



TABLE OF CONTENTS

For your convenience, there is a more detailed directory at the beginning of each section of this catalog:

Telephone Directory and Mailing Address	2
Nondiscrimination and Harassment Policy	3
General Information	4
Undergraduate Admissions	11
Student Accounts	18
Student Financial Planning	27
University Life and Student Services	48
Academic Information	57
Academic Opportunities and Support Services	73
Programs and Courses of Study	85
Trustees, Administration and Faculty	317
Academic Calendars	335

Effective Catalog

Students are subject to the course requirements contained in the catalog when they enter Alvernia University.

Students may request to follow the course requirements in the most recent catalog.

See the Registrar for more information.

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 contents of this catalog are 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 circumstances beyond its control. Changes may be implemented without prior notice and without obligation and, unless specified otherwise, are effective when made. Feedback, additions, and corrections should be directed to:

**The Provost Office
610-796-8340**

Telephone Directory

Academic Affairs Office	610-796-8340
Admissions	610-796-8269
Adult Education Program	610-796-8228
Athletics Office	610-796-8276
Bookstore	610-796-8250
Campus Ministry Office	610-796-8300
Career Services	610-796-8225
Center for Student Success	610-796-8263
Community Standards	610-796-5508
Graduate Programs	610-796-8228
Health and Wellness Center	610-568-1467
Institutional Advancement	610-796-8259
Library	610-796-8223
Multicultural Initiatives	610-796-8256
Facilities Department	610-796-8243
Public Relations	610-796-8281
Public Safety	610-796-8350
Registrar's Office	610-796-8201
Residence Life	610-796-8320
Student Activities	610-796-8408
Student Accounts Office	610-796-8319
Student Financial Planning	610-796-8356
Student Life	610-796-8234

Mailing Address

400 Saint Bernardine Street
Reading, Pa 19607
1-888-ALVERNIA
www.alvernia.edu

Nondiscrimination and Harassment In the Workplace

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. It is the responsibility of each person on campus to respect the personal dignity of others. 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 Director of Human Resources regarding their concern. Students are encouraged to consult the Dean of Students for assistance. These individuals have been trained in issues involving harassment awareness and prevention.

General Information Directory

Mission Statement	5
Vision Statement	5
Institutional Heritage	6
Core Franciscan Values	8
The University Shield	8
Accreditations	10

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**

To Learn, To Love, To Serve

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. The early Franciscans 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 Zygmunta 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 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 Mt. Alvernia, the sisters opened an orphanage and a high school housed in Francis Hall. As the Order grew and the education of its members became a priority, the congregation founded a liberal arts college for women religious in 1958, graduating its first class of four sisters in 1961. With the increase in lay enrollment and expansion of academic offerings, it 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 off-campus centers in Philadelphia and Pottsville, and a Seniors College, which provides life-long learning opportunities to retired citizens in Berks County.

Today, Alvernia brings 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 an interdisciplinary Ph.D. 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 adult education, and launched two new initiatives: a Center for 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 "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 Franciscan Movement 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.

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 mutually respectful 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 LaVerna, the mountain 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 the name of Jesus, IHS. This is the symbol popularized by Saint Bernardine of Siena, the titular patron of the Bernardine Franciscan Sisters who sponsor the 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. The crown used as the crest of the shield is taken from the coat of arms of Reading, Berkshire County, England, after which the city of Reading, Pa., 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. 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, “***May Christ teach you what is yours to do.***” These are the final words attributed to Francis of Assisi, spoken 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 November 2010.

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

The entry-level Occupational Therapy program is fully accredited by the Accreditation Council For Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

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

The Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education.

The Social Work program is accredited by the Council on Social Work Education.

The Behavioral Health Program courses may be utilized for professional certification by the Pennsylvania Certification Board.

The Business Department is accredited by the Association of Collegiate Business Schools and Programs.

The Medical Imaging Program (in partnership with the Reading Hospital School of Health Sciences) is accredited by The Joint Review Committee on Education in Radiologic Technology.

The Physical Therapy Program has been granted Candidate for Accreditation status from the Commission on Accreditation in Physical Therapy Education (CAPTE).

