannot be made until all of the required field experience hours have been logged by the student and submitted to the Education Department.

Principal Certification

(minimum of 21 credits beyond Master's Degree)

Required Courses (18 credits)

- MED 515 Differentiated Instruction for the Inclusive Classroom
- MED 550: Introduction to Educational Administration
- MED 553: The School Administrator
- MED 610: School Law and Social Advocacy
- MED 611: School Finance
- MED 650: Functions of School Supervision

Supervised Field Experience (3 credits)

- MED 685: Principal's Internship

*Three years of satisfactory performance in the area of teaching certification must be completed before applying to the Pennsylvania Department of Education for Principal Certification.

SUPERINTENDENT'S LETTER OF ELIGIBILITY CERTIFICATION

The Superintendent's Letter of Eligibility Certification curriculum is 15 credits (5 classes). Our faculty uses various course formats to help you learn, including case studies, lecture/discussion, group projects and simulation exercises to ensure what you gain in one course will reinforce and build on what you learn in others.

Five years of satisfactory performance in the area of building administration must be completed to receive the Superintendent's Letter of Eligibility Certification. Please note applicants can be working on their time during the superintendent's certification program at Alvernia University, but it must be completed to apply to the Pennsylvania Department of Education for certification. The requirements for Superintendent's Letter of Eligibility Certification program are as follows:

Superintendent's Letter of Eligibility Certification (15 credits)

Required Courses (12 credits)

- PhD 731: Advanced Supervision (45 hours)
- PhD 807: Curriculum, Culture and Instructional Leadership (45 hours)
- PhD 821: Organizational Policy/Finance (45 hours)
- PhD 830: Current Issues in Education (45 hours)

Required Capstone Course (3 credits)

- PhD 885: Superintendent's Internship (180 hours)

Note: The coursework in this program is transferrable to our doctoral degree with the exception of the internship course, if the candidate would decide to move toward the Program in Leadership leading to a Doctor of Philosophy at Alvernia.

EARLY CHILDHOOD (GRADES PRE K-4) TEACHING

The Early Childhood (Grades Pre K-4) Teaching Certification is approved by the Pennsylvania Department of Education and Middle States Commission of Higher Education. The requirements for the Early Childhood (Grades Pre K-4) Teaching Certification program are as follows:

Early Childhood (Grades Pre K-4) Teaching Certification (45 credits or 63 credits with Master's Degree)

Required Early Childhood (Grades Pre K-4) Teaching Certification Courses (35 credits)

- MED 501: Standards Based Planning and Instruction* (3 credits)
- MED 502: Development and Learning in Young Children * (3 credits)
- MED 505: Introduction to Special Needs Students* (3 credits)
- MED 515: Differentiated Instruction for the Inclusive Classroom (3 credits)
- MED 527: Teaching Literature through Arts with Young Children (3 credits)
- MED 540: Assessment and Evaluation in Today's Schools (3 credits)
- MED 545: Social Development/Behavioral Support Inclusive Classroom (3 credits)
- MED 548: Meeting the Needs of English Language Learners (3 credits)
- MED 565: Teaching Social Studies in Cross-Cultural Settings (3 credits)
- MED 568: Teaching Science in Early Elementary (1 credit)
- MED 600: Language & Literacy in Cross-Cultural Settings (3 credits)
- MED 625: Teaching Math to Early Elementary (3 credits)
- MED 668: Pre-Student Teaching Practicum (1 Credit)

*These classes are to be taken prior to those listed below them

Required General Teaching Certification Courses (10 credits)

(Current background checks and clearances are required for all field experiences.)

- MED 522: Practicum I (1 credit) 30 clock hours
- MED 523: Practicum II (1 credit) 30 clock hours
- MED 670: Student Teaching (6 credits)
- MED 672: Professional and Legal Topics for Today's Teachers (2 credits)

Required additional graduate courses to complete a Master's in Education (18 credits)

- COR 520: Ethics and Moral Leadership (3 credits)
- MED 518: Quantitative Research Methods (3 credits)
- MED 520: Educators as Researchers (Prerequisite: MED 518) (3 credits)
- MED 610: School Law and Social Advocacy (3 credits)
- MED 680: Research Seminar (Prerequisite: MED 520) (3 credits)
- MED XXX: Elective (3 credits)

Education students complete two field placements and a student teaching experience. All coursework must be completed prior to student teaching. Applicants for the student teaching assignment must have the approval of the Education Department and an overall cumulative grade point average of 3.0 or higher.

SPECIAL EDUCATION TEACHING CERTIFICATION

The Special Education Certification Program is approved by the Pennsylvania Department of Education and Middle States Commission of Higher Education. In order to be admitted to this program, candidates must already have either an elementary or secondary teaching certification. The requirements for Special Education teaching certification are as follows:

Special Education Teaching Certification

Required Special Education Certification Courses

- MED 505: Introduction to Special Needs Students* (3 credits)
- MED 515: Differentiated Instruction for the Inclusive Classroom* (3 credits)
- MED 535: Issues Concerning Special Education Programs (3 credits)
- MED 542: Assessment & Instruction of Students with Developmental Disabilities (3 credits)
- MED 544: Transition & Instruction for Secondary Special Needs Students (3 credits)
- MED 545: Social Development & Behavior Support in Inclusive Classrooms (3 credits)
- MED 605: Enhancing Literacy for Special Needs Students (3 credits)

*These classes are to be taken prior to those listed below them

Required General Teaching Certification Courses

- MED 522: Practicum I (1 credit) 30 clock hours
- MED 523: Practicum II (1 credit) 30 clock hours
- MED 673: Student Teaching in Special Education (3 credits) six weeks
- MED 671: Student Teaching in Special Education (1 credit) (co-requisite MED 673)

Required additional graduate courses to complete a Master's in Education

- COR 520: Ethics and Moral Leadership (3 credits)
- MED 518: Quantitative Research Methods (3 credits)
- MED 520: Educators as Researchers (Prerequisite: MED 518) (3 credits)
- MED 610: School Law and Social Advocacy (3 credits)
- MED 680: Research Seminar (Prerequisite: MED 520) (3 credits)
- MED XXX: Elective (3 credits)

MASTER OF SCIENCE IN NURSING (M.S.N.)

The Master of Science in Nursing program is approved by the Pennsylvania Department of Education and Middle States Commission of Higher Education. The MSN Program has approval from the Department of Education for the Commonwealth of Pennsylvania and is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington DC 20036, 202-887-6791.

The requirements for the Master of Science in Nursing program are as follows:

Course Requirements - 36 credits

Required Interdisciplinary Course (3 credits)

- COR 520: Ethics and Moral Leadership (3 credits)

Required MSN Courses (15 credits):

- NUR 550: Professional Nursing Theory and Research
- NUR 570: Healthcare Informatics
- NUR 611: Inter-professional Collaboration: Leadership to Increase Cultural Competency
- NUR 633: Evidence Based Practice to Improve Population Health
- NUR 643: Education and Administrative Strategies in Nursing Practice

Nurse Leadership in Healthcare Administration Track (18 credits)

- NUR 515: Effective Leadership in Healthcare Organizations
- NUR 525: Financial Management for Healthcare Leaders
- NUR 535: Human Resource Management in Healthcare Organizations
- NUR 625: Leadership in Advanced Nursing Administrative Roles
- NUR 635: Health Policy, Politics and Advocacy
- NUR 652: Nursing Leadership Role Synthesis: Capstone (take in final 12 credits)

Nursing Education Track (18 credits)

- NUR 530: Advanced Health Assessment
- NUR 540: Advanced Pathophysiology/Pharmacology
- NUR 560: Policy and Curriculum
- NUR 630: Measuring Educational Outcomes
- NUR 640: Evidence Based Teaching Practices
- NUR 651: Nurse Educator Role Synthesis: Capstone (take in final 12 credits)

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY (M.S.O.T)

Graduate Entry-Level Post-Baccalaureate

The Master of Science in Occupational Therapy degree is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449; phone number 301-652-2682 and its web address is www.acoteonline.org. Graduates are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of the NBCOT exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT certification examination. All Occupational Therapy students must complete Level II fieldwork within 24 months of completing undergraduate or prerequisite coursework and all graduate work must be completed within 24 months of entering the graduate phase of the program. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. The University's Career Services Office can provide assistance with resume preparation, interviewing, and job searches. The Graduate Entry-level post-baccalaureate Program requirements are as follows:

Required Interdisciplinary Course (3 credits)

- COR 520: Ethics and Moral Leadership (3 credits)

Program Leveling Classes (9 credits maximum)

- OT 507 - Fundamentals of Occupational Therapy – May be waived by the MSOT Department based on graduate program policies.
- OT 562 - Neuroscience for the Occupational Therapist – May be waived by the MSOT Dept based on graduate program policies.
- OT 564 - Kinesiology - May be waived by the MSOT Department based on graduate program policies.

Required Courses (64 Credits)

- OT 525 - Pathology for OT Practitioners (3 credits)
- OT 527 - OT Process (3 credits)
- OT 532 - Activity Analysis (3 credits)
- OT 581- Fieldwork I Seminar I (1 credit)
- OT 534 - Occupational Performance I: Pediatric (4 credits)
- OT 536 - Occupational Performance II: Adult (4 credits)
- OT 538 - Adapting & Grading with Technology (3 credits)
- OT 582 - Fieldwork I Seminar II (1 credit)
- OT 521 - Occupational Performance III: BehHlth (4 credits)
- OT 523 - Occupational Performance IV: Geriatric (4 credits)
- OT 583 - Fieldwork I Seminar III (1 credit)
- OT 607 - Data Analysis for the OT (3 credits)
- OT 587 - OT Fieldwork: Practicum I (4 credits) (12 weeks)
- OT 589 - OT Fieldwork: Practicum II (4 credits) (12 weeks)
- OT 522 - Leadership & Management (3 credits)
- OT 624 - Best Ethical Practice in OT (3 credits)
- OT 605 - Research Design (3 credits)
- OT 513 - Advocacy & Public Policy (3 credits)
- OT 611 - Inter-professional Collaboration (3 credits)
- OT 526 - Current Trends in OT (3 credits)
- OT 620 - Research Report (3 credits)
- OT 622 - Research Seminar (1 credit)

Five Year Combined BSHS and MSOT Degree

Students seeking admissions to this program should contact the Office of Undergraduate Admissions.

DOCTOR OF NURSING PRACTICE (DNP)

The Doctor of Nursing Practice is approved by the Pennsylvania State Board of Nursing.

Post-Baccalaureate nurses can choose from two tracks of study: Adult Gerontology Primary Care Nurse Practitioner (A-GNP) or Family Nurse Practitioner (FNP), and complete Clinical Leadership related courses. Post-Baccalaureate requirements are as follows:

Both A-GNP and FNP Students - Credits: 32 Practicum Hours: 675

Transitioning from RN to APRN:

- NUR 575: Advanced Role Development (3 credits)

Advanced Practice Nursing Courses:

- NUR 580: Advanced Clinical Pathophysiology (3 credits)
- NUR 585: Advanced Clinical Pharmacology (3 credits)
- NUR 595: Advanced Health Assessment and Diagnostic Reasoning (4 credits)

Includes 45 laboratory hours: clinical diagnosis and interventions

Advanced Practice Specialty Courses in Primary Care:

- NUR 601: Primary Care Nurse Practitioner I: Health Promotion (3 credits)
- NUR 602: A-GNP Primary Care Nurse Practitioner I Practicum: Health Promotion (3 credits)
Practicum Hours 225
- NUR 603: A-GNP Primary Care Nurse Practitioner II: Adult Healthcare Issues (4 credits)
Includes 45 laboratory hours: clinical diagnosis and interventions.
- NUR 604: A-GNP Primary Care Nurse Practitioner II Practicum: Adult Healthcare Issues (3 credits)
Practicum Hours 225
- NUR 605: A-GNP Primary Care Nurse Practitioner III: Older Adult Healthcare Issues (3 credits)
- NUR 606: A-GNP Primary Care Nurse Practitioner III *Practicum*: Older Adult Healthcare Issues (3 credits)
Practicum Hours 225

NUR 601-606 are designed to be taken sequentially. Students must successfully pass each course before progressing to the next course.

A-GNP Students progress to DNP Clinical Leadership Completion 700/800 level coursework following successful completion of above-referenced coursework.

Additional Advanced Practice Specialty Courses in Primary Care for FNP Students: Credits 12 Practicum Hours: 300

FNP to DNP students also progress to Master's-prepared and licensed APRN 700/800 level coursework.

- NUR 607: Family Nurse Practitioner Health Assessment: Pediatric Population (2 credits)
- NUR 608: Family Nurse Practitioner Health Assessment *Practicum*: Pediatric Population (1 credit)
Practicum Hours 75
- NUR 609: Family Nurse Practitioner I: Pediatric Population Healthcare Issues (3 credits)
- NUR 610: Family Nurse Practitioner I *Practicum*: Pediatric Population Healthcare Issues (1 credit)
Practicum Hours 75
- NUR 611: Family Nurse Practitioner II: Women's Healthcare Issues (3 credits)
- NUR 612: Family Nurse Practitioner II *Practicum*: Women's Healthcare Issues (2 credits)
Practicum Hours 150

NUR 607-612 are designed to be taken sequentially. Students must successfully pass each course before progressing to the next course.

Master's-prepared and licensed APRN (35 Credits, 1050 hours Clinical)

Courses also required for A-GNP and FNP Students

Program requirements are as follows:

- NUR 700: Immersion to DNP Program (1 credit residency/intensive course format)
- NUR 701: Theoretical Foundations of DNP (3 credit residency/intensive course format)
- NUR 702: Ethics, Policy, and Advocacy in the Health Care System (3 credits)
- NUR 703: Using Informatics for Quality Improvement (3 credits)
- NUR 704: Local and Global Population-Based Health (3 credits)
- NUR 705: Leadership in Organizations and Healthcare Systems (3 credit residency/intensive course format course)
- NUR 800: Clinical Leadership Practicum (2 credits)
Minimum 150 hours practicum
- NUR 801: Clinical Leadership Practicum (2 credits)
Minimum 150 hours practicum
An additional 75 hours that is focused in leadership must be attained in either NUR 800 and/or NUR 801 with a minimum total of 375 practicum hours
- NUR 802: Applied Statistics for Evidence-Based Practice (3 credits)
- NUR 803: Translational Research (3 credits)
- NUR 804: Evidence-Based Scholarly and Practice Inquiry I (3 credit residency/intensive course format)
- NUR 805: Evidence-Based Scholarly and Practice Inquiry II (3 credit residency/intensive course format)
- NUR 806: Evidence-Based Scholarly and Practice Inquiry III (3 credits)

DOCTOR OF PHILOSOPHY (Ph.D.)

The Program in Leadership leading to a Doctor of Philosophy degree is to provide an interdisciplinary and multi-disciplinary focus that requires a critical examination of contemporary theories of leadership, within a value-based framework. The Doctor of Philosophy degree is approved by the Pennsylvania Department of Education and Middle States Commission of Higher Education. Program requirements are as follows:

Course Requirements - 63 credits

The Doctor of Philosophy has a common leadership core, research core and dissertation. In addition, there are three areas of concentration including: Corporate Leadership, Community Leadership, and Educational Leadership.

Leadership Core (18 credits)

- PhD 706: Leadership: Advanced Systems Theory and Research
- PhD 709: Organizational Analysis: Culture, Theory and Change Strategies
- PhD 711: Moral and Ethical Foundations for Decision-Making
- PhD 724: Theories in Organizational Structure and Strategic Leadership
- PhD 725: Leadership: Diversity and Social Justice in Complex and Global Organizations
- PhD 801: Negotiations and Conflict Resolution for Contemporary Leaders

Research Core (15 credits)

- PhD 701: Advanced Research & Colloquium (6 cr.)
- PhD 704: Quantitative Research: Design & Analysis
- PhD 710: Qualitative Research: Design & Analysis

Select one of the following three advanced research courses as appropriate:

- PhD 851: Instrument Design and Analysis
- PhD 853: Advanced Quantitative Research: Design & Analysis
- PhD 855: Advanced Qualitative Research: Design & Analysis

Dissertation (12 credits)

Areas of concentrations: Corporate, Community, and Educational Leadership (18 credits)

Required courses for Corporate Leadership (9 credits):

- PhD 727: Developing Human Resources in Organizations
- PhD 803: Leadership and Spirituality
- PhD 821: Organizational Policy and Finance

Select three of the following electives for concentration in Corporate Leadership (9 credits):

- PhD 814: Seminar in Organizational Law
- PhD 815: Economic Development of Organizations
- PhD 820: Current Issues in Philanthropy and Organizational Development
- PhD 821: Organizational Policy and Finance
- PhD 828: U. S. Presidents as Leaders (offered only during Presidential election years)

Required courses for Community Leadership (9 cr.):

- PhD 729: Welfare Politics and Leadership with Community Organizations
- PhD 805: Development and Evaluation of Organizational Policies and Programs
- PhD 815: Economic Development of Organizations

Continued...

Select three of the following electives for concentration in Community Leadership (9 credits):

- PhD 803: Leadership and Spirituality
- PhD 814: Seminar in Organizational Law
- PhD 818: Federal, State and Local Government Relations
- PhD 821: Organizational Policy and Finance
- PhD 828: U.S. Presidents as Leaders (offered only during Presidential election years)

Required courses for Educational Leadership (9 cr.):

- PhD 731: Advanced Supervision and Leadership Theory
- PhD 807: Curriculum, Culture and Instructional Leadership
- PhD 825: Educational Policy and Leadership

Select three of the following electives for concentration in Educational Leadership (9 credits):

- PhD 821: Organizational Policy and Finance
- PhD 822: Informational Technology and Organizational Effectiveness
- PhD 824: Personnel and Human Resource in Educational Organizations
- PhD 830: Current Issues in Education
- PhD 832: Law, Advocacy and the Educational Institution

DOCTOR OF PHYSICAL THERAPY (DPT)

The Alvernia University Doctor of Physical Therapy (DPT) Program is a clinical post-graduate doctoral degree that is 3 years in length and is the preferred credential for preparing graduates to make significant contributions to the profession.

Effective November 12, 2014, the Physical Therapy Program at Alvernia University has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program is progressing toward accreditation and may matriculate students in technical/professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

The program requirements are as follows:

Course Requirements: 121 credits. Three year Fall Semester start, nine semester program.

Fall-Semester 1

- DPT 500: Gross Anatomy and Histology (5 credits)
- DPT 501: Development Through the Lifespan (4 credits)
- DPT 504: Foundations of Physical Therapy (3 credits)
- DPT 508: Physical Therapy Procedures I (4 credits)
- DPT 522: Clinical Practice I (1 credit)

Spring-Semester 2

- DPT 502: Kinesiology (4 credits)
- DPT 509: Foundations of Clinical Examination and Evaluation (4 credits)
- DPT 516: Musculoskeletal Physical Therapy Practice I: Musculoskeletal Physiology and Pathophysiology (4 credits)
- DPT 520: Neuromuscular Physical Therapy Practice I: Neuromuscular Physiology and Pathophysiology (4 credits)
- DPT 523: Clinical Practice II (1 credit)

Summer-Semester 3

- DPT 505: Education and Communication in Physical Therapy (3 credits)
- DPT 524: Clinical Practice III (6 credits)

Fall-Semester 4

- DPT 604: Health Care Policy & Issues in Physical Therapy (3 credits)
- DPT 612: Foundations of Clinical Research I (3 credits)
- DPT 616: Musculoskeletal Physical Therapy Practice II (4 credits)
- DPT 620: Neuromuscular Physical Therapy Practice II (4 credits)
- DPT 628: Cardiopulmonary Physical Therapy Practice I (3 credits)
- DPT 622: Clinical Practice IV (1 credit)

Spring-Semester 5

- DPT 608: Physical Therapy Procedures II (4 credits)
- DPT 617: Musculoskeletal Physical Therapy Practice III (4 credits)
- DPT 621: Neuromuscular Physical Therapy Practice III (4 credits)
- DPT 629: Cardiopulmonary Physical Therapy Practice II (4 credits)
- DPT 623: Clinical Practice V (1 credit)

Summer-Semester 6

- DPT 624: Clinical Practice VI (6 credits)

Fall-Semester 7

- DPT 704: Administration & Management in P.T. (2 credits)
- DPT 708: Management of Medical/Surgical Conditions, Diagnostics, and Pharmacotherapeutics (4 credits)
- DPT 712: Foundations of Clinical Research II (2 credits)
- DPT 713: Clinical Research Seminar I (3 credits)
- DPT 732: Integumentary Physical Therapy Practice (3 credits)
- DPT 801-809 Electives (3 credits)

Spring-Semester 8

- DPT 714: Clinical Research Seminar II (3 credits)
- DPT 724: Clinical Practice VII (8 credits)

Summer- Semester 9

- DPT 725: Clinical Practice VIII (8 credits)
- DPT 810: Comprehensive Exam (1 credit)

Electives (must choose 1, may audit a 2nd)

- DPT 801: Integumentary Physical Therapy Elective (3 credits)
- DPT 802: Pediatric Physical Therapy Elective (3 credits)
- DPT 803: Orthopaedic Manual Physical Therapy Elective (3 credits)

GRADUATE COURSE DESCRIPTIONS

CORE COURSE

COR 520: Ethics and Moral Leadership (3 credits)

A discussion and analysis of philosophies of moral leadership. The course is designed to present a vision for the development of reflective, responsible, and socially engaged leadership for the community, workplace, society and the global world. It will include the study of topics such as: theories of and approaches to moral leadership; the ideal relationship between leaders and followers; historical exemplars of moral leadership; and the contrast between moral and immoral leadership. This course facilitates interdisciplinary dialogue and stimulates discussion of ethical leadership.

LEADERSHIP FOR SUSTAINABLE COMMUNITIES COURSES

LAS 508: Leadership for Sustainable Communities (3 credits)

This team-taught course introduces students to both concepts of leadership and sustainable communities and provides opportunities for them to interface with community leaders in the promotion of awareness of community needs. Potential needs are many and varied, but can be broadly categorized as three areas of concentration: cultural, environmental, and economic. - This course should be taken as early as possible in every MALS student's schedule.

LAS 512: Poverty in America (3 credits)

Explores the causes and characteristics of poverty in America, as a failure of the community to be sustainable as to two pillars, equity and economy. With widening income gaps globally and in the US this course is central to an understanding of leadership for community sustainability.

LAS 514: Economics, Sustainability and Risk (3 credits)

Economic analysis can be used to promote sustainability as well as critique it as "too expensive". This course explores basic macro and microeconomic theory as applied to sustainable community development, modern analytical tools such as costs-benefits analysis and triple bottom line management, the role of risk analysis and risk shifting, as well as the ethical problems of becoming a market society not just a market economy.

LAS 516: Leadership in Literature (3 credits)

Much can be learned from historical leaders and from the leadership models found in literature. This course explores the characteristics, societal context and ethics of leaders presented in literature.

LAS 518: Management in the Non-Profit Sector (3 credits)

This course is designed to provide future leaders of nonprofit organizations a thorough understanding of the issues surrounding management and administration in the not-for-profit sector. Both theoretical and practical discussions on nonprofit finance, leadership, board and staff governance, volunteer management, public relations, entrepreneurship, risk management and program development are included. Presentations and field work with local nonprofit organizations will be included. Approved as MBA elective.

LAS 521: Grantwriting (3 Credits)

Grantwriting is an essential part of community sustainability, particularly in the non-profit and governmental sectors. The essentials of writing effectively for grant applications are covered in a practical manner requiring the students to draft grant applications in response to real world grant offers. Writing techniques are also transferable to other aspects of development and fund raising.

LAS 537: Introduction to Research Methods (3 credits)

This course provides a foundation in the investigative methods of the qualitative and quantitative research paradigms. (Students can substitute MBA 600: Quantitative Methods; MED 518: Quantitative Methods; MED 520: Educators as Researchers) - This course should be taken as early as possible in every MALS student's schedule.

LAS 542: Cultural Studies & Heritage Conservation (3 credits)

This course examines the multiplicity of cultures, perspectives, and experiences in America as they relate to stewardship for cultural conservation on a local, national, and global scale. Cultural heritage includes languages, artifacts and materials, places, spaces, traditions, rituals, and anything significant enough for individuals to consider its management, preservation, and accessibility.

LAS 555: Policy & Policy Analysis (3 credits)

This course investigates the political and ideological factors of policy development, implementation and evaluation. Topics include institutional and political influences, social benefits and costs, intended versus unintended consequences, and other issues.

LAS 590: Special Topics (3 credits)

Applicable courses of special interest may be offered on a semester-by-semester basis.

LAS 603: Culture, Ecology, & Religion (3 credits)

This course explores various religious perspectives on the meaning and value of the natural world and the relationship of human beings to nature. A consideration of the connection between the natural and the sacred in selected traditions such as Native-American religions, Hinduism, Buddhism, Taoism, Judaeo-Christian traditions, eco-feminism, and deep ecology.

LAS 612: Conflict Resolution (3 credits)

All communities experience conflict, and leaders must know how to manage, understand and resolve conflict. This course presents the many tools and processes our communities use for conflict resolution, from litigation, to alternative dispute resolution through arbitration, mediation or facilitated discussion. Course includes roleplaying of case studies and realistic scenarios to provide tools and confidence to emerging leaders in their ability to deal positively with conflict in the community, whether in the workplace, schools or neighborhood.

LAS 613: Social Justice & Ethics (3 credits)

This course explores legal, political, sociological, and ethical perspectives of justice and social change. Topics include class, gender, race, and other differences as they relate to equality, power, privilege, social stratification, etc.

LAS 620: Cross-Cultural Conflicts in our Communities (3 credits)

This course examines the cultural, social, economic, and political forces that underlie conflicts in our communities. Exploring the impact of gender, racial, ethnic and linguistic diversity serves as a starting point for mediating these conflicts. Topics such as violence, substance abuse, teen pregnancy and discrimination are discussed. Strategies for improving relationships and developing partnerships with parents, citizens, and business and community leaders are explored.

LAS 638: Sustaining Our Environment (3 credits)

This course examines the interconnections between the natural and man-made worlds, and the roles played by humans in designing, constructing, and/or managing natural and built environments.

LAS 670: Seminar with Supervised Field Experience in Community Service (6 credits)

A supervised placement in a church, religious organization, nonprofit organization or business requires students to engage in theological reflection that links course experiences with ministry and social action. Written analysis of activities enriches the learning experiences during this capstone activity.

LAS 671: Seminar with Supervised Field Experience in Community Service (3 credits, repeatable)

A supervised placement in a church, religious organization, nonprofit organization or business requires students to engage in theological reflection that links course experiences with ministry and social action. Written analysis of activities enriches the learning experiences during this capstone activity.

LAS 679: Independent Research (3 credits)

Students will coordinate with their advisor to choose a topic, research and complete a culminating paper. (This course may be taken alone or as a prerequisite to LAS 680. LAS 679 may be taken twice if research topics differ sufficiently for each course section. LAS 679 should not be completed until a majority of coursework has been completed.)

LAS 680: Thesis (3 credits)

Completing an in-depth study of a topic of interest expands understanding of the process of conducting research at the graduate level. An interdisciplinary team of faculty provides opportunities to share and critique findings. A formal presentation of the thesis is the culminating activity for this project. Written approval of the research director or adviser and of the Dean is required. Prerequisite: LAS 679. (LAS 680 should not be completed until a majority of coursework has been completed.)

LAS 690: Special Topics (3 credits)

Applicable courses of special interest may be offered on a semester-by-semester basis.

MASTER OF ARTS IN ORGANIZATIONAL LEADERSHIP COURSES**MOL 510: Social Theory (3 credits)**

Course examines the foundations, applications, and limitations of classical and contemporary social theory. The utility of social theory as a tool for orienting ones thinking and for understanding the complexity involved in organizational dynamics is emphasized. The ability to

comprehend and apply social theory and related methodological techniques to problems as a way to emerge different underlying processes, systems, and forces, as opposed to focusing on mere symptoms, is a critical first step for developing robust solutions.

MOL 520: Leadership Development I (3 credits)

Course focuses on the knowledge, skills, abilities, other characteristics (KSAOs) and behaviors, supported by theory and/or evidence-based research, required of leaders and followers to positively affect the leadership process at the individual contributor level. Students are required to analyze personal 360 degree assessments and work performance appraisals, develop individual Leadership Development Plans, and formulate a coaching/mentoring team charter. Particular emphasis is placed on introducing, practicing, and applying the KSAOs and behaviors related to areas such as: developing positive relationships with peers and superiors; developing opportunities and situations to receive feedback; developing credibility; listening; speaking; goal setting; positively contributing to discussions, meetings, and/or dialogue; and assertiveness.

MOL 530: Critical Thinking (3 credits)

Course introduces and examines the concepts and models of critical thinking. Tools, templates, skills, and standards required for cogent thought, reasoning, and problem solving are examined and developed.

MOL 540: Leadership Theory (3 credits)

Course examines leadership theory and the foundational works of the discipline. Particular emphasis is placed on the application of leadership theory in pragmatic organizational situations.

MOL 550: Research Methods (3 credits)

Course examines quantitative, qualitative, and mixed-method research designs and the related paradigms, strategies of inquiry, and research methods in the social sciences. The role of theory in research is emphasized as is the ability to understand and evaluate the strength of research designs.

MOL 560: Foundational Leadership Literature (3 credits)

Course introduces and examines select works from the leadership canon that are classics, which are separated into three general themes: 1) About Leadership; 2) Literature as Leadership; and 3) Leaders in Action. Emphasis is placed on intentional reflection and contemplation as students evaluate their personal styles and approaches as leaders and followers, with a particular focus on ethics, power, authority, and influence.

MOL 570: Followership, Groups & Teams (3 credits)

Course examines the theories, models, and works related to followership and explores the theories and evidence-based research related to group and team dynamics. Special attention is given to theory, evidence-based research, models, and skills related to motivation.

MOL 610: Leadership Development II (3 credits)

Course focuses on the knowledge, skills, abilities, other characteristics (KSAOs) and behaviors, supported by theory and/or evidence-based research, required of leaders and followers to positively affect the leadership process at the group level. Students are required to assess progress made on their individual Leadership Development Plans and to collate and analyze feedback received from the members of their coaching/mentoring team. Particular emphasis is placed on introducing, practicing, and applying the KSAOs and behaviors related to areas such as: providing feedback; delegating; managing conflict; conducting meetings; managing expectations; empowerment; coaching, mentoring, and development, including performance management; and developing a positive group climate.

MOL 620: Organizational Theory (3 credits)

Course examines the foundations, applications, and limitations of classical and contemporary organization theory. The utility of organization theory as a tool for orienting ones thinking and for understanding the complexity involved in organizational dynamics is emphasized. The ability to comprehend and apply organization theory to problems as a way to emerge different underlying processes, systems, and forces, as opposed to focusing on mere symptoms, is a critical first step for developing robust solutions.

MOL 630: Organizational Change (3 credits)

Course examines the different models, frameworks, and theories that address the challenges of the change process and help orient one to the complexity of change by exploring variables at the micro, meso, and macro units of analysis.

MOL 640: Organizational Leadership Applications

The capstone course synthesizes the knowledge, skills, abilities, other characteristics and behaviors that were presented throughout the MAOL program and examines the leadership process at the enterprise level. Course requires the completion of the capstone project, a second 360 degree assessment, a review of individual leadership development plans, coaching/mentor team feedback, and a leadership essay.

MASTER OF BUSINESS ADMINISTRATION COURSES**MBA 502: Accounting for the Workplace (3 credits)**

This course is designed to introduce students to accounting who have not had accounting courses or accounting experience at the undergraduate level. The course fosters an understanding of the basic concepts of financial accounting, including accounting information systems. Only applicable for students who require leveling coursework.

MBA 504: Management and Marketing (3 credits)

The purpose of this course is to provide foundations in management and marketing for students who have entered the program with limited exposure to management and marketing. The course is designed to provide students with an understanding of the basis for management theory and marketing. Only applicable for students who require leveling coursework.

MBA 506: Economics and Finance (3 credits)

The purpose of this course is to provide foundations in economics and finance for students who have entered the program with limited exposure to economics and finance. The course is designed to provide students with an understanding of the basis for economic theory and financial decision-making. Only applicable for students who require leveling coursework.

MBA 510: Managerial Accounting (3 credits)

This course emphasizes the application of accounting systems to managerial decision-making and problem solving. Analysis and interpretation of financial statements, analysis of cash flow, cash budgeting, cost-volume-profit analysis and responsibility accounting are among the major topics explored. Prerequisite: Prior coursework in accounting or MBA 502-Accounting for the Workplace.

MBA 518: Corporate Communication (3 credits)

Examines nature of communication in the corporate and organizational context and how the corporation communicates with its various publics. Analyzes organizational communication (internal and external) before, during, and post-change, such as during growth, collapse, and merger. Case studies may include: corporations (for profit and not-for-profit); schools and/or educational establishments; law enforcement and justice systems; churches and/or religious systems; health institutions; military organizations; government associations.

MBA 520: Marketing Services (3 credits)

This course is designed to provide students with a broad approach to the concepts of various marketing functions including consumer behavior and new product development. Emphasis is placed on international issues and their impact on the development of strategies for consumer and industrial-based products or services entering the global market. Prerequisite: Prior coursework in marketing or MBA 504-Management and Marketing.

MBA 600: Quantitative Methods (3 credits)

This course is designed to familiarize the student with the use of mathematical and statistical methodology used in managerial decision-making. Topics include linear, integer and dynamic programming, sensitivity analysis and duality, network models, inventory and queuing, and simulation.

MBA 610: Legal Environment (3 credits)

This course provides an overview of the effects of legal forces on the objectives and operations of nonprofit organizations, churches, schools and businesses. Policies and decisions based on current case studies are examined with emphasis placed on vulnerabilities and the appropriate techniques of managing exposure risks. Contemporary issues relating to governmental regulations, employment issues and human resource policies faced by leaders in cross-cultural settings are explored.