The Surgery Technology Program (in partnership with the Reading Hospital School of Health Sciences) is accredited by The Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Undergraduate Admissions Directory

Freshman Admission Process	12
High School Preparation	12
Standardized Test Scores	12
Home Schooled Students	13
Notification of Freshman Admission	13
Early Admission Program	13
College Credit for High School Students	13
Re-entry Admission Process	14
Notification of Re-entry Admission	14
Transfer Admission Process	14
Notification of Transfer Admission	15
International Admission Process	15
Notification of International Admission	15
Deferred Action Admissions Process	16
Military/Veteran Students	16
General Admission Information	16
Special Needs Students	16
Non-Degree Seeking Students	17
Advanced Standing	17
Deferring Admission	17

UNDERGRADUATE ADMISSIONS

Alvernia University grants admission to students whose prior educational and life experience enhance the diversity and collegiate experience for the entire student body. It is the policy of Alvernia to offer admission to applicants without regard to race, color, creed, sex, age, religion or national origin. Application to Alvernia University is on a rolling admissions basis as is notification of acceptance to the university. Many factors are considered for admission, including academic performance, standardized test scores, extracurricular activities, class rank, community involvement, and letters of recommendation. An interview may be required of select students before the Admissions Office makes a decision. Students who graduated from a secondary school, received a high school equivalency certificate, or are in good standing at regionally accredited two and four-year institutions will be considered for admission.

The university reserves the right to change its admissions policies as necessary. Every effort is made to provide advance information regarding such changes.

Questions regarding undergraduate admission to Alvernia University should be directed to the Admissions Office, Alvernia University, 400 Saint Bernadine Street, Reading, PA 19607, 1-888-ALVERNIA, or admissions@alvernia.edu.

Freshman Admission Process

Students seeking admission to Alvernia University may apply any time after completion of the junior year in high school. All candidates should submit the following:

1. Application for admission
2. \$25 non-refundable application fee
3. Official secondary school transcripts or record of equivalency
4. Official SAT or ACT scores
5. Personal Essay

Note: Students seeking admission to the Nursing Program must submit two letters of reference.

High School Preparation

High school preparation should include: Four years each of English and Mathematics, three years of Social Science, and two years each of Science and Foreign Language.

Standardized Test Scores

First-year students applying for admission to the university within five years of high school graduation, and who have not attended another institution of higher

education are required to submit scores from the SAT or the ACT. Standardized test scores must be submitted directly to the university from the testing service or the high school transcript.

Home Schooled Students

Home schooled students must submit an application for admission, application fee, a personal essay, ACT or SAT test scores (submitted directly from the testing agency), as well as an official transcript provided by the authorized educational agency. An admissions interview may also be required. Additional documentation such as course descriptions, course content, etc., may be required from the teacher or educational agency.

Notification of Freshman Admission

Applicants are notified of a decision as soon as all credentials have been received and evaluated. Students must submit a non-refundable confirmation deposit of \$300, due by May 1 or two weeks after acceptance to the university if acceptance occurs after May 1 to hold a place in the class. All offers of admission are contingent upon successful completion of the student's high school program or equivalency.

Early Admission Program

Alvernia University provides high school students who have demonstrated outstanding high school achievement and/or have exhausted the courses offered by their high school the opportunity to be admitted to Alvernia at the end of their junior year. Early admission candidates must fulfill the same criteria for admission as regular freshman applicants, must submit teacher and counselor recommendations, and must have a personal interview with the admissions committee. Students who are admitted under this program are able to complete the requirements for their high school diploma, while also earning college credits for their freshman year. The university must receive written approval from the student's parents, as well as a statement from the high school principal and guidance counselor that outlines specific college courses that will enable the candidate to receive a high school diploma upon completion of the first year at Alvernia.

College Credit for High School Students

High school students may enroll on a part-time basis and receive college credit at Alvernia University. Alvernia must receive written approval from the student's parents, the high school principal and high school guidance counselor. For more information contact the Office of Undergraduate Admissions.

Re-Entry Admission 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 wishing to return to the university must submit:

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.
3. Official high school and college transcripts if they have not attended in the last five years.