MBA 620: Managerial Economics (3 credits)

This course examines the use of economic tools for managerial decision-making. Applicable economic, statistical and computer skills are studied. Emphasis is placed on the microeconomic theory of organizations and its application in nonprofit organizations, churches, schools and businesses.

MBA 630: Management Finance (3 credits)

This course presents an overview of financial management and its role within nonprofit organizations, churches, schools and businesses. The focus is on the prime variables that affect the financial manager within the firm and within the economy. Topics include financial management and its environment, analysis of the operating budget and its impact on setting priorities, valuation and the cost of capital, capital budgeting, working capital management, analyzing and planning financial performance, and institutional features of long-term

planning. Prerequisite: MBA 620-Managerial Economics.

MBA 540: Employment Law (3 credits)

This course offers a comprehensive review of employment law. Employment Law explores employee-employer relationships, personnel problems and permissible activities in employee dismissal cases. Case law where legal principles have been changed by the courts is reviewed. Finally, the newest labor statutes are addressed.

MBA 555: Forensic Accounting (3 credits)

This course provides comprehensive coverage of forensic accounting concepts through a wide range of topics. It reviews the professional skills necessary to detect, investigate, and prevent fraud and white-collar crime through the financial records of the business. Emphasis is placed on gaining a basic understanding of the characteristics of fraud, fraud prevention and detection, investigative techniques, asset recover, and the use of information technology in the forensic accounting context. Prerequisites: MBA 502 or MBA 510.

MBA 560: Human Resource Management for Leaders(3 credits)

This course is designed to build understanding in compensation and benefit administration utilized in today's business and government agencies. Emphasis is placed on understanding human resource wage scales, placement development, administrative requirements and remedies and benefit administration. The impact of legislative issues, mandates and discipline practice is identified and reviewed.

MBA 565: Corporate, Partnership and Estate Tax (3 credits)

Covers basic tax theory and concepts as they affect corporations, partnerships, estates, and trusts. The course emphasizes the application of the Internal Revenue Code and Treasury Regulations, as well as major developments in federal income taxation of corporations, estates and trusts.

MBA 570: Marketing Research Seminar (3 credits)

This course addresses the principles of social scientific methodology for marketing research. Topics covered include scientific method, problem formulation, cost and research design, questionnaire construction, report preparation, data interpretation and reliability measurements. Research results are used to formulate marketing strategies directed toward specific markets.

MBA 575: Investment and Portfolio Management (3 credits)

This course is designed to enhance development of the knowledge, skills, attitudes, behaviors and values required for effective portfolio management. The goal of the course is to increase your capacity to understand asset pricing, equity strategies, stocks, bonds and alternative investment strategies. Increasingly, unpredictable environments now require investment managers to learn, adapt and take advantage of new opportunities.

MBA 640: Accounting for Government and Not-for-Profit Organizations (3 credits)

This course explores accounting principles and procedures relative to governmental units and not-for-profit institutions. A comparison with generally accepted accounting principles (GAAP) used in business is featured.

MBA 650: Entrepreneurship and Economic Development (3 credits)

This course is designed to identify and analyze factors that contribute to the success of new business ventures. Major topics include risk assessment and management, leadership skills, sources of funding and the development of a business plan. Case studies of successful and unsuccessful ventures are analyzed.

MBA 675: Strategic Formulation and Implementation (3 credits)

This course integrates the formulation of the organizations strategic plan with the process of implementation of business policies. Students use a culmination of business theories, practices, strategies, financial and economic application learned in this and other courses to design strategic plans to assess a total organization and what it must do to compete successfully in the global environment. Case studies will be used to enhance the understanding of strategy concepts and practices. This course is designed to be taken near or at the completion of the MBA program and the major field test will be administered to students in this class. (To be taken with the final 12 credits.)

MBA 680: Executive Leadership Seminar (3 credits)

This is a capstone course and is designed to enhance development of the knowledge, skills, attitudes, behaviors and values required for one to become an effective, inspirational leader. In addition to case studies, interaction with successful business executives provides students with realistic models of leadership. (To be taken with the final 12 credits.)

CLINICAL COUNSELING COURSES

MCC 500: Introduction to Counseling (3 credits)

This course is required for all community counseling students, as an introduction to the counseling profession and basic counseling and communication skills. The history of the counseling profession, the role of professional organizations, primarily American Counseling Association, orientation to ethics, and the importance of professional credentialing will be explored. Essential interviewing and counseling

skills necessary to develop an effective therapeutic relationship including opening, processing, and terminating a relationship will be developed, through role-playing, simulation, audio and videotaped practice sessions. Prerequisite: successful completion of undergraduate Introduction to Psychology course.

MCC 510: Human Development Across the Life Span (3 credits)

This course examines the theory and research of human development from conception to death from a social- psychobiological developmental perspective. Human development is examined from both historic and contemporary perspectives including the physical, intellectual, psychological, emotional, cultural, and social patterns that are woven by a unique combination of heredity and environment. The impacts of addictive behaviors across the lifespan are explored.

MCC 520: Counseling Theories (3 credits)

This course examines the spectrum of traditional and contemporary theories in counseling ranging from traditional psychodynamic, humanistic, learning, behavioral theories to cognitive behavioral, spiritually based, creative arts, and culturally appropriate theories and techniques. Techniques and issues in counseling such as transference and counter transference, resistance, self-disclosure, active listening, the use of silence, confrontation and the value of metaphors are among those that will be examined. Students will be able to assess the appropriateness of the various intervention theories.

MCC 530: Multicultural Issues in Counseling (3 credits)

This course explores the social and cultural contexts of helping relationships. The ways that culture and ethnicity interact with human behavior will be examined. Theories related to cultural identity, age, gender, sexual orientation, family values, coping, attributions, attitude formation, social power, drug and alcohol use, spiritual values, and socioeconomic conditions as they relate to impact counseling with diverse groups will be examined. Current research regarding issues such as client/counselor match will be analyzed. Ethical guidelines for counseling diverse groups provided by the American Counseling Association and similar professional organizations will be studied. Students will participate in experiential exercises and analyze case studies to apply theories and concepts to “real world” situations.

MCC 535: Counseling Children and Adolescents (3 credits)

This course will focus on unique counseling theories and techniques applicable to counseling early childhood, school aged children, adolescents, and their families. Play therapy, puppet therapy, doll therapy, creative arts therapy, in vivo therapy and other therapy modalities will be explored. This course will address the unique counseling theories and techniques applicable to working with adolescent youth, exploring issues of identity, peer acceptance, conformity and deviation, sexuality, substance use and abuse, youth culture and issues of youth in the contemporary society.

MCC 540: Addiction and Society (3 credits)

This course analyzes the behavioral, pharmacological, historical, social, legal and clinical perspectives that surround the use, abuse and addiction to alcohol and other drugs. Current methodologies are examined as to their effectiveness in both the prevention and treatment of addictive disorders. Other addictions and related high-risk behaviors are analyzed from an addiction model of behavior.

MCC 545: Family Therapy Concepts and Methods (3 credits)

Established systems of contemporary family therapy are examined in this course. Each approach will be examined in terms of leading figures, theoretical formulations, normal family development, impact of addiction on the family system, development of addiction and behavior disorders, goals of therapy, conditions for change, techniques, and evaluations of theory and results. Role-playing will involve both system specific and core techniques.

MCC 550: Practicum (100 hours)

Students will spend 100 hours assigned to a placement observing and being exposed to activities in a professional counseling venue over the course of a semester. Supervised practicum experiences include a minimum of 40 hours of direct service with clients, including individual and group counseling, weekly supervision of at least one hour of an individual or triadic nature under the supervision of a faculty member and an average of 1.5 hours per week of group supervision that is provided by a faculty member, and an evaluation of the student’s performance throughout the practicum including a formal final evaluation after practicum completion.

MCC 560: Legal and Ethical Issues in Counseling (100 hours)

This course is designed to provide the counselor in training with an understanding of the major ethical and legal issues involved in the practice of mental health and addictions counseling. The ethical codes of the American Counseling Association and the Pennsylvania Certification Board will be explored. Legal issues involved with mental health and addictions counseling will also be addressed. The case study format will be used to develop and practice the process of ethical decision making in counseling situations.

MCC 600: Advanced Counseling Theories and Techniques with Individuals (3 credits)

Students in this course compare and contrast various intervention theories and counseling models in working with individuals with both mental health and addiction disorders. Students examine the unique dynamics of the therapeutic/ interpersonal counseling relationship and how change is effected by that interaction. Students learn how to do clinical assessments for diagnostics, develop treatment plans, establish

goals and objectives and evaluate outcomes as they apply to clinical practice with individuals in community counseling care settings.

MCC 610: Advanced Counseling Theories and Techniques with Groups (3 credits)

Students will learn to apply group theories and techniques of counseling as they work with an increasingly diverse constellation of groups (both formally and informally constructed groups) in contemporary society. From group theory, students survey Yalom, Corey, Carroll, and others. Students will learn how to conduct assessment of families and groups for the purposes of diagnosing problems and dysfunctions, developing intervention strategies and evaluating the outcomes.

MCC 620: Research Methods and Program Evaluations (3 credits)

Students will survey research methods in the behavioral sciences so that they can critically evaluate research that is published in the field. Students are able to differentiate different research methodologies in the behavioral sciences and will develop an applied knowledge of basic descriptive statistics through basic inferential statistic using correlation analyses and ANOVA. Students are required to do a research project. Prerequisite: undergraduate course in statistics or quantitative methods of research

MCC 630: Appraisal, Tests and Measurements (3 credits)

Students will learn to evaluate the reliability, validity, standardization methods, and test construction of instruments used in the evaluation of mental health and addictive disorders. In addition, students will learn to discern the appropriateness of objective and projective tests and measurements of tests to meet specific client needs. Students will practice administration, scoring, and interpretation of tests appropriate for use by master's level clinicians.

MCC 640: Psychopathology (3 credits)

This course will examine theories and practices of assessing, diagnosing and treating individuals with mental health and addictive disorders and co-occurring disorders. This course will survey mental disorders as classified by the latest version of the American Psychiatric Association's Diagnostics and Statistics Manual. Prerequisite: successful completion of undergraduate course in psychopathology

MCC 645: Current Issues in Crisis Counseling (3 credits)

This course will examine the various crisis intervention models and basic principles of crisis intervention strategies. An emphasis will be placed upon serving persons with different types of psychological trauma, such as sexual assault, partner violence, chemical dependency, and personal loss. The course will examine crises in various settings, such as schools and the workplace. An examination will be made of hostage negotiation and disaster response as well as the issues of compassion fatigue and burnout. Multicultural issues will be addressed separately and throughout the course.

MCC 650: Career Counseling (3 credits)

This course will survey the theories and research on career development as well as methods to assess career choice. This course will look at career choice and the impact of mental health and addictive disorders on career planning. Psychosocial, mental health, various personality, skills and interests, and attitudinal variables that go into healthy career decision making will be explained. Students will survey the various vocational development career assessment instruments (aptitude, skills and interest inventories, and vocational personality instruments), research databases and technology for vocational decision-making.

MCC 670: Internship I (300 hours)

Students will practice professional counseling in a clinical setting where professional community counseling takes place under the supervision of a faculty member and licensed professional counselor. Students will be required to have a minimum of 300 hours of counseling activities with a minimum of 120 hours of direct service to clients. In addition, students will have 1 hour of weekly supervision in an individual, dyadic or triadic format by an on-site licensed supervisor, with an average 1.5 hours per week group supervision performed by a licensed faculty member. The internship will provide students with the opportunity to assess and treat clients, follow client progress, keep records, have access to appropriate supervision, attend staff meetings, participate in service training and other professional activities. Students must present their work using audio or videotape work for formal professional critique by supervisors and other interns. A formal evaluation for fitness to practice will be made upon completion of the internship experience.

MCC 675: Current Issues in Clinical Counseling

This course will examine a variety of topics pertinent to the practice of counseling in a changing environment. Specific areas to be addressed are the changing regulations in counselor licensure, the impact of CACREP on the profession, HIPPA, advocacy, and organizational and systematic aspects of counseling including service delivery, relevant policy, program development and evaluation, advocacy, management, and clinical supervision.

MCC 680: Internship II (300 hours)

Students will practice professional counseling in a clinical setting where professional community counseling takes place under the supervision of a faculty member and licensed professional counselor. Students will be required to have a minimum of 300 hours of counseling activities with a minimum of 120 hours of direct service to clients. In addition, students will have 1 hour of weekly supervision

in an individual, dyadic or triadic format by an on-site licensed supervisor, with an average 1.5 hours per week group supervision performed by a licensed faculty member. The internship will provide students with the opportunity to assess and treat clients, follow client progress, keep records, have access to appropriate supervision, attend staff meetings, participate in service training, and other professional activities. Students must present their work using audio or videotape work for formal professional critique by supervisors and other interns. Each student will be required to develop a major paper focusing on an integration and reflection of practice and theory, including a research project relating to their practice setting. A formal evaluation for fitness to practice will be made upon completion of the internship experience.

MCC 685: Advanced Clinical Internship (400 hours)

This course is designed to offer students advanced diagnostic and therapeutic skills in effective treatment interventions with the supervision of a licensed practitioner. Students will understand and critically analyze both the theoretical constructs and practical skills that are effective when therapeutically engaged with individuals, families or groups. Students will be required to have a minimum of 400 hours of direct client contact, with weekly supervision of 1 hour in an individual, dyadic or triadic format. Students present their work using audio or videotape work for formal professional critique by supervisors and other interns. Students will be expected to demonstrate the ability to function independently as a licensed practitioner.

MASTER OF SCIENCE NURSING COURSES

NUR 515: Effective Leadership in Healthcare Orgs

This course prepares students to utilize leadership knowledge and skills from evidence-based practice that reinforce ethical and critical decision making such as collaboration, negotiation, delegation, and coordination within inter-professional teams in the healthcare environment. Change theory, systems theory, and leadership styles related to healthcare as well as safety and quality assurance, and positive healthcare outcomes are threaded throughout this course.

NUR 525: Financial Mgmt for Healthcare Leaders

This course is designed to enhance the graduate nursing student's ability to understand accounting and financial information utilized in the healthcare industry. Students will be introduced to financial and managerial accounting utilized in a healthcare setting. In addition, students will learn concepts related to basic financial analysis as well as budget planning. Finally, students will be introduced to long term financing options utilized in today's healthcare setting.

NUR 530: Advanced Health Assessment

This course includes physical and psychological assessment of individuals across the lifespan, and strategies for health promotion. Comprehensive data collection includes history taking, assessment of signs and symptoms, and physical examination techniques. Critical thinking skills and transcultural nursing issues are integrated. Special attention is given to techniques used by nurse educators to teach assessment skill mastery to others. Prerequisite: Basic health or physical assessment course or permission. (This course encompasses didactic and laboratory hours. No practicum hours are required)

NUR 535: Human Resource Mgmt in Healthcare Orgs

This course explores the interaction between leadership in health care organizations and human resources (HR), specifically designed for graduate nursing students. Traditional HR topics will be presented with an emphasis placed on an understanding of how this information interfaces with line management. Topics presented encompass the legal framework of HR, processes and policies of human resource management, such as recruitment, selection, talent management, compensation and collective bargaining.

NUR 540: Advanced Pathophysiology & Pharmacology

Expands upon basic knowledge of pathophysiology and pharmacology to provide a more in-depth understanding of human responses to interventions. Integrates best current evidence for the effective health care management. Students will demonstrate assimilation of technology and information literacy to access ever-changing research integration of best practices and apply findings to case studies or simulations. (No practicum hours are required)

NUR 550: Professional Nursing Theory & Research

Builds upon knowledge of basic quantitative and qualitative research methods to develop a more sophisticated ability to analyze scholarly literature in nursing and health care. Theories, concepts and ethical considerations driving contemporary health research are examined. Students will demonstrate a high level of information literacy in a synthesis of literature and research proposal. Prerequisite: Basic undergraduate research course and statistics course.

NUR 560: Policy & Curriculum

Introduction to curriculum development and analysis based on health trends and standards of care. Explores organizational, community and government contexts in which nursing education takes place. Analyzes effect of government and institutional policies on health care and nursing education. Prioritize health needs of diverse populations in curriculum development. Change theory is applied to nursing education through an application project.

NUR 570: Healthcare Informatics

This course provides the framework for graduate nursing students to enhance their knowledge and skills in the use of nursing informatics and healthcare technology. Emphasis is placed on the technology based healthcare applications and the nurse's role in effectively managing information that impacts nursing care delivery, safety, and outcomes. Students will apply knowledge and skills from nursing science, computer science, and information science to develop leadership competencies to successfully support evidence-based clinical practice and administrative, educational, and research decision making for safe and quality care.