Notification of Re-Entry Admission

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 transfer GPA requirements; and are subject to department chair approval in some cases. Students need to complete the Confirmation of Enrollment form and return the form to the Office of Admissions to reserve their place in the class.

Transfer Admission Process

Transfer students seeking admission to Alvernia University may apply any time. A minimum transfer grade point average of 2.0 is required (higher for some majors). Students may transfer a maximum of 75 credits from regionally accredited two and four-year institutions. Transfer credit may be given for college courses in which the applicant has earned a “C” or higher. Students must complete a minimum of 45 credits at Alvernia University to be eligible to earn a degree. All candidates should submit the following:

1. Application for admission
2. \$25 non-refundable application fee
3. Official transcripts for all previous college work. An official transcript of all previous work is required whether a student has earned transfer credits or not, or whether a student wants transfer credits.
4. Official secondary school transcripts or equivalency

Note: Students seeking admission to the Nursing Program must submit two letters of reference.

Notification of Transfer Admission

Applicants are notified of a decision by Alvernia University as soon as all credentials have been received and evaluated, with the exception of the Nursing and Occupational Therapy programs. Students must submit a non-refundable enrollment deposit of \$300 along with the Confirmation of Enrollment form, due by May 1 or two weeks after acceptance to the university if acceptance occurs after May 1 to hold a place in the class. All acceptances are contingent upon the satisfactory completion of all college coursework and maintaining the minimum transfer GPA requirement.

International Admission Process

Students from other nations seeking admission to Alvernia University should submit the following:

1. Application for admission
2. \$25 non-refundable application fee
3. Official secondary school transcripts or general equivalency diploma (GED) accompanied by either World Education Services (WES) or Josef Silny and Associates evaluation
4. Official university transcripts accompanied by either World Education Services (WES) or Josef Silny and Associates evaluation (if applicable)
5. Official scores from the TOEFL, SAT, or ACT. TOEFL (minimum score 550 for paper-based test, 190-213 for computer-based test, or 75-80 for the internet based test). If a student has had at least two consecutive years of education in an American high school or institution of higher education, the TOEFL requirement may be waived. A transcript from the American school should suffice for proof unless otherwise determined by the Admissions Office.
6. International Student Financial Statement document

Note: Students seeking admission to the Nursing Program must submit two letters of reference.

The university uses the Student and Exchange Visitor Information System (SEVIS) to facilitate compliance with regulations set forth by the United States Citizen and Immigration Services (USCIS).

Notification of International Admission

Applicants are notified of a decision by Alvernia University once all credentials have been received and evaluated. Students must submit a non-refundable enrollment deposit of \$300 along with the Confirmation of Enrollment form, due by May 1 or two weeks after acceptance to the university if acceptance occurs after May 1 to hold a place in the class. All offers of admission are contingent upon successful completion of the student's high school program or equivalency. The I-20 form will be issued once the student has been accepted and has confirmed his or her enrollment to Alvernia.

Deferred Action Admissions Process

Students seeking admission to Alvernia University who qualify for Deferred Action as regulated by the Department of Homeland Security (DHS) may apply to Alvernia University. All candidates should submit the following:

1. Application for admission
2. \$25 non-refundable application fee
3. Official secondary school transcript or record of equivalency
4. Official SAT or ACT scores
5. Official transcripts for all previous college work. An official transcript of all previous work is required whether a student has earned transfer credits or not, or whether a student wants transfer credits.
6. Personal Essay
7. Copy of DHS application for Deferred Action receipt
8. Notice for Biometrics appointment*
9. Copy of Employment Authorization Document (EAD)*
10. Copy of Social Security card*
11. Copy of DHS Approval Notice**

**Alvernia University understands that these documents may not be available upon application. However, they must be submitted prior to the first day of classes.*

*** It is in the best interest of all applicants to submit copies of all DHS communication. Alvernia Admissions reserves the right to request additional documentation and/or an interview to complete the application process.*

Military/Veteran Students

Alvernia University recognizes the importance of military service and thanks our students for their contributions. Students should submit all necessary admission paperwork as well as their DD214 when available. Military and veteran students are given a specific contact in Admissions and Student Financial Planning to help ease their transition. Students do not need to pay \$300 confirmation of enrollment fee.