NUR 611: Interprofessional Collaboration: Leadership Skills to Increase Cultural Competency

This course is designed to provide a foundation for interprofessional collaborative services. Students in the health professions will intentionally collaborate via interprofessional learning activities to achieve the common goal of a safer and better patient/client-centered and community/population oriented health care system. Interprofessional education will explore the origins, practices and ethical standards of the participating health care professions. Issues for culturally responsive health care will be explored and interprofessional leadership strategies will be used to address problems of health care inequality and injustice.

NUR 625: Leadership in Advanced Nur Admin Roles

This course focuses on the leadership role of advanced nursing administrative practice in developing, implementing, and evaluating initiatives to create high performance organizations, and manage and improve organizational practices and outcomes. It is designed to provide students with opportunities to critically examine the role of nurse leaders and issues they may encounter. This course prepares nursing graduate students in nursing administrative positions to set a vision for change, create a culture of innovation, and reshape organizations to be adaptable and flexible in today's rapidly changing and complex health care system.

NUR 630: Measuring Educational Outcomes

Evaluation strategies for clinical, laboratory and classroom nursing education are explored. Comparison of various methods of measuring student safety in skills and clinical performance. An in-depth review of objective test construction using sound measurement principles is performed. Correlation of national standards for nursing education with appropriate program evaluation measures is performed. Students practice reflective self and peer evaluations in relation to professional role development as a nurse educator.

NUR 633: Evidence Based Pract Improve Popl Hlth

Students will apply client-centered, culturally appropriate concepts in the assessment, planning, delivery, and evaluation of evidence-based health care services given to diverse individuals, families, and aggregate populations. Through direct and indirect nursing care components, students will use epidemiological, social, and environmental data to analyze client health status and formulate interventions to promote and preserve health. National health goals and professional standards will be examined as well as the importance of interdisciplinary collaboration.

NUR 635: Health Policy, Politics and Advocacy

This course provides an overview of health care policies and the roles that nurses play in the changing context of health care systems, the advocacy strategies which shape health care policy decisions that advance social justice practices, and the decision-making process to improve the quality of health care delivery systems. Students will analyze and apply research that shapes local, national, and global health care policies within complex health care systems. Emphasis will be placed on the development of knowledge and skills needed to design health care policies and recognize the influence of economic, socio-political, and other forces of policy formation, implementation, and modification to redesign health care.

NUR 640: Evidence Based Teaching Practices

Introduces theoretical and evidence based approaches in nursing education. Pedagogical methods are explored to develop student thinking, clinical competence and professional behavior. Teaching strategies geared toward culturally and demographically diverse learner populations are integrated. Explores the role of nursing faculty in a variety of settings and prepares educators for integration of technology in teaching across the curriculum. (This course includes approximately 8 hours in the clinical laboratory and 12 hours of teaching observation hours in addition to didactic hours.)

NUR 643: Educatnl & Admin Strat in Nursing Pract

This course includes a practicum experience in nursing education or administration roles and settings. Students will demonstrate advanced knowledge and skill in working with technology enriched pedagogical or management methods and apply current evidence-based practices within nursing education or administration practice. The student will recognize the influence of teaching or leadership/management styles, interpersonal interactions, professional communication and cultural contexts on quality outcomes in the relevant practices settings. This course requires approximately 100-hours in a practicum experience with a current nurse administrator(s) or educator(s).

NUR 651: Nursing Educator Role Synth: Capstone

The Nursing Education Capstone Course reflects a culmination in advanced education to synthesize knowledge and skills acquired throughout the MSN Program. The Capstone is a faculty guided scholarly project. It provides evidence of students' critical thinking and ability to translate research into practice on clinical health care topics essential to the nurse educator role. This course requires approximately 100 hours to complete the project. Course is taken in the final 12 credits of the MSN program.

NUR 652: Nursing Leadership Role Synth: Capstone

The Nursing Leadership and Healthcare Administration Capstone Course reflects a culmination in advanced education to synthesize knowledge and skills acquired throughout the MSN Program. The Capstone is a faculty guided scholarly project. It provides evidence of students' critical thinking and ability to translate research into practice on nursing management and leadership within an organization. This course requires approximately 100 hours to complete the project.

MASTER OF EDUCATION COURSES**MED 501: Standards-Based Planning & Instruction (3 credits)**

This course introduces standards-aligned curricular design and implementation across grade levels. Students unpack academic standards as defined by Pennsylvania's Standards Aligned System to develop clear, measurable learning targets needed for daily and unit plans. Explicit, direct teaching methodology is emphasized and the use of instructional technology to support learning is introduced. Ten (10) hours of fieldwork in certification level settings are embedded in this course.

MED 502: Development & Learning in Young Child (3 credits)

This course will examine theories of early child development, brain-based learning, and constructivism. The context for the course is an understanding of the whole child, including physical, cognitive, language, and social/emotional development in children ages birth through age 9. It includes 10 hours of embedded fieldwork in settings serving children at these ages.

MED 503: Adolescent Development and Secondary Schools Today (3 credits)

This course examines theories of human development and learning for adolescents (students aged 12 and older), including cognitive, social-emotional, physical and moral elements. In addition, students will examine various models for secondary education consistent with 21st century teaching and learning. Ten (10) hours of fieldwork observing in settings involving adolescents and their school environments are embedded in this course.

MED 505: Introduction to Special Needs Students (3 credits)

This course reviews all areas of student exceptionalities and how special education services are acquired, developed and provided in today's schools. Students will learn how family and community collaboration together with research-based educational practices assist individuals with exceptionalities be successful in home, school and community settings. Ten (10) hours of fieldwork with children in community settings are embedded in this course.

MED 515: Differentiated Instruction for the Inclusive Classrooms (3 credits)

This course focuses on content, methods, and materials specifically oriented to assisting students with diverse needs to achieve academically and socially in today's inclusive schools. Competencies and best practices needed by school leaders as well as classroom teachers who address the needs of students with disabilities are addressed in the course objectives.

MED 518: Quantitative Research Methods (3 credits)

This course is designed to familiarize the student with the use of mathematical and statistical methodology used in educational research. Topics will include descriptive statistics, introduction to inferential statistics, t-tests, one-way analysis of variance, multiple comparison procedures, research design and the use of SPSS software.

MED 520: Educators as Researchers (3 credits)

This course is designed to assist students in becoming informed consumers of the educational research literature and understanding the scope and range of educational research. Students will develop an understanding of various research methodologies, will synthesize current

educational research, and will demonstrate knowledge important in the protection of human subjects as research participants. Prerequisite: MED 518

MED 522: Practicum I (2 credit)

In this two-credit, one semester course, you will be engaged with children with disabilities and organizations that serve them in an inclusive classroom setting for at least 40 hours. In addition, you will design and execute a project within an instructor-approved Personal Learning Plan structure. Online supervision will be provided by the university, in collaboration with a field site mentor, for both classroom-based and project-based elements of this practicum experience.

MED 523: Practicum II (1 credit)

This experience provides the candidate with the opportunity to apply theory to practice in learning, motivation and development through lesson plans, assessment and management. There will be supervised observation and teaching in local school sites with an emphasis on teaching individual lessons.

MED 535: Issues Concerning Special Education Programs (3 credits)

The course, designed for prospective special education classroom teachers, has students review, analyze and discuss current trends and issues in special education. Topics include, but are not limited to: inclusive classrooms, early interventions, state-wide assessment programs, collaborative and co-teaching models of instruction. The semester-to-semester topics under discussion vary and evolve as issues in the field change to newer and more current conditions.

MED 540: Assessment and Evaluation in Today's Schools (3 credits)

This course introduces the types and purposes of assessment utilized by teachers across grade levels (e.g. observation, checklists, scales, rubrics, standardized, teacher-made, and performance based authentic) within a standards-aligned system. This course is linked to MED 522: Practicum I.

MED 544: Transition and Instruction Secondary Education Special Needs (3 credits)

This course addresses the legal and instructional issues related to adolescents and young adults with disabilities. Topics include functional curriculum, individual transition planning, self-determination and self-advocacy. Included in this course are ten hours of embedded fieldwork within community-based, vocational or post-secondary sites where individuals aged 16 through young adults are taught.

MED 545: Social Development & Behavior Support in Inclusive Classrooms (3 credits)

This course focuses on creating social skills and behaviors using pro-active approaches to meet the needs of all learners within a positive classroom climate. The routines of management as well as the individualized planning for special behavior needs of children with disabilities will be presented.

MED 548: Meeting the Needs of English Language Learners (3 credits)

This course focuses on the special language learning needs of second language and special needs students, as well as the trends in teaching language to these students. It will include literature-based and theme-based planning and instruction as well as currently supported "best-practice" methodology. This course is linked to MED 523: Practicum II.

MED 550: Introduction to Educational Administration (3 credits)

This course will analyze various theories of leadership and their applicability to the educational environment. In addition, students will explore the responsibilities and challenges of leadership within today's increasingly complex educational institution. Special emphasis is placed on examining the role of the administrator as an instructional leader within the organizational structure.

MED 553: The School Administrator (3 credits)

A technical course emphasizing the principal's role in the organization and administration of the elementary, middle and secondary schools.

MED 565: Teaching Social Studies in a Cross-Cultural Setting (1 credits)

This course is designed to prepare elementary teacher candidates to plan and deliver effective instruction in social studies at the elementary level for diverse populations of students. The course will include activities and assignments to promote and enhance effective instructional decision-making regarding social studies content, resources, and instructional approaches.

MED 575: Teaching Health/Physical Education/Safety in a Cross Cultural Setting (2 credits)

Study of topics related to health & safety issues in cross-cultural elementary school settings. Activities representative of the elementary physical education program and appropriate methods for teaching them will also be focused on. Recent findings and reports in medicine, exercise, diet and nutrition will be discussed.

MED 600: Language and Literacy in Cross-Cultural Settings (3 credits)

This course examines theories and approaches for promoting language and literacy development of children and youth in cross-cultural settings. Strategies for planning interdisciplinary activities and literacy programs that use home and community resources and techniques for evaluating programs are analyzed. Ten (10) hours of embedded fieldwork in after school programs with children in grades 2-4 are embedded

in this course.

MED 605: Enhancing Literacy for the Special Needs Student (3 credits)

The course, designed for prospective special education classroom teachers, develops skills for the development, teaching, and enhancing of literacy skills: language, reading, and writing. Students review current and developing research and classroom practices that encourage the acquisition and improvement of those skills through learning strategies that can be used in classroom experiences.

MED 610: School Law and Social Advocacy (3 credits)

This course examines the federal and state legislation and court rulings that govern urban education. A review of legal concepts and procedures provides essential knowledge about the rights and responsibilities of educators and the students they serve. The study of legislation and significant court rulings that have promoted equity, educational opportunity and social justice summarizes the contributions of advocates who have worked to transform urban education.

MED 611: School Finance (3 credits)

This course is designed to help the prospective administrator understand how schools function from a financial perspective. Students learn the essentials in school accounting, budgeting, financing, investing, financial regulations and requirements, and computer application. The principals' role in effective budget performance is emphasized.

MED 615: Literacy Learning in the Content Areas (3 credits)

This course is a study of the extension and enhancement of reading and writing skills into secondary education. Participants will explore the conceptual ideas underlying the teaching of reading and writing in the content areas, the importance of reading skills to students' understanding of specific subject matter content, and the reading strategies for the three phases of cognitive processing (proactive, interactive, reflective). The course content will focus on the application and integration of reading and writing strategies into existing curricula.

MED 650: Functions of School Supervision (3 credits)

This course is designed to provide a framework to help future principals gain the necessary skills to apply the emerging concepts and principles of school supervision to the practical, everyday situations in which administrators, supervisors, coordinators and teachers are working. Interpersonal relationships that lead to the improvement of instruction, data collection for the purpose of analyzing classroom teaching, staff development, in-service program development, and staff selection are discussed. The influence of special needs learners, race, gender and other social issues is analyzed where appropriate for this course.

MED 668: Student Teaching Seminar (1 credit)

This course involves two full-time weeks of work at the sites where the teacher candidates will subsequently student teach for the following 12 weeks. During this two-week course, candidates will observe characteristics of learners, classroom management techniques, planning demands, and use of instructional technology on site in the specific setting. Preparation for a unit of instruction in a content area will be done that will be implemented in the Student Teaching course.

MED 670: Student Teaching (6 credits)

This course is designed to provide situations in which student teachers learn and practice varied techniques of teaching while working with "real students" under the direction of a certified teacher in a public or private school. Based on their areas of certification students will be placed in two different seven-week placements. A student teacher could be placed in one 12-week placement based on his/her needs or at the request of the school district.

MED 672: Professional & Legal Topics for Today's Teachers (2 credits)

These bi-weekly seminars occur concurrent with the 12-week student teaching placement, and focus on professionalism, school law as it impacts teachers today, collaboration with families and other educators, and readiness for employment as educators.

MED 680: Research Seminar (3 credits)

This course is seminar format capstone experience augmented by significant readings from the professional literature that will facilitate discussions of current and potential issues and trends in the educational arena. Students will demonstrate their ability to analyze and synthesize these issues using class discussions and readings, culminating in the completion of a publishable-quality scholarly paper and corresponding class presentation. Pre-requisite: MED 520.

MED 685: Principal's Internship (3 credits)

This is a required seminar and supervised field experience for those individuals seeking principal's certification. The student submits to an adviser a comprehensive proposal for a unit of work to be done under the supervision of a currently active building principal. The observation and supervision of teachers, along with other selected units of work from such areas as scheduling, budget preparation, staff development, curriculum, community relations, extracurricular activities, etc., comprise the list of acceptable projects for interns to complete. All proposals must be approved by the faculty advisor and sanctioned by the administration of the school where the field experience is to occur. In addition to the field experience, seminar meetings are conducted every other week for a period of two hours for all administrative interns for the duration of the semester.

MASTER OF SCIENCE NURSING COURSES

NUR 530: Advanced Health Assessment(3 credits)

This course includes physical and psychological assessment of individuals across the lifespan, and strategies for health promotion. Comprehensive data collection includes history taking, assessment of signs and symptoms, and physical examination techniques. Critical thinking skills and transcultural nursing issues are integrated. Special attention is given to techniques used by nurse educators to teach assessment skill mastery to others. Prerequisite: Basic health or physical assessment course or permission

NUR 540: Advanced Pathophysiology and Pharmacology (3 credits)

Expands upon basic knowledge of pathophysiology and pharmacology to provide a more in-depth understanding of human responses to interventions. Integrates best current evidence for effective health care management. Students will demonstrate assimilation of technology and information literacy to access ever-changing research integration of best practices and apply findings to case studies or simulations.

NUR 550: Professional Nursing Theory and Research (3 credits)

Builds upon knowledge of basic quantitative and qualitative research methods to develop a more sophisticated ability to analyze scholarly literature in nursing and health care. Theories, concepts and ethical considerations driving contemporary health research are examined. Students will demonstrate a high level of information literacy in a synthesis of literature and research proposal.

Prerequisite: Basic undergraduate research course and statistics course.

NUR 560: Policy and Curriculum (3 credits)

Introduction to curriculum development and analysis based on health trends and standards of care. Explores organizational, community and government contexts in which nursing education takes place. Analyzes effect of government and institutional policies on health care and nursing education. Prioritize health needs of diverse populations in curriculum development. Change theory is applied to nursing education through an application project.

NUR 630: Measuring Educational Outcomes(3 credits)

Evaluation strategies for clinical, laboratory and classroom nursing education are explored. Comparison of various methods of measuring student safety in skills and clinical performance. An in-depth review of objective test construction using sound measurement principles is performed. Correlation of national standards for nursing education with appropriate program evaluation measures is performed. Students practice reflective self and peer evaluations in relation to professional role development as a nurse educator.

NUR 632: Evidence Based Clinical Practice: focus (3 credits)

Students select a clinical-practice area (adult health, maternal-child, behavioral health, etc.) as a focus for in depth exploration of best health care practices. Priority health outcomes in the specialty are identified and applied to the specialty practice education of nurses at pre and post licensure. National health goals and professional standards are evaluated. Strategies to maintain clinical competency as a nurse educator are explored.

NUR 640: Evidence Based Teaching Practice (3 credits)

Introduces theoretical and evidence-based approaches in nursing education. Pedagogical methods are explored to develop student thinking, clinical competence and professional behavior. Teaching strategies geared toward culturally and demographically diverse learner populations are integrated. Explores the role of nursing faculty in a variety of settings and prepares educators for integration of technology in teaching across the curriculum.

NUR 642: Teaching Strategies in Nursing: Practicum (3 credits)

Includes practicum experience in the classroom, simulation skills laboratory, clinical, and academic settings. Students will demonstrate skill in working with technology enriched pedagogical methods and apply current evidenced-based literature in nursing education to teaching practice. The student will recognize the influence of teaching styles, interpersonal interactions and cultural contexts on learner outcomes.

NUR 650: Nurse Educator Role Synthesis: Capstone (3 credits)

A guided, multi-disciplinary, scholarly project beginning with a theoretical framework and comprehensive literature review, proceeding through an implementation phase, and concluding with an analytical outcome measurement. The paper/project is supported by the integration of principles from the disciplines of education and nursing. The final paper will be presented in a professional conference setting. The student works with a capstone advisor(s) and a seminar component is included. Course is taken in the final 12 credits of the MSN Program.