General Admission Information

Special Needs Students

The university determines its ability to meet the specific requests of special needs students on a case-by-case basis. Reasonable accommodations, as defined by Act 504 and the Americans with Disabilities Act (ADA), are provided when

students self-identify and provide documentation to the university's Americans with Disabilities Act Coordinator. The ADA Director is located in BH 1121-A. Details on academic support for special needs students can be found in the Academic Support Services section of this catalog.

Non-Degree Seeking Students

Students who wish to take courses at Alvernia, but do not plan to earn an Alvernia degree, may do so. These students do not need to apply for admission, but should contact the Office of the Registrar for more information.

Advanced Standing

Some students may be interested in advanced standing when they enter Alvernia University. Information on Advanced Placement, Dual Credit, Challenge Examination, and CLEP is available in the Academic Information section of this catalog.

Deferring Admission

It is possible to defer an acceptance to the university for one year as long as the student does not attend any other higher educational institution. After one year, or attendance at another higher educational institution, a student must reapply for admission.

Student Accounts Directory

Tuition 2016-2017	19
Room and Board 2016-2017	19
Fees 2016-2017	21
Billing Procedures and Payment Information	24
Payments	24
Payment Plan	24
Late Charges	24
Past Due Obligations	25
Returned Checks	25
Errors or Disputes	25
Refund Policy	25
Withdrawal from the University	25
Board/Meal Refunds	26
Room/Housing Refunds	26
Miscellaneous Fees/Other Charges	26

OFFICE OF STUDENT ACCOUNTS

All tuition and fees are payable by the due date in advance of each enrollment period. Students with outstanding obligations will not be permitted to pre-register for an upcoming semester unless financial arrangements have been made with the Office of Student Accounts prior to pre-registration. Alvernia University reserves the 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.

Tuition for 2016-2017

Traditional Day Undergraduate Programs

Full time (12-17 credits)	\$15,825/semester
Part time (less than 12 credits)	\$870/credit
Overload credits (more than 17 credits)	\$870/credit
Audit (no grade)	\$440/credit
Senior citizens	No charge for tuition
(Age 65+; space-available basis)	(Undergraduate Only)

Adult Education Programs Modules 1-6 \$520/credit

Graduate Programs \$730/credit

Doctoral Programs \$970/credit

*All full-time, undergraduate day students are permitted to a one-credit overload at no additional charge once during their academic program.

Room and Board for 2016-2017

Room per Semester	Single	Shared	Efficiency
Francis Hall	\$3,640	\$2,685	--
Veronica Hall	\$3,640	\$2,795	--
Assisi & Siena Halls	\$3,765	\$2,945	--
Anthony & Clare Halls	\$3,640	\$2,890	--
Judge Hall	\$3,985	\$3,320	--
Pacelli, Zygmunt & Academic Village Apts.	\$4,650	\$4,010	\$4,295
Pods	\$4,225	\$3,590	\$3,960

Housing – (out of session – fall & spring) \$65/week

Meal Plan Options	# of Meals/ Semester	DCB*/ Semester	Cost/ Semester	Cost/ Year	Allowed to Purchase
All-You-Can Eat Block	19/Week	\$100	\$2,825	\$5,650	Freshmen/All
14-Meal Block	14/Week	\$250	\$2,825	\$5,650	Freshman Alternative
190 Block	190	\$125	\$2,655	\$5,310	Soph./Jr./Sr.
150 Block	150	\$150	\$2,415	\$4,830	Soph./Jr./Sr.
110 Block	110	\$200	\$2,100	\$4,200	Soph./Jr./Sr.
75 Block	75	\$50	\$1,315	\$2,630	Pacelli/Zygmunta/ Village Apts except Pods
75 Block Bonus	75	\$200	\$1,450	\$2,900	Pacelli/Zygmunta/ Village Apts except Pods
Commuter	5	\$0	\$34.00	(5 meals) \$34	Commuter Block

See student handbook for details regarding meal plan requirements.