OCCUPATIONAL THERAPY COURSES

OT 507 Fundamentals of Occupational Therapy (3 credits)

Provides an overview of the origins, history, philosophical base, values, standards, and ethics of the occupational therapy profession. Introduces the personnel, professional organizations, terminology, concepts and regulatory requirements of the profession. Examines the theories, approaches and practice models that guide occupational therapy clinical reasoning. Introduces approaches to support best practice

and the Occupational Therapy Practice Framework: Domain and Process. Prerequisites: None. Only applicable for students who require leveling coursework.

OT 562 Neuroscience for the Occupational Therapist (3 credits)

Examines the structure and function of the human nervous system through an integrated analysis of neuroanatomy, neurophysiology and neuropsychology. Emphasizes clinically relevant neuroscience concepts, as they provide understanding to participation in occupation. Focuses on application to client rehabilitation and therapeutic approaches. OT majors only. Pre-requisites: a minimum of 6 undergraduate semester credit hours (or the equivalent) of human anatomy and physiology with a lab component. Only applicable for students who require leveling coursework.

OT 564 Kinesiology for the Occupational Therapist (3 credits)

Study of the interaction between the human muscular and skeletal systems that produces the human movement underlying participation in occupation. Students review the anatomy and physiology of the muscular system and learn the biomechanical influence it has on the skeletal system in order to create movement. Students will explore concepts underlying motor control and gain a foundation in the application of manual muscle testing and goniometric measurements used by the occupational therapist. OT majors only. Pre-requisites: a minimum of 6 undergraduate semester credit hours (or the equivalent) of human anatomy and physiology with a lab component. Only applicable for students who require leveling coursework.

OT 513 Advocacy & Public Policy (3 credits)

This course focuses on the identification and analysis of those factors influencing the change within the profession and the promotion and development of leaders within the profession. Examines the needs, resources, policies and legislation affecting occupational therapy profession; at the regional, national, and global levels. Issues of financing services, reimbursement, measuring outcomes, developing partnerships, grant writing, the development of business and marketing plans are presented. The role of the practitioner as an educator, advocate, and consultant with a central focus on occupation and its relationship to health are examined. OT majors only. Prerequisites: formal acceptance into the OT Program or Permission of the Program Director.

OT 521 Occupational Performance III: Behavioral Health (4 credits)

This course will provide students with the knowledge, skills and professional behaviors to implement occupation based practice in current and emerging area of service delivery in the area of behavioral health occupational therapy. Best practice will be emphasized through critical thinking skills and the use of scientific inquiry and research. Techniques, strategies, and practical skills for the promotion of health and participation utilizing engagement in occupations that are meaningful to clients will be reinforced during weekly lab sessions and refined during concurrent level I fieldwork experience. OT majors only. Prerequisite OT 527. Co requisite OT 583.

OT 522 Leadership & Management (3 credits)

This course investigates the role of an occupational therapist as a supervisor, manager, and leader. Models of supervision and leadership are presented. Students will identify the major organizational structures within the profession, their organizations, and further examine the contexts of service delivery including professional, federal, state, and local laws and accrediting agencies (i.e. NBCOT, AOTA, state licensing boards, CARF, JCAHO, etc.) as they relate to managing services and leading organizations. Students will explore the operational functions required within multiple practice settings, and consider different models for ethical leadership. OT majors only. Prerequisite: Formal acceptance into the OT Program or Permission of the Program Director.

OT 523 Occupational Performance IV: Geriatric (4 credits)

This course will provide students with the knowledge, skills and professional behaviors to implement occupation based practice in current and emerging area of service delivery in the area of geriatric occupational therapy. Best practice will be emphasized through critical thinking skills and the use of scientific inquiry and research. Techniques, strategies, and practical skills for the promotion of health and participation utilizing engagement in occupations that are meaningful to clients will be reinforced during weekly lab sessions and refined during concurrent level I fieldwork experience. OT majors only. Prerequisite OT 527. Co requisite OT 583.

OT 525 Pathology for Occupational Therapy Practitioners (3 credits)

Within the context of this course, students will examine pathophysiological dysfunctions that interfere with an individual's ability to engage and participate in meaningful occupation. Conditions will be framed within the context of the World Health Organization's International Classification of Function, and the effect of such conditions on an individual's occupational performance, performance skills, and performance factors. Additional emphasis will be placed on diagnosis, etiology, progression, performance deficits, intervention, prognosis and functional outcomes. OT majors only. Prerequisites: None.

OT 526 Current Trends in Occupational Therapy (3 credits)

This course will investigate timely topics of critical interest to occupational therapy professionals. The current focus will examine the role of the occupational therapist in the promotion of wellness & health, disability postponement, and prevention through the use of the public health and social models of disability. Emphasis will be placed on the relationship between chronic disease, disability, occupational performance, and wellness from the societal perspective and of those living with disabilities. Presentation of historical analysis, healthcare discourse, cultural critique, evaluation and application of occupational therapy theories and philosophies will expand opportunities for service delivery to disadvantaged, underserved and/or nontraditional populations both in the United States and internationally. OT majors only. Prerequisite: Formal acceptance into the OT Program or Permission of the Program Director.

OT 527 Occupational Therapy Process (3 credits)

Focuses on understanding and implementing the occupational therapy process, including evaluation (occupational profile and analysis of occupational performance), intervention (planning, implementing and reviewing), and outcomes (engagement in occupations) as a foundation to clinical reasoning. Concepts will be reinforced during weekly laboratory sessions. OT majors only. Prerequisite: OT 507. Co-requisite OT 581.

OT 532 Activity Analysis (3 credits)

This course advances the therapeutic use and meaning of occupation for the practice of occupational therapy. Students will examine the principles of activity analysis within the scope of the occupational therapy process. They will learn how to analyze, grade, adapt, and teach activities to enable individuals and groups to engage in activities of their choice and how to use adaptive devices to promote health and participation across the lifespan. Weekly lab sections will provide students with the opportunity to practice and apply classroom concepts. OT majors only. Prerequisite OT 507.

OT 534 Occupational Performance I: Pediatric (4 credits)

This course will provide students with the knowledge, skills, and professional behaviors to implement occupation based practice in current and emerging areas of service delivery in the area of pediatric occupational therapy. Best practices will be emphasized through critical thinking skills and the use of scientific inquiry and research. Techniques, strategies, and practice skills for the promotion of health and participation utilizing engagement in occupations that are meaningful to clients will be reinforced during weekly lab sessions and refined during concurrent level I fieldwork experience. OT majors only. Prerequisite: OT 527. Co-requisite OT 582.

OT 536 Occupational Performance II: Adult (4 credits)

This course will provide students with the knowledge, skills, and professional behaviors to implement occupation based practice in current and emerging areas of service delivery in the area of adult occupational therapy. Best practices will be emphasized through critical thinking skills and the use of scientific inquiry and research. Techniques, strategies, and practice skills for the promotion of health and participation utilizing engagement in occupations that are meaningful to clients will be reinforced during weekly lab sessions and refined during concurrent level I fieldwork experience. OT majors only. Prerequisite: OT 527. Co-requisite OT 582.

OT 538 Adapting & Grading with Technology (3 credits)

Occupational therapy practitioners build upon the process of activity analysis for the selection, adaptation and grading of occupations within the occupational therapy process. This course introduces students to the use of adaptive equipment as a means to promote independence in occupational performance, including: orthotics, prosthetics, and splinting; examines the use of technology and physical agent modalities for client-centered intervention across multiple service delivery models; and explores the use of emergent technology in both client care and professional capacities. Weekly lab sessions will provide students with the opportunity to practice and apply classroom concepts. OT majors only. Prerequisite OT 532.

OT 581 Fieldwork I Seminar I (1 credit)

Students will apply the knowledge gained in concurrent occupational therapy courses to practice settings. With supervision, students will be provided the opportunity to observe and carry out professional responsibilities. Students will be guided in the process of developing the reflective skills needed for professional development. Students can expect to spend all or part of one day a week at a clinical site during the duration of the course. OT majors only. To insure the safety of the work environment, fieldwork sites require extensive documentation including but not limited to background checks, health and immunization status, drug screens, and workplace training (CPR, HIPPA, etc.). Students must meet all site specific requirements before attending their scheduled fieldwork placement. The student is responsible for maintaining current health insurance and travel expenses during fieldwork. Co-requisite: OT 527.

OT 582 Fieldwork I Seminar II (1 credit)

Students will apply the knowledge gained in concurrent occupational therapy courses to practice settings. With supervision, students will be provided the opportunity to observe and carry out professional responsibilities. Students will be guided in the process of developing the reflective skills needed for professional development. Students can expect to spend all or part of one day a week at a clinical site during the duration of the course. OT majors only. Prerequisites: To insure the safety of the work environment, fieldwork sites require extensive documentation including but not limited to background checks, health and immunization status, drug screens, and workplace training (CPR, HIPPA, etc.). Students must meet all site specific requirements before attending their scheduled fieldwork placement. The student is responsible for maintaining current health insurance and travel expenses during fieldwork. Co-requisite: OT 534 and OT 536.

OT 584 Fieldwork Progression Seminar I (1 to 3 credits)

This course is individually designed to offer specific support and progression work for the student who experienced an unsuccessful first Level II Fieldwork. This course will focus on assisting the student to acquire and practice the necessary knowledge, skills, attitudes and behaviors considered necessary for a successful full-time clinical placement. This course must be completed after an unsuccessful first affiliation of Level II Fieldwork and before the student can attend Level II Fieldwork. Prerequisite: All level II fieldwork prerequisites and a terminated first Level II Fieldwork.

OT 586 Fieldwork Progression Seminar II (1 to 3 credits)

This course is individually designed to offer specific support and progression work for the student who experienced an unsuccessful second affiliation of Level II Fieldwork. This course will focus on assisting the student to acquire and practice the necessary knowledge, skills, attitudes and behaviors considered necessary for a successful full-time clinical placement. This course must be completed after an unsuccessful second affiliation of Level II Fieldwork and before the student can attend Level II Fieldwork. Prerequisite: Successful first Level II fieldwork and a terminated second Level II Fieldwork.

OT 587 Occupational Therapy Fieldwork: Practicum I (4 credits)

This is the first in a sequence of two full-time (approximately 32-40 hours per week depending on the site), 12-week or the equivalent, educational experiences at an approved fieldwork site off-campus. It includes 1-2 seminars on campus. Under the supervision of a qualified practitioner, the student integrates academic course work by focusing on the application of purposeful and meaningful occupation in the administration and management of occupational therapy services. The fieldwork experience promotes clinical reasoning and reflective practice; and develops professionalism, competence, and compassion as career responsibilities. This in-depth experience in delivery of occupational therapy interventions is an essential foundation for graduate studies. At the completion of this fieldwork students will demonstrate significant progress toward competency for entry-level practice. OT majors only. Prerequisites: All graduate OT courses with a grade of "B" or better; satisfactory completion of all level I fieldwork; approval of the academic fieldwork coordinator, the site clinical fieldwork educator, and/or the Program Director. To insure the safety of the work environment, fieldwork sites require extensive documentation including but not limited to background checks, health and immunization status, drug screens, and workplace trainings (CPR, HIPAA etc.). Students must meet all site specific requirements before attending their scheduled fieldwork placement. The student is responsible for maintaining current health insurance, travel, and accommodation expenses during fieldwork. This course is graded pass/fail.

OT 589 Occupational Therapy Fieldwork: Practicum II (4 credits)

This is the second in a sequence of two full-time (approximately 32-40 hours per week depending on the site), 12-week or the equivalent, educational experiences at an approved fieldwork site off-campus. It includes 1-2 seminars on campus. Under the supervision of a qualified practitioner, the student integrates academic course work by focusing on the application of purposeful and meaningful occupation in the administration and management of occupational therapy services. The fieldwork experience promotes clinical reasoning and reflective practice; and develops professionalism, competence, and compassion as career responsibilities. This in-depth experience in delivery of occupational therapy interventions is an essential foundation for graduate studies. At the completion of this fieldwork students will demonstrate beginning competency for entry-level, generalist, professional practice. OT majors only. Prerequisites: OT 587. To insure the safety of the work environment, fieldwork sites require extensive documentation including but not limited to background checks, health and immunization status, drug screens, and workplace trainings (CPR, HIPAA etc.). Students must meet all site specific requirements before attending their scheduled fieldwork placement. The student is responsible for maintaining current health insurance, travel, and accommodation expenses during fieldwork. This course is graded pass/fail.

OT 605 Research Design (3 credits)

Exploration of quantitative and qualitative research methodologies used in occupational therapy, and critical evaluation of published research in the field. Students will define an area of interest, identify an appropriate research design, and develop a research proposal. By the end of the course students will have obtained approval for their research project from their research advisor and, if appropriate, have

submitted a complete application with the Institutional Review Board. OT majors only. Prerequisites: Matriculation into the MS OT degree program or permission of the Program Director, MAT 208 or equivalent, Pre- or Co-requisite: OT 607.

OT 607 Data Analysis for the Occupational Therapist (3 credits)

This course is designed to familiarize students with the tools used to analyze data in the social sciences. In the quantitative tradition students will use mathematical and statistical tools including descriptive statistics, parametric and non-parametric inferential statistics to describe and analyze data. In the qualitative tradition students will use techniques to analyze artifacts to discover the meaning within the data. Issues of validity and reliability central to all research methodologies will be explored. In preparation for their own graduate research projects, students will learn how to use computer software such as SPSS and ATLAS to describe, analyze, and present data. OT majors only. Prerequisites: Formal acceptance into the OT Program or Permission of the Program Director, MAT 208 or the equivalent.

OT 611 Inter-Professional Collaboration (3 credits)

This course is designed to provide a foundation for interprofessional collaborative services. Students in the health professions will intentionally collaborate via interprofessional learning activities to achieve the common goal of a safer and better patient/client-centered and community/population oriented health care system. Interprofessional education will explore the origins, practices and ethical standards of the participating health care professions. Issues for culturally responsive health care will be explored and interprofessional leadership strategies will be used to address problems of health care inequality and injustice. Prerequisite: OT 482 or OT 587.

OT 620 Research Report (3 credits)

Students will continue their learning about research in Occupational Therapy. Critical review of professional literature will prepare students to be users of research in clinical practice. Seminar discussions with faculty and fellow graduate students will provide opportunities to share and critique work. Students will participate in a mentored research project. For research work involving human subjects, no data collection will begin before approval for the project has been received from all necessary Institutional Review Boards (IRBs). Completion of the project initiated in the Research Design course will expand the understanding of the research process at the graduate level. The capstone activity of this course is a written report. OT majors only. Prerequisites: Formal acceptance into the MS OT degree or Permission of the Program Director, OT 605, OT 607. Students must have earned a grade of B or higher in OT 605. Co-requisite OT 622.

OT 622 Research Seminar (1 credit)

Together with OT 620, this course includes the capstone activity for Masters of Occupational Therapy degree program and as such must reflect a high degree of scholarly competence by the student. Students working with a research faculty mentor will develop their research project in preparation for critical review. For research work involving human subjects, no data collection will begin before approval for the project has been received from all necessary Institutional Review Boards (IRBs). The culminating activity of this course will be an oral defense and then a presentation of the project to the public. OT majors only. Prerequisites: Formal acceptance into the MS OT degree or Permission of the Program Director, OT 605, OT 607. *Students must have earned a grade of "B" or higher in OT 605. Co-requisite OT 620.

OT 624 Best Ethical Practice in Occupational Therapy (3 credits)

The role of the occupational therapist as an ethical professional will be examined and expanded upon in this course. Professional roles, values, ethics, and behaviors will be explored as these relate to respecting self, peers, colleagues, clients, and supervisors. Within the context of this course, students will become critical consumers of information, through the identification, examination and analysis of information relative to the profession. Ethical and legal issues of malpractice and liability will be discussed. OT majors only. Prerequisite: Formal acceptance into the OT Program or Permission of the Program Director,.

DOCTOR OF NURSING PRACTICE COURSES (Post-Baccalaureate and Post MSN listings)

NUR 575: Advanced Role Development: BSN to DNP (3 credits)

This course is designed to bridge BSN graduates to the Advanced Nurse Practitioner role. It explores the responsibility of the advanced practice nurse as expert population-health based clinician; inter-professional collaborator; developer of new practice approaches based on theory, evidence, and technology; and, competent leader in the practice environment. Historical, political, economic, and regulatory forces that have shaped the advanced practice role are examined. Factors that influence high-level competency in advanced practice such as quality-improvement skills in complex systems, ethical and legal practice, cultural competency, effective communication, and information technology skills are discussed and related to current clinical experience.

NUR 580: Advanced Clinical Pathophysiology (3 credits)

This course builds on basic pathophysiology principles and explores the principles of normal body function and pathophysiological changes

through a system-focused approach. Alterations in health will be explored at the genetic, cellular and organ system level in the context of physiologic change resulting from disease. An overview of the management of common health problems and disease will be emphasized. Integrates best current practice evidence to provide a foundational basis for clinical decision-making and the management of health problems across the lifespan.

NUR 585: Advanced Clinical Pharmacology (3 credits)

This course prepares students as nurse practitioners to prescribe and incorporate pharmacotherapies for management of common and chronic health care problems in a safe, high quality, cost-effective manner. The focus is on safe prescriptive practice, client education and monitoring therapeutic response to pharmacological agents in primary care settings.

NUR 595: Advanced Health Assessment and Diagnostic Reasoning (4 credits)

This course is designed to provide advanced practice students with knowledge and skills to refine health history and physical assessment techniques and clinical decision making. Diverse approaches are used in expanding proficiency in conducting comprehensive and focused health histories and physical examination skills in clinical laboratory settings. Health assessments that are sensitive to cultural, developmental, and psychosocial needs of clients are explored. Diagnostic reasoning skills and data interpretation are developed to address client needs, problems, and risks which provide the basis for advance clinical practice.

This course includes **45 laboratory hours** in clinical diagnosis and interventions.

NUR 601: Primary Care Nurse Practitioner I: Health Promotion (3 credits)

This course provides students opportunities to utilize previous learned knowledge in the application of preventive health concepts and health promotion principles. The emphasis is on theories and research to promote and preserve wellness lifestyles in client populations using epidemiological principles, disease risk appraisal and reduction, and other tools. The use of Healthy People 2020 and U.S. Preventive Services Task Force guidelines is emphasized.

NUR 602: A-GNP Primary Care Nurse Practitioner I Practicum: Health Promotion (3 credits)

This supervised advanced practice practicum focuses on health promotion and provides a foundation for clinical practice in population specific primary care settings. Students synthesize health promotion and risk reduction principles into primary care settings. Emphasis in this course is the impact of political, ecological, economic and cultural factors on Individuals in primary care settings.

NUR 603: A-GNP Primary Care Nurse Practitioner II: Adult Healthcare Issues (4 credits)

This course offers theoretical and practical foundations of acute problems encountered by adults in a primary care setting. A holistic approach to health promotion, disease prevention, early detection, and management of common acute and chronic health conditions of adults are emphasized. A focus on pathophysiology of the condition, etiology, incidence, clinical findings, and differential diagnosis is emphasized. Evidence-based research will drive healthcare decision making, pharmaceutical and non-pharmaceutical management to promote health of adults in primary care settings. Includes 45 laboratory hours: Clinical diagnosis and interventions

NUR 604: A-GNP Primary Care Nurse Practitioner II Practicum: Adult Healthcare Issues (3 credits)

This supervised advanced practice practicum focuses on health promotion, clinical management of health concerns and special needs of adult clients. Students will diagnosis, plan, implement and evaluate therapeutic regimens for patients with conditions commonly encountered in primary health care settings. Emphasis in this course is on culturally appropriate evidence-based practice, consultation, research, and evaluation.

NUR 605: A-GNP Primary Care Nurse Practitioner III: Older Adult Healthcare Issues (3 credits)

This course builds on the management of acute and chronic illness to focus on the health care needs of the older adult with chronic illness in the primary care setting. A holistic approach to promoting wellness, maintaining function, and self-care is emphasized. Evidence-based research will drive healthcare decision making, pharmaceutical and non-pharmaceutical management to promote quality of life with older adults. Ethical dilemmas that impact the care of older adults such as palliative care measures, supportive measures, and family care giving at end of life are integrated.

NUR 606: A-GNP Primary Care Nurse Practitioner III Practicum: Older Adult Healthcare Issues (3 credits)

This supervised advanced practice practicum focuses on health promotion, clinical management of health concerns and special needs of older adult clients. Students will diagnosis, plan, implement and evaluate therapeutic regimens for older clients with conditions commonly encountered in primary health care settings. Emphasis in this course is on culturally appropriate evidence-based practice, consultation, research, and evaluation.

NUR 607: Family Nurse Practitioner Health Assessment: Pediatric Population (2 credits)

This course augments advanced assessment content to address the health problems of children and adolescents. Family oriented, culturally and developmentally sensitive approaches to obtaining a health history are addressed. Physical examination skills appropriate to infants and children are practiced in a laboratory setting. Diagnostic reasoning skills and data interpretation are focused on particular needs of children ranging in age from newborn to adolescent.

NUR 608: Family Nurse Practitioner Health Assessment Practicum: Pediatric Population (1 credit)

This supervised advanced practice practicum augments assessment content to address the health of infants, children and adolescents. Family oriented, culturally and developmentally sensitive approaches to obtaining a health history are practiced. Physical examination skills appropriate to infants, children and adolescents are used in a variety of primary care settings. Diagnostic reasoning skills and data interpretation are focused on particular needs of children ranging in age from newborn to adolescent.

NUR 609: Family Nurse Practitioner I: Pediatric Population Healthcare Issues (3 credits)

This course centers on comprehensive principles of primary care health provided by the advanced practice nurse, which is focused on the infant, child, and adolescent populations. Health promotion, acute and common chronic problems are addressed. Emphasis is on evidence-based, holistic, approaches to care within the context of diverse health care systems.

NUR 610: Family Nurse Practitioner I Practicum: Pediatric Population Healthcare Issues (1 credit)

This supervised advanced practice practicum focuses on health promotion, clinical management of health concerns and special needs of pediatric clients. Students will provide evidence based health care to infants, children and adolescents by assessing, diagnosing and managing their primary health care needs, developmental concerns, and acute and chronic health conditions in primary care settings. Emphasis in this course is on culturally appropriate evidence-based practice, consultation, research, and evaluation.

NUR 611: Family Nurse Practitioner II: Women's Healthcare Issues (3 credits)

This course focuses on women's health promotion, wellness maintenance, early detection and prompt treatment of acute illness, and health restoration across the life span in the primary care setting. Evidenced-based practice will drive health care decision-making, pharmaceutical and non-pharmaceutical treatment options, and inter-professional management. Women's roles in family and society will guide students to view health issues from a holistic perspective to integrate social, financial, emotional, spiritual, as well as physical health assessment and interventions. Ethical practice issues and closing the gap for health care disparities among women of all populations will be explored.

NUR 612: Family Nurse Practitioner II Practicum: Women's Healthcare Issues (2 credits)

This supervised advanced practice practicum focuses on health promotion, clinical management of health concerns and special needs of women clients. Students will diagnosis, plan, implement and evaluate therapeutic regimens for patients with conditions commonly encountered in primary health care settings. Emphasis in this course is on culturally appropriate evidence-based practice, consultation, research, and evaluation

NUR 700: Immersion to DNP Program (1 Credit)

This on-campus immersion course provides an introduction to Franciscan values, ethical decision-making, and the concept of moral leadership. Program expectations and tools to navigate successful completion of the DNP Program are explored. Scholarly and clinical data-bases are reviewed, an electronic portfolio shell developed, and fundamentals of writing for scholarly projects are applied to bring focus to individual student success.

NUR 701: Theoretical Foundations of DNP (3 credits)

This course introduces students to the world of contemporary nursing knowledge, as formalized in conceptual models of nursing and nursing theories applied to clinical practice. The focus of the course is a critical investigation of concepts, middle range theories, and family theories used by advanced practice health care providers in health promotion and disease prevention interventions with clients and families to achieve health outcomes.

NUR 702: Ethics, Policy, and Advocacy in the Health Care System (3 credits)

This course assists the student to create a vision for themselves as leaders in the healthcare policy arena. Students explore theoretical models to evaluate existing and proposed health policies. An overview of issues in health care policy and planning, including socio-political and economic content of health and health-seeking behaviors is examined. Health care policy and planning at the local, state, federal and global levels are explored. Ethical dimensions of public policy formulations and implementation are highlighted.

NUR 703: Using Informatics for Quality Improvement (3 credits)

This course focuses on the integration of informatics to support culturally sensitive, evidence-based practice at a leadership level. Emphasis is on topics relevant to evidence-based practice in primary care settings that includes data capture, analysis and application for continuous healthcare quality management and performance improvement

NUR 704: Local and Global Population-Based Health (3 credits)

Knowledge and skills in basic epidemiological concepts and applications are offered in this course. The use of epidemiology and evidence-based research to inform clinical prevention programs and policy solutions for population health disparities are emphasized. This course discusses behavioral and contextual factors that converge to impact the health of local and global communities in relationship to strategies that advanced practice nurses use to mitigate these factors. Major topics covered include sources of data, study designs, analytical strategies, and interpretation of data, disease causality and control of public health problems.

NUR 705: Leadership in Organizations and Healthcare Systems (3 credits)

This course prepares advanced practice nurses for effective leadership within organizations. Organizational behavioral theories are explored within a framework to facilitate a transition from an advanced practice to a leadership role with oversight of care delivery in complex healthcare systems. Students evaluate and integrate evidence-based practice to effect improvements within the dynamics of systems to improve the delivery of healthcare services.

NUR 800: Clinical Leadership Practicum (2 credits)

Under the guidance of a faculty advisor and designated preceptor(s), the student will develop, implement, and evaluate a specific practice leadership experience concerning an area of clinical interest. The practicums spanning two courses will synthesize previous course work. Students complete 150 hours in a practice area related to their topic of interest. In addition to the 150 hours an extra 75 **NUR 801: Clinical Leadership Practicum (2 credits)**

Under the guidance of a faculty advisor and designated preceptor(s), the student will develop, implement, and evaluate a specific practice leadership experience concerning an area of clinical interest. The practicums spanning two courses will synthesize previous course work. Students complete 150 hours in a practice area related to their topic of interest. In addition to the 150 hours an extra 75 hrs. that is focused in leadership must be attained in either NUR 800 and/or 801.

NUR 802: Applied Statistics for Evidence-Based Practice (3 credits)

This course provides an advanced overview of the assumptions and applications necessary to analyze and interpret questions and research related to clinical practice. Students will acquire the knowledge and technological skills needed to manipulate quantitative data and use nonparametric and parametric statistics to answer research questions or test hypotheses. Students identify appropriate techniques for interpretation of results of research, and for presentation of results to improve clinical practice. Analyses of clinical datasets using software programs such as SPSS will be practiced and mastered.

NUR 803: Translational Research (3 credits)

This course builds on students' understanding of scholarly inquiry, knowledge generation, research designs, methods and research utilization as best practices in health care. Students will focus on developing competencies to translate evidence and accelerate the adoption of best clinical practice in primary care settings. Emphasis will be placed on areas of translational research, evidence-based practice and inter-professional collaboration with identification of practice problems and issues, critical evaluation of extant research, development of evidence-based protocols and/or clinical research proposals, implementation, data analysis and evaluation culminating in dissemination of findings.

NUR 804: Evidence-Based Scholarly and Practice Inquiry I (3 credits)

This is the first of a three-course series. Students apply knowledge of evidence based practice principles to an identified topic of interest and develop a project proposal. Students identify and analyze concepts relevant to their topic as they evaluate evidence and consider methods to translate the evidence into an identified practice environment for the improvement of clinical outcomes.

NUR 805: Evidence-Based Scholarly and Practice Inquiry II (3 credits)

In this second of a three-course series, students work with a faculty mentor to refine the design and plan to implement a scholarly inquiry project (SIP) to a population of interest within a practice setting. Students formally defend the proposed scholarly inquiry project prior to initiating project implementation.

NUR 806: Evidence-Based Scholarly and Practice Inquiry III (3 credits)

In this final of the three-course series, students work with a Scholarly Inquiry Project (SIP) facilitator to implement and evaluate a scholarly project specific to a population of interest within a practice setting. A formal professional presentation is required. This course includes an opportunity for students to reflect upon the moral, ethical and leadership dimensions of the advanced practice professional role.

DOCTOR OF PHILOSOPHY AND SUPERINTENDENT'S LETTER OF ELIGIBILITY CERTIFICATION COURSES**PhD 701: Advanced Research Colloquium (6 credits)**

This six-credit course provides a systematic approach to the scientific method as it is used in research in organizations with human participants, including critical reviews of literature, ethics, hypothesis testing, reliability and validity, sampling, research design, and observational and self-reported methods, and selected issues in data analysis. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 704: Quantitative Research: Design and Analysis (3 credits)

A companion to Qualitative Research Methodologies, this course is designed to help students develop proficiency in quantitative analysis for interpreting social and organizational data. The topics in this course include categorical data analyses, and various ANOVA and ANCOVA experimental design. A critical analysis of quantitative studies and an examination of the ethics involved in research are required. Appropriate statistical techniques are discussed, critiqued, and applied. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 706: Leadership: Advanced Systems Theory and Research (3 credits)

The course content includes a critical analysis of the theoretical constructs in contemporary leadership. Attention is devoted to the study of organizational improvement, with an emphasis on theories regarding how individual and groups skills interact to implement and manage dynamic, systemic change. Structural, human resources, political and symbolic perspectives on leadership are examined. Theoretical perspectives of leadership are studied in the context of the research from which it emerged. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 709: Organizational Analysis: Culture, Theory and Change Strategies (3 Credits)

This course examines the theories and research regarding organizational cultures and change processes. Students examine organizations using organizational diagnosis and development tools in an effort to support leaders as they transform their organizations into high performing entities. Students study organizational culture and leader-follower interaction as they develop a change model using constructs from existing as well as emerging research to explain the behaviors and events in an organizational setting. Case studies and simulations are included to enhance the analysis of emerging forms of educational, corporate and community development and improvement. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 710: Qualitative Research: Design and Analysis (3 credits)

A companion to Quantitative Research Methodologies, this course is designed to develop proficiency in collecting, analyzing and reporting qualitative data, using a variety of qualitative tools. Included are ethnography, research interviews, content analysis, and other qualitative research designs. Attention is given to their history, traditions, conceptual bases and justifications. In addition, the course includes the critical analysis of qualitative studies with an emphasis on ethical considerations and social justice and the political issues that impact research in organizations. Case studies, phenomenological studies, participant observation, unstructured life histories and emerging theories are explored and analyzed. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 711: Moral and Ethical Foundations of Decision-Making (3 credits)

A study of the theories of ethical decision-making is combined with the critical analysis of case studies that focus on the role that leaders play in shaping the vision, mission, and activities of organizations. Special emphasis is placed on the tactics, techniques, and skills needed to solve problems as well as to address external threats. Students gain insights about their values and refine their concepts about leadership.

The course is also designed to help students study the importance of systematic reform of political, economic, social services, and society in general. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 724: Theories in Organizational Structure and Strategic Leadership (3 credits)

The course content focuses on economic, political and legislative issues impacting contemporary organizations and their structure. Emphasis is on the organizational level of analysis on topics including job design, organization structure and design, and inter- and intra-organizational processes and influences as well as the role of the leader as a strategic manager. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 725: Leadership: Diversity, and Social Justice in Complex and Global Organizations (3 credits)

This course investigates the increasingly prominent issues surrounding diversity and the cultural, social, economic, and political forces that underlie conflicts in our communities. The course examines the historical experience of women and marginalized groups in the special circumstances they face in modern society, and the impact of government policies on their position. Special emphasis is placed on the role of the leader in organizations that are addressing the needs of a diverse workforce and facing the challenges of a global economy. Strategies for improving interpersonal relationships and developing community are to be explored. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 727: Developing Human Resources in Organizations (3 credits)

Course content focuses on contemporary research on employment issues as they relate to theories in organizational studies, culture, and labor economics. This course analyzes these issues from both the individual and organizational level of analysis. Included is the role of the leader as leaders influence others—subordinates, peers, superiors, clients, boards, owners, regulators, pressure groups, media, and others within an ever-increasing global environment. Emphasis is placed on addressing the diversity among individuals as well as the legal requirements for promoting equity and building capacity. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 729: Welfare Politics and Leadership with Community Organizations (3 credits)

This course evaluates the impact of the socioeconomic and political environment on formulation and implementation of social welfare policies both past and present. Special interest groups and political movements will also be addressed as they influence the community leader within organizations. The context of political change/political action, as well as the changing nature of the concept of welfare for community leaders, is examined. The relationship between policy and leadership are a focus of this course. Addressing social injustice in cross-cultural settings is also emphasized. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 731: Advanced Supervision and Leadership Theory (3 credits)

This course is an investigation of the research in the theories, purposes and effects of supervision and evaluation in educational settings. Supervisory models are explored, with a focus on approaches that involve teachers as members of collegial units. Imbedded in the course content is analysis of leadership styles as related to supervisory practices. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 801: Negotiations and Conflict Resolution for Contemporary Leaders (3 credits)

This course explores the theories, policies and approaches required for conducting successful negotiations and resolving conflicts for education, community and corporate leaders. The context includes legislation, legal issues, and alternatives to litigation. It enhances leaders' involvement in the dispute resolution process and facilitates access to justice as central to the role of a contemporary leader. The impact of collective bargaining on negotiations in the public sector is discussed. Current research findings are integrated as support for various approaches in conflict resolution. Students participate in a series of increasingly complex cases in which they assume the roles of arbitrators and key stakeholders. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 803: Leadership and Spirituality (3 credits)

This course is based on the foundation that spiritual development is essential to human development. This course emphasizes the importance of leaders awakening their own spirit in management and leadership. Students analyze theoretical and philosophical perspectives on spirituality and how those perspectives apply to the workplace. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 805: Development and Evaluation of Organizational Policies and Programs (3 credits)

This course addresses development, evaluation design, execution, and assessment of policies and programs at federal, state, local and organizational levels. The course focuses on various theories of policy analysis including formative to summative approaches. Policymaking structures are identified and the underlying influences of socioeconomic and political context of policy evaluated. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 807: Curriculum, Culture and Instructional Leadership (3 credits)

The course content explores the major curriculum theories and their relationship to planning, improvement and evaluation of school

programs. The current literature and research on strategies for affecting curriculum innovation and change are examined and analyzed. An examination of the impact of current cultural influences both internal and external to the educational organization are included. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 812: Leadership and Communication Theories (3 credits)

This course focuses on communication styles of leaders. Students examine various theories of effective internal and external organizational communication. Exploration of the various organizational structures that impact communication will be reviewed. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 814: Seminar in Organizational Law (3 credits)

This course provides an in depth analysis of the effects of legal forces on the objectives and operations of for profit and nonprofit organizations, churches, schools and businesses. Policies that impact leadership and decision-making are analyzed using current case studies. Emphasis is placed on vulnerabilities and the appropriate techniques of managing exposure risks. Contemporary issues relating to governmental regulations, employment issues, and human resources policies faced by leaders in cross-cultural settings are explored. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 815: Economic Development of Organizations (3 credits)

This course explores the application of economic principles to the study of policy and to the solution of economic problems in complex organizations. Included are discussions of the major economic theories and their relationship to leadership decision-making in the corporate, not-for profit, and public policy arenas. This course is designed to identify and analyze factors that contribute to the successful economic development of organizations. Major topics include risk assessment and management, leadership skills, sources of funding, and the economic policies that enhance the development of organizations. Case studies of successful and unsuccessful economic development of organizations are analyzed. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 818: Federal, State and Local Government Relations (3 credits)

Federal, State and Local Governmental Relations is designed to help aspiring leaders understand and appreciate the governmental, regulatory, and political processes involved in achieving positive relationships and outcomes with federal, state and local agencies and personnel. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 820: Current Issues in Philanthropy and Organizational Development (3 credits)

Philanthropy is viewed from a number of perspectives ranging from that of the individual to that of the corporation and foundation. The course explores the relationship of these factors and their collective impact on the not-for-profit organizations that benefit. A primary focus of the course is to examine the ethical and legal issues of philanthropy, the professionalism of fund raising, as well as, current and future trends. Research into the evaluation of donor and grantee relationships, the impact of philanthropy, the impediments to effective philanthropy, and the complexities of philanthropy will be explored. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 821: Organizational Policy and Finance (3 credits)

This course examines the role of leadership through fiscal policy development. Emphasis is focused on the analysis and development of effective fiscal leadership approaches. Included is an examination of the role of the financial manager in a modern corporate organization. Topics include: time value of money, financial analysis, risk analysis, financial forecasting, cost of capital, stock and bond valuation modes, capital budgeting, and investment decisions under conditions of uncertainty. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 822: Informational Technology and Organizational Effectiveness (3 credits)

This course examines the impact of information technology on the management, communication, and instructional systems in educational organizations. Students explore the current literature and research on the effective implementation of information technology in schools and school districts. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 824: Personnel and Human Resource Development in Educational Organizations (3 credits)

This is a course designed to provide prospective educational administrators with a broad overview of personnel administration, which is concerned with the employment, staff evaluation, development, utilization and general welfare of professional and non-exempt staff. Examination of diversity among individuals, interpersonal relationships and legal requirements for promoting equity are included in this course. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 825: Educational Policy and Leadership (3 credits)

This course is a critical examination of the current issues in educational policy making. Students explore the role of participants and the procedures used in the development of public policies that effect educational organizations. The course addresses issues such as the rights and responsibilities of teachers, limits of democratic authority, and equality of educational opportunity. Empirical data will be used to

review and evaluate the impact of external policies on the educational organization and the role of the leader. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 828: U. S. Presidents as Leaders (3 credits)

In this course, the biographies of four presidents are critiqued with four primary objectives: To appreciate the qualities of observation, reflection, and verbal expression that distinguish a biographical account of a leader; to appreciate the elements of bias, myth making, and unconscious selection that frame our understandings of leaders; to practice the solid empirical research necessary to approach objectivity in analyzing leaders; and to discuss the importance of context in making a leader. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 830: Current Issues in Education (3 credits)

The content of this course focuses on the complex political, societal, economic, and global issues that impact schools and districts. Students explore issues such as diversity, federal accountability legislations, inclusion, unions, gender equity, comparative education and social justice. The role and responsibility of the educational institution in promoting equal opportunity will be examined. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 832: Law, Advocacy and the Educational Institution (3 credits)

This course provides an in depth analysis of the effects of legal forces on the objectives and operations within educational organizations. Policies that impact leadership and decision-making are analyzed using current case studies. Emphasis is placed on vulnerabilities and the appropriate techniques of managing exposure risks. Contemporary issues relating to governmental regulations, employment issues, and human resources policies faced by leaders in cross-cultural settings are explored. Processes for advocacy within the political arena are analyzed and examined. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 851: Instrument Design and Analysis (3 credits)

The course presents the major concepts in evaluating and designing a variety of instruments, including reliability and validity, writing and editing of items, scoring and weighting procedures, and item selection methods. The use of ANOVA, multiple regression, and factor analysis is included. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 853: Advanced Quantitative Research: Design and Analysis (3 credits)

This course will concentrate on multivariate data analyses including multiple regression, Multivariate Analysis of Variance (MANOVA), factor analysis and Model fitting. Comparisons will be made between univariate general linear model (UGLM) and multivariate general linear model (MGLM) analyses. Focus will be placed on understanding these approaches and how to implement them for individual research questions and problems. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 855: Advanced Qualitative Research: Design and Analysis (3 credits)

Building upon the knowledge and experience acquired in Qualitative Research: Design and Analysis, this course will prepare students to conduct more advanced qualitative research, including structural analysis, ethnographic interviews, focus groups, participant observation, and repertory grid. While the course will meet once per week, extensive use of Blackboard is required and integrated into the course requirements.

PhD 885: Internship (3 credits)

A one-semester internship will be required of all candidates seeking the Letter of Eligibility certification. This internship will allow the University Supervisor and a Site Supervisor the opportunity to assess the candidate's demonstration and practice of knowledge and skills acquired during the program. It will allow the candidate the chance to integrate theory and practice in the real world of district leadership, applying fundamental concepts of district administration to a variety of educational projects and problems. Each internship will be customized to fit the identified needs of the candidate while at the same time allowing the candidate the opportunity to demonstrate identified role expectations and core/corollary competencies. Using current research and best practice, internships will provide "hands-on" capstone activities, completed while school is in session. During their course work and internship, interns must log a minimum of 360 clock hours of district-level project work. 180 hours are logged during course work (45 hours per course) and 180 hours are logged during the formal internship.

PhD 910, 912, 914, 916: Dissertation (12 Credits)

The dissertation is the culmination of the doctoral program and as such must reflect a high degree of scholarly competence for students. Students advance after a dissertation topic is approved and comprehensive examinations successfully completed. The dissertation must report, in an accepted scholarly style, an original investigation of a research problem or theory of significance in the student's area of concentration. The final product must demonstrate the candidate's ability to conduct original qualitative, quantitative or mixed research design in an area related to leadership in an educational, public, or private organization. This course includes a seminar to facilitate the development of the dissertation research proposal.

DOCTOR OF PHYSICAL THERAPY COURSES

DPT 500: Gross Anatomy and Histology (5 credits)

This course covers the study of human anatomical structures as they relate to movement, physiological demands of activity, and exercise. Specimens, models, and videos aid a regional approach to the study of structures. The course consists of both lectures and laboratory experiences with pro-section and cadaver dissection. This course also includes a comprehensive study of the microscopic and submicroscopic structure of mammalian tissues.

DPT 501: Development Through the Lifespan (4 credits)

This course provides a foundation for physical therapy practice with individuals from infancy throughout adulthood and into old age. It will cover the typical developmental process from infancy through older adulthood. Topics related to the psychosocial, motor and cognitive impact of lifespan development will be addressed. Particular emphasis is placed on the relationship between the developmental process, including aging, and realistic goal-setting for physical therapy intervention of clients throughout adulthood. The course begins with a review of embryology that is pertinent to growth and development and physical therapy practice.

DPT 502: Kinesiology (4 credits)

This course is an in-depth study of the interaction between the muscular and skeletal systems to produce human movement. The student reviews the anatomy and physiology of the muscular system and learns the mechanical influence it has on the skeletal systems to produce joint movement. A study of posture and gait and functional activity is also included as well as an analysis of human posture and movement in normal and abnormal states. The course includes palpation of anatomical structures and study of the principles of biomechanics including arthrokinematics, osteokinematics, and kinetics.

DPT 504: Foundations of Physical Therapy (3 credits)

This course introduces the complex role of the physical therapist in today's evolving healthcare environment. Content includes a discussion of the responsibilities of the physical therapist to clients, families, colleagues, the profession, and the community. A discussion regarding the Interprofessional nature of clinical practice including a review of the responsibilities of every member of the clinical team will be included. The concept of clinical decision-making and reasoning and the focus on patient-centered outcomes and clinical expertise will be emphasized. Topics will include: Guide to Physical Therapist Practice, documentation, practice act, code of ethics, guide to professional conduct, altruistic service, entrepreneurialism, professional advocacy, respecting patients' rights and autonomy, cultural competency, physical therapy as a doctoring profession, autonomous practice, physician-owned physical therapy practices, evidence-based practice, direct access, delegation and supervision, the role of PT in health, wellness, and prevention, professional development plans, Vision 2020, clinical specialization and board certification, organization and history of the American Physical Therapy Association

DPT 505: Education and Communication in Physical Therapy (3 credits)

This course will explore the educational and communication role of physical therapist as learners and educators with a focus on the education of clients, families, peers, health professionals and community members. Educational activities/roles for physical therapist, which include those within the classroom, clinic and beyond will be defined including community advocate, political action and pro bono work will be explored through active learning experiences. Emphasis will be placed on teaching, learning and motivation theories, learning styles and their applicability in the clinical, professional and academic environments. Students will focus on how to assess the needs of the learner, instructional design, instructional methods and evaluation of learning, including how to effectively educate others using culturally appropriate teaching method. This course is a blended course and will deliver 30%-75% of the content electronically which will allow for concurrent integration and reflect of education and communication activities while in a clinical setting. Students will participate in a community engagement project.

DPT 508: Physical Therapy Procedures I (4 credits)

This course consists of basic physical therapy interventions administered by a physical therapist in a clinical setting. Students will be taught and practice basic interventions, which can be applied to all patient populations, from three major components that comprise all physical therapy interventions. These components include: 1) coordination, communication, and documentation, 2) patient/client-related instruction, and 3) procedural interventions. Specific interventions covered in this course are divided into 3 units and include; Unit One: Functional Training(Self-care, Home Management Prescription and Application of Devices and Equipment), Manual Therapy (including therapeutic exercise) and Physical Agents. Communication/collaboration (verbal and nonverbal) across disciplines and settings and documentation including electronic documentation will be covered throughout each unit. Physical agents include Cryotherapy (cold packs, ice massage, vapocoolant spray), Hydrotherapy (contrast bath, pools, whirlpool tanks), Thermotherapy (dry heat, hot packs, paraffin baths) and, gravity assisted devices (tilt table) and CPM. Manual Therapy includes PROM, therapeutic massage and an introduction to therapeutic exercise. Functional training includes activities of daily living training, device and equipment use and training, injury prevention, wheel chairs, and prescription and application of assistive devices. The application of these interventions will be explored through patient case examples. Lecture and laboratory components prepare students for direct patient care.

DPT 509: Foundations of Clinical Examination and Evaluation (4 credits)

This course includes exploration into the concepts related to examination, evaluation, and the collection of clinical data. Course content includes the administration and interpretation of clinical tests and measures pertaining to various body systems, screening to determine the need for physical therapy services or referral to other practitioners, assessment of general health status, and functional capacity. An

emphasis will be placed on clinical decision-making in the use of clinical data to construct a physical therapy diagnosis, develop an appropriate plan of care, and evaluate outcomes. More specifically, students will develop proficiency in: obtaining a relevant history and engaging in a subjective interview, examination of vital signs, measurement of joint motion, measurement of strength and muscle function, measurement of edema, identification of structural deficits, assessment of pain, administration and evaluation of disability questionnaires, functional examination, the use of standardized tests and measures, and dynamometry. The principles of clinical decision-making, differential diagnosis, goal-setting, and the development of a physical therapy plan of care based on data collected during the examination will be explored.

DPT 516: Musculoskeletal Physical Therapy Practice I: Musculoskeletal Physiology and Pathophysiology (4 credits)

This course begins with a clinical approach to normal functioning physiological systems that are most relevant to the practice of musculoskeletal physical therapy as the foundation for a discussion of pathophysiology. The course begins with a regional approach to normal clinical physiology of the musculoskeletal system and progresses into discussion regarding selected syndromes impacting the musculoskeletal system. Content will cover the incidence/prevalence, etiology, clinical signs and symptoms, differential diagnosis, diagnostic imaging procedures, medical/surgical/pharmacologic management, as well as prognosis and potential for recovery for selected musculoskeletal conditions. The implications of each syndrome on Physical Therapy practice and evidence-based guidelines used in the management of these conditions will be reviewed. Using a regional approach, students will learn important features of selected conditions that will serve as the basis for future courses (DPT 616, DPT 617).

DPT 520: Neuromuscular Physical Therapy Practice I: Neuromuscular Physiology and Pathophysiology (4 credits)

This course begins with a clinical approach to normal functioning physiological systems that are most relevant to the practice of neuromuscular physical therapy as the foundation for a discussion of pathophysiology. The course begins with a regional approach to normal clinical physiology of the neuromuscular system and progresses into discussion regarding selected syndromes impacting the neuromuscular system that range across the lifespan. Content will cover the incidence/prevalence, etiology, clinical signs and symptoms, differential diagnosis, diagnostic imaging procedures, introduction to medical/surgical/pharmacologic management, as well as prognosis and potential for recovery of selected neuromuscular conditions. The implications of each syndrome on Physical Therapy practice and evidence-based guidelines used in the management of these conditions will be reviewed. Students will learn important features of selected conditions that will serve as the basis for future courses (DPT 620, DPT 621).

DPT 522: Clinical Practice I (1 credit)

The purpose of this course is to introduce and prepare the students for clinical experiences within the first academic year. Students will participate in pre-clinical activities focusing on legal regulations of clinical practice, personal and client safety, and personal health. Students will have an opportunity to explore their preferred learning styles and personality traits, which will help students to understand how they learn and process information and will enable them to develop strategies to enhance their learning potential. Students will have an opportunity to identify their individual personality traits in order to provide them with insight into their motivation, actions and communication approaches and to understand these aspects in others. . In the clinical settings, students will work one-to-one with a supervisor to observe clinical practice and practice newly learned concepts. An emphasis is placed on professional behavior and self-assessment of one's professional behavior. This is the first of four part-time internships and students will be placed inpatient or outpatient settings that emphasize physical therapy management of patients with musculoskeletal disorders.

DPT 523: Clinical Practice II (1 credit)

The purpose of this course is to introduce and prepare the students for clinical experiences within the first academic year. Students will participate in pre-clinical activities focusing on legal regulations of clinical practice, personal and client safety, and personal health. Students will have an opportunity to explore their preferred learning styles and personality traits, which will help students to understand how they learn and process information and will enable them to develop strategies to enhance their learning potential. Students will have an opportunity to identify their individual personality traits in order to provide them with insight into their motivation, actions and communication approaches and to understand these aspects in others. . In the clinical settings, students will work one-to-one with a supervisor to observe clinical practice and practice newly learned concepts. An emphasis is placed on professional behavior and self-assessment of one's professional behavior. This is the first of four part-time internships and students will be placed inpatient or outpatient settings that emphasize physical therapy management of patients with musculoskeletal disorders.

DPT 524: Clinical Practice III (6 credits)

The purpose of this course is to foster the development of entry-level physical therapy skills in a non-specialized inpatient or outpatient setting. This is the first of four full-time clinical practice courses, which will occur in the third semester of the curriculum for 6 weeks. Under the supervision of a clinical instructor, students will practice physical therapy examination, evaluation, PT diagnosis, prognosis, and intervention procedures for individuals with musculoskeletal and neuromuscular disorders. Development of professional behaviors is an important component throughout the clinical practice series and students will have opportunities for self-assessment, self-reflection, peer and supervisory assessment. Students will be expected to perform at the Beginning performance and/or Advanced beginner performance by the conclusion of this internship as described by APTA's Clinical Performance Instrument.

DPT 604: Health Care Policy & Issues in P.T. (3 credits)

This course is designed to introduce students to current issues within the national health care arena that impact health care and the profession of physical therapy. Such topics include: cultural competency, entitlement, rationing, consent, confidentiality and HIPAA, chronic illness

and disability, epidemiology, beneficence, autonomy, ADA, reimbursement, health disparity, and health care advocacy. This course will review issues and explore cases related to the ethical and legal dimensions of health care and standards that govern practice. Various aspects of health care policy will be explored, which include current legislation that is most relevant to healthcare and the profession of physical therapy. Current issues related to the practice of physical therapy will include: malpractice, direct access, delegation and supervision, legal issues and liability, documentation, quality assurance and outcomes assessment, evidence-based/informed practice, expertise and clinical specialization, and ethical dilemmas currently facing the physical therapist. In addition, the course will cover the concept of disability, including several models used to classify disability. A discussion regarding the impact of disability and disease on individuals, family, and society will provide a framework for students to appreciate the complex role of the physical therapist in managing clients as individuals with needs that go beyond the physical realm.

DPT 608: Physical Therapy Procedures II (4 credits)

This course provides an investigation into the use of electrotherapy as a diagnostic and treatment agent and explores the principles and practices of physical agents in physical therapy. The principles of electrodiagnostics and electrical stimulation will be covered in depth. The electrotherapy unit includes a discussion of electrophysiology, the instrumentation and application of various types of electrical stimulation modalities, as well as low level laser, and biofeedback. Topics include electrical muscle stimulation, electrical stimulation for tissue repair, functional electrical stimulation, high voltage pulsed current, neuromuscular electrical stimulation, and transcutaneous electrical nerve stimulation. This unit is competency based, with ample practice time devoted to the appropriate utilization of electrotherapy as a treatment choice. As a continuation from DPT 508, the second half of this course includes instruction in the principles and practice of physical agents and modalities including such topics as: ultrasound, phonophoresis, infrared, laser, ultraviolet, compression bandages, garments, and taping, total contact casting, vasopneumatic compression devices, manual lymph drainage, diathermy, as well as intermittent, positional, and sustained mechanical traction.

DPT 612: Foundations of Clinical Research I (3 credits)

This course focuses on the application of clinical research principles to physical therapy practice. Students will be introduced to the concepts of measurement, research design, analysis and communication of physical therapy related research. A primary objective is for students to acquire the knowledge, understanding and skill necessary to obtain and critically read research relevant for physical therapy practice. Students will begin to interpret and apply published research through an understanding of the statistics and different methods of research. Concepts of evidence-based practice, ethics in research, development of a research question, searching the literature, appropriate referencing, and scientific writing style will be explored.

Both quantitative and qualitative research designs will be introduced, however, an emphasis will be placed on exploring the nuances of quantitative research designs in physical therapy. Topics include: measurement theory, descriptive statistics, measures of variability, single subject designs, parametric and non-parametric statistics, inference, correlation and regression, reliability, sensitivity/specificity, and the use of SPSS software. The course focuses on the application of principles of clinical research to physical therapy practice. The student is expected to become proficient in the interpretation of published research by demonstrating knowledge of the application of statistics and different methods of research. The course also focuses on critically examining the psychometric properties of tests and measures of health status, body function, and structure, activity, and participation.

DPT 616: Musculoskeletal P.T. Practice II (4 credits)

This course includes a regional approach to musculoskeletal examination, evaluation, diagnosis, and prognosis of musculoskeletal conditions of the upper and lower extremity. Students will utilize evidence-based examination procedures to establish a differential diagnosis that informs intervention. The intervention aspect of the course includes the theory and practical application of therapeutic exercise and manual interventions. The principles of range of motion, proprioceptive neuromuscular facilitation, mobilization, stretching, and progressive resistance activities are included, in addition to a review of adjunctive interventions. A review of common syndromes impacting the extremities throughout the lifespan will be reviewed with a discussion and practical application of a variety of proposed evidence-based physical therapy interventions.

DPT 617: Musculoskeletal P.T. Practice III (4 credits)

This course includes a regional approach to musculoskeletal examination, evaluation, diagnosis, and prognosis of musculoskeletal spinal conditions. Students will utilize evidence-based examination procedures to establish a differential diagnosis that informs intervention. The intervention aspect of the course includes the theory and practical application of therapeutic exercise and manual interventions. The principles of range of motion, proprioceptive neuromuscular facilitation, mobilization, stretching, and progressive resistance activities are included, in addition to a review of adjunctive interventions. A review of common syndromes impacting the spine throughout the lifespan will be reviewed with a discussion and practical application of a variety of proposed evidence-based physical therapy interventions. Additional topics will include women's health, aquatic therapy, aerobic fitness training, and health, wellness, and prevention, and functional capacity evaluations and work hardening/conditioning. Throughout the course, an emphasis will be placed on evidence-based, clinical decision making. This course will also include a review of concepts related to exercise physiology.

DPT 620: Neuromuscular P.T. Practice II (4 credits)

This course will build on the content contained in DPT 520 and will focus on physical therapy examination and intervention of individuals with impairments of the central nervous system throughout the lifespan. Students will explore a variety of physical therapy management principles and procedures for individuals seen in the acute care, post-acute rehabilitation, skilled nursing, transitional care unit, and home health care practice settings with diagnoses of cerebral vascular accident, cerebral palsy and other pediatric neuromuscular disorders,

Parkinson's disease, disorders of the cerebellum, cognitive deficits and neglect, and other neuromuscular movement disorders. The principles of evidence-based practice will be applied to examination and intervention of individuals with neuromuscular impairments including NDT, constraint-induced therapy, CIT and partial weight gait training, management of spasticity, balance training, motor learning, advanced gait training.

DPT 621: Neuromuscular P.T. Practice III (4 credits)

This course will build on the content contained in DPT 520 and DPT 620 and will focus on physical therapy examination and intervention of individuals with impairments of the central nervous system. Students will explore a variety of physical therapy management principles and procedures for individuals seen in the post-acute rehabilitation setting with diagnoses of cerebral vascular accident, spinal cord injury, traumatic brain injury, and other neuromuscular movement disorders. The principles of evidence-based practice will be applied to examination and intervention including attention, memory, language, executive function, motor learning, and advanced wheelchair prescription, and principles of gait training and locomotion. This course will also include a unit on prosthetics and orthotics that includes evidence-based principles related to prescription, fitting, and training within the context of physical therapy.

DPT 622: Clinical Practice IV (1 credit)

The purpose of this course is to provide students with opportunities to apply newly learned concepts and skills within the clinical setting. The focus of course is on clinical observation and supervised application of appropriate examination and intervention skills/procedures. An emphasis is placed on professional behavior and self-assessment of one's professional behavior. This is the third of four part-time internships and students will be placed inpatient or outpatient settings that emphasize physical therapy management of patients with musculoskeletal, neuromuscular and cardiovascular/pulmonary disorders. Expectations for professional behavior and skills assessment will be commensurate with current course objectives.

DPT 623: Clinical Practice V (1 credit)

The purpose of this course is to provide students with opportunities to apply newly learned concepts and skills within the clinical setting. The focus of course is on clinical observation and supervised application of appropriate examination and intervention skills/procedures. An emphasis is placed on professional behavior and self-assessment of one's professional behavior. This is the third of four part-time internships and students will be placed inpatient or outpatient settings that emphasize physical therapy management of patients with musculoskeletal, neuromuscular and cardiovascular/pulmonary disorders. Expectations for professional behavior and skills assessment will be commensurate with current course objectives.

DPT 624: Clinical Practice VI (6 credits)

The purpose of this course is to foster the development of entry-level physical therapy skills in a non-specialized inpatient OR outpatient setting (which ever was not completed in DPT524). This is the second of four full time clinical internships and will occur in the sixth semester of the curriculum for 6 weeks. Under the supervision of a clinical instructor, students will practice physical therapy examination, evaluation, PT diagnosis, prognosis, and intervention procedures for individuals with musculoskeletal and neuromuscular disorders. Development of professional behaviors is an important component throughout the clinical practice series and students will have opportunities for self-assessment, self-reflection, peer and supervisory assessment. Students will be expected to perform at the Intermediate Performance and/or Advanced Intermediate Performance as assessed by APTA's Clinical Performance Instrument

DPT 628: Cardiopulmonary P.T.Practice I (3 credits)

Structure and function of the cardiopulmonary system which provides the foundation for the series of cardiopulmonary courses including histology and physiology with clinical application. This course will focus on the normal and abnormal physiology of the cardiovascular and pulmonary systems in the practice of physical therapy across the lifespan. A review of principles related to exercise physiology and normal and abnormal cardiorespiratory response to exercise. A review of selected conditions of the cardiopulmonary system will address the incidence/prevalence, etiology, clinical signs and symptoms, differential diagnosis, diagnostic imaging procedures, medical/surgical/pharmacologic management, as well as prognosis and potential for recovery for selected conditions. This course is used to build a foundation for courses later in the curriculum which will address the examination, evaluation and intervention of patients with cardiovascular and pulmonary conditions.

DPT 629: Cardiopulmonary P.T. Practice II (4 credits)

Cardiopulmonary examination, evaluation, diagnosis, prognosis, and intervention. This course includes a regional approach to the physical therapy management of the cardiopulmonary system in a variety of practice settings ranging from acute care to outpatient that builds on DPT 628. This course will focus on developing and refining examination and intervention skills in patients with acute pathologies. The course will include a didactic and lab component intended to develop the students' hands on ability in performing skills such as strength, ROM assessment, balance, coordination, proprioception, auscultation of the heart and lungs, chest wall excursion and breathing pattern. In addition, students will gain exposure to intervention skills, including not only functional mobility, but also airway clearance and chest wall mobility techniques. Cases encountered in this class will encompass the musculoskeletal, neuromuscular, integumentary and cardiopulmonary systems. A portion of the course will be devoted to the principles of exercise physiology and students will be exposed to principles and practices designed to evaluate the body's response to exercise and implement interventions designed to improve cardiorespiratory and metabolic function through exercise.

DPT 704: Administration & Management in P.T. (2 credits)

This course exposes and introduces students to concepts related to the principles of management and supervision with special application to the physical therapy setting. Such topics will include: human resource management, billing procedures/reimbursement/software, business development and planning, entrepreneurship, organization of the work environment, risk management, material safety, employee feedback/mentorship/evaluation, student supervision, professional consultation, writing job descriptions, interviewing skills, ADA, patient bill of rights, financial management, quality assurance, HIPAA, marketing, workers' compensation, documentation, private practice and clinic development, POPTS and competition and marketing, recruiting, licensure, OSHA/JCAHO/CARF guidelines and accreditation.

DPT 708: Management of Medical/Surgical Conditions, Diagnostics, and Pharmacotherapeutics (4 credits)

This course is designed to introduce students to common medical and surgical conditions that may be encountered within the physical therapy setting. Lecture and discussion will focus on the etiology, pathogenesis, sequelae, clinical signs and symptoms, and prognosis for a wide range of common conditions impacting multiple body systems. A regional and systems-based approach will be adopted that allows students to appreciate the interdependence of body systems on one another. The impact of selected conditions on the physical therapy diagnosis, progression, outcome, and prognosis will be emphasized. The medical and surgical management of selected conditions will also be provided which emphasizes the impact of these procedures on physical therapy. Discussion will include a review of post-surgical protocols and precautions.

This course will also include instruction in a wide range of diagnostic testing procedures used in current medical practice. A variety of diagnostic imaging procedures will be discussed, including plain film radiography, CT Scan, Scintigraphy, MRI, arthrography, angiography, EMG/NCV, lab values, among others, with an emphasis on the use of these procedures to assist in differential diagnosis. The diagnostic imaging component of the course emphasizes reading and interpreting films, identifying basic radiographic anatomy, and the correlation of findings in the context of clinical cases.

The pharmacology component of the course uses a case-based approach to studying the impact of pharmacotherapeutics on clinical decision making in physical therapy. The course is designed to develop a basic understanding of drug pharmacology and how to apply these concepts to the practice of physical therapy. Emphasis is placed on the mechanism of action of drugs, pharmacokinetics, side effects and therapeutic use. The overall goal is to foster an understanding of how pharmacological interventions may impact physical therapy care.

DPT 712: Foundations of Clinical Research II (2 credits)

This course is an introduction to qualitative research with an emphasis on the role that qualitative research fills in the evidence-based practice of physical therapy. The course will cover the assumptions of the qualitative paradigm, include a comparison to the quantitative paradigm, and discuss multimodal research where both paradigms are used together. Students will have opportunities to critically appraise the qualitative literature related to physical therapy.

DPT 713: Clinical Research Seminar I (3 credits)

This course provides students the opportunity to explore a specific research question related to physical therapy. In groups, students will have the opportunity to apply principles obtained in prior coursework to a specific research project in collaboration with a DPT faculty member. This course is the first of a two-part seminar series which guides students from the development of a research question, literature search, development of methodology, data collection, statistical analysis, and culminates in a presentation and/or publication.

DPT 714: Clinical Research Seminar II (3 credits)

This course provides students the opportunity to explore a specific research question related to physical therapy. In groups, students will have the opportunity to apply principles obtained in prior coursework to a specific research project in collaboration with a DPT faculty member. This course is the first of a two-part seminar series which guides students from the development of a research question, literature search, development of methodology, data collection, statistical analysis, and culminates in a presentation and/or publication.

DPT 724: Clinical Practice VII (8 credits)

DPT 724 Clinical Practice VII is a 12 week full-time clinical internship that occurs post didactic and is empowers (or facilitates) the student's practice of entry-level physical therapy skills and enable a more accurate assessment of each student's entry level proficiency. This internship will take place in either a rehabilitation setting where 40% or greater of patients have neuromuscular diagnosis or a specialized clinical setting of the student choice. Students will be placed in the alternative clinical setting for DPT 725. Students are expected to perform at the Advance Intermediate or Entry-Level levels as described in APTA's Clinical Performance Instrument in a variety of setting with patient populations that range from generalized, complex and may include specialty areas.

DPT 725: Clinical Practice VIII (8 credits)

DPT 725 Clinical Practice VIII is a 12 week full-time clinical internship that occurs post didactic and is empowers (or facilitates) the student's practice of entry-level physical therapy skills and enable a more accurate assessment of each student's entry level proficiency. This internship will take place in either a rehabilitation setting where 40% or greater of patients have neuromuscular diagnosis or a specialized clinical setting of the student choice. Students will be placed in the alternative clinical setting completed for DPT 724. Students are expected to perform at the Advance Intermediate or Entry-Level levels as described in APTA's Clinical Performance Instrument in a variety of setting with patient populations that range from generalized, complex and may include specialty areas.

DPT 732: Integumentary Physical Therapy Practice (3 credits)

This course will explore physical therapy in the management of patients with integumentary conditions. This will include a study of normal and abnormal structures and function of the integumentary system and pathological alteration of structure and function. A general

foundation in examination, evaluation, diagnosis, prognosis, interventions and outcomes for persons with various types of wounds will be provided. Application of specific tests and measures, their reliability and validity, and efficacy of treatment interventions will be covered. Clinical reasoning and decision making will be fostered through multiple case studies.

DPT 801: Integumentary Physical Therapy Elective (3 credits)

This course provides specialized education on wound care practice for physical therapist. The course is intended for students who are interested in developing advanced knowledge and skill in all aspects of wound care. Content covered in this course will include but not limited to advanced modalities (mechanical, biological, pharmaceutical), up to date and evidence based interventions, and business and marketing (billing, coding, practice management). Students will also have an opportunity to additional observation and hands-on clinical practice.

DPT 802: Pediatric Physical Therapy Elective (3 credits)

This course provides an in depth study of the practice of pediatric physical therapy. Tests and evaluations used in pediatric practice will be covered as part of a discussion of the entire evaluative process used in pediatrics. Physical therapy diagnosis and management of the broad array of clinical presentations seen in pediatrics will be discussed and practiced. The role of physical therapy in a variety of settings including home, clinical settings (out-patient and in-patient), educational environments and play environments will be discussed. Additional topics include the role of the family, use and procurement of special equipment, laws related to physical therapy as a related service and effective team membership.

DPT 803: Orthopaedic Manual Physical Therapy Elective (3 credits)

This course is designed to provide the student with an eclectic, entry-level knowledge of orthopaedic manual physical therapy strategies currently in use for the management of patients with musculoskeletal impairment. These strategies will range from soft tissue mobilization techniques to direct and indirect joint mobilization techniques for the spine and extremities. Lab activities, which will comprise the majority of the course, will focus on developing entry-level proficiency in a variety of techniques, including thrust and non-thrust mobilization, that may be immediately translated into direct clinical practice. Lecture will focus on providing the theoretical framework and scientific evidence to substantiate the use of each methodology covered. An emphasis will be placed on the integration of evidence-based manual techniques into a comprehensive physical therapy examination and intervention plan.

DPT 810: Comprehensive Exam (1 credit)

This course is composed of the preparation and administration of a comprehensive examination. This examination is the culminating experience of the program, which reflects mastery of the didactic component of the physical therapy curriculum. The examination is 3 hours in duration and is comprised of 3 sets of 50 multiple choice questions. Passage of this exam is required for graduation.

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