**Declining balance dollars (DCB) may be used to purchase food at all food service locations. Meals and dollars must be used during the semester of purchase.*

Resident Technology: \$100/semester (mandatory)

Housing Deposit: \$250/year

Upon entering Alvernia, new resident students must submit a \$250 housing deposit. Continuing resident students who are planning to apply for housing for the upcoming academic year must apply for housing during the room selection period with the Office of Residence Life. To complete the application, a \$250 deposit is due no later than the close of the housing selection process. Note: Submitting a housing deposit does not constitute a guarantee for housing. Returning residential students may use (“roll”) prior year’s housing deposit.

Housing deposits are processed as follows:

1. Held in an escrow account until terms of housing contract are fulfilled.
2. Returned to the student if the student does not receive housing for the following year or chooses not to return within stated housing selection deadlines. The deposit is credited to the student account if there is an outstanding balance with the university.
3. Forfeited by those students who communicate to the Residence Life Office after the housing selection process deadline that they are not returning to Alvernia University or have chosen to live off campus. See the Undergraduate Student Handbook for more information.

Current commuter students who desire on-campus housing must first pay a \$250 housing deposit and complete a housing application in the Residence Life Office. A commuter student is assigned housing only after room selection for current resident students is complete and pending space availability. In the event there is lack of room availability, housing deposits are refunded only if a student has no outstanding debt to the university. If a student requests placement on a housing waiting list, the deposit will not be refunded or applied to current debt until removal from the housing waiting list is requested.

Fees for 2016-2017

Comprehensive Fee: 2% of tuition
Applies to all full-time and part-time students.

Technology Fee:
Applies to evening and graduate classes only

Online Technology course fee	\$40/credit
Blended Technology course fee	\$30/credit
Web Enhanced technology fee	\$20/credit

Commencement Fee: \$100

Health Insurance:

PERIOD	EFFECTIVE DATES	COMPULSORY	WAIVER DEADLINE
Annual	08/8/16 - 08/18/17	\$1,694	8/29/2016
Mod 2	10/12/16 - 8/18/2017	\$1,439	10/20/2016
Spring	01/1/17 - 08/18/17	\$1,063	1/24/2017
Mod 4	3/12/2017 - 8/18/2017	\$738	3/20/2017
Summer	05/11/17 - 08/18/17	\$459	5/22/2017
Mod 6	7/8/2017 - 8/18/2017	\$190	7/17/2017

All degree-seeking and certification-seeking students are required to have health insurance and will be enrolled in the Alvernia Student Health Insurance plan if they do not submit current medical insurance information using the online waiver (<https://alvernia.studenthealthportal.com>). There are no exceptions and premiums are non-refundable.

The Student Health Portal username and password are the same as your Alvernia email username and password. If logon assistance is needed, please contact the Service Desk at 610-927-2008 or service@alvernia.edu. This insurance process should be done through the student health portal listed above, after May 18 and before the end of the Add/Drop period for the applicable semester to avoid being enrolled in the student health insurance plan automatically. This waiver must be completed online and should be done once per academic year.

Academic Fees

Athletic Training:

AT 113	\$35/course
AT 222	\$115/course
AT 250, 310, 410 Liability Insurance	\$50/year

Behavioral Health:

BH 404, 406 Liability Insurance	\$50/year
---------------------------------	-----------

Biology/Chemistry/Physics:

BIO 103, 104, 116, 117, 118, 320	\$55/course
BIO 102, 205	\$35/course
BIO 220, 221, 309, 311, 430	\$105/course
BIO 305	\$75/course
BIO 420 Liability Insurance	\$50/year
CHE 109, 110, 111, 112, 210, 211, 212, 221,	\$55/course
CHE 310, 311	\$55/course
CHE 405, 410	\$105/course
CHE 305, 430	\$75/course
PHY 110, 111, 200, 201	\$55/course
SCI 305	\$75/course
SCI 406, 407	\$55/course

Business:

BUS 438, MBA 680	\$50/course
------------------	-------------

Criminal Justice:

CJ 408 Liability Insurance	\$50/year
----------------------------	-----------

Education:

ED 200, 203, 313, 416, 436 Liability Insurance	\$50/year
ED 470 Liability Insurance	\$30/year
MED 522	\$50/year
MED 670 & MED 671 Liability Insurance	\$30/year

Nursing:

NUR 098, 099	\$140/course
--------------	--------------

NUR 209, 220, 315, 317, 410, 418	\$280/course
NUR 220, 315, 410 Liability Insurance	\$50/year

Occupational Therapy:

OT 321, 332, 427, 532, 538	\$220/course
OT 526	\$35/course
OT 381, 481, 517, 581, 583 Liability Insurance	\$50/year
OT 381,481, 581, 583	\$30/course

Physical Education

PED 133	\$35/course
---------	-------------

Psychology

PSY 412 Liability Insurance	\$50/year
-----------------------------	-----------

Social Work:

SW 316, 403 Liability Insurance	\$50/year
---------------------------------	-----------

Private Music Instruction:

MUS 051	
12-½ hour sessions (1 credit)	\$325/credit

Challenge Exam Credits:

\$200/credit

Life Experience Credits:

\$300/credit

Registrar's Office:

Transcripts	\$5 each
<i>(No charge for the first transcript after graduation)</i>	
Mailing of diploma	\$15
Duplicate/replacement diploma	\$45/60

Other Fees:

Identification Card Replacement	\$5
Parking Fine	\$25-\$50
Room Damages	as appropriate*

**Students damaging university property are charged for each occurrence based upon determination of appropriate restitution.*

Other Expenses:

Books and Materials	\$400-800/year*
<i>*Amount will vary depending upon the courses taken.</i>	

Billing Procedures and Payment Information

Students at Alvernia are billed each semester. The Student Invoice is available on myAlvernia 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 start of the semester, and payment must be received on or before that date. Students registering after the due date are required to obtain a Student Invoice from the Office of Student Accounts 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 additional information call the Office of Student Accounts at 610-796-8319, email student.accounts@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 Accounts, 400 Saint Bernardine St., Reading, PA 19607. Payment may also be made via myAlvernia. Electronic payments from bank accounts (e-checks) can be made with no additional charge. Convenience fees will apply when utilizing our accepted credit cards (Visa, MasterCard, Discover, and American Express) for payment.

Payment Plan

The tuition payment plan is a service provided by Higher One on behalf of Alvernia University. Students may pay all or part of tuition on a monthly basis and interest-free. The yearly fee is \$50 and details and applications are available from the Student Accounts Office at 610-796-8319, 1-800-635-0120 or www.tuitionpaymentplan.com/alvernia.

Late Charges

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

Past Due Obligations

Past due obligations include, but are not limited to, billing amounts past due for any semester, unpaid room damage charges, library materials, health center, athletics, or parking fines. Students are not permitted to register, receive a transcript, grade report, or diploma until past due obligations are paid. In addition, the university reserves its right to submit past due accounts to its collection agent. Collection costs which amount to approximately 30% of the outstanding balance, plus past and future monthly service charges as defined above, are added to any past due balances.

Returned Checks

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

Errors or Disputes

Inquiries concerning schedules should be referred to the Registrar's Office. Inquiries concerning charges should be referred to the Student Accounts Office prior to the due date of the invoice.

Refund Policy

During the first week of classes (the add/drop period) a student may drop a course and receive full tuition credit if applicable. Any course-affiliated fees and/or comprehensive fees are adjusted accordingly. Students withdrawing from class(es) any time after the add/drop period are not entitled to a refund. See Registration Changes in this catalog.

Withdrawal from the University

Total withdrawal from the university applies only to students who submit in writing to the withdrawal counselor their intention to completely withdraw from all courses. Reapplication and acceptance may be 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 counselor. Students who do not comply with the withdrawal procedure forfeit their right to any refund. Students who have a medical withdrawal approved by the Dean of Students are entitled to a tuition refund in accordance with the refund schedule below. Questions about the medical withdrawal procedure should be submitted to the Director of Health and Wellness.

Students who withdraw from the university during the first five weeks of class receive tuition refunds in accordance with the refund schedule:

Student Refund

<u>Withdrawal Dates</u>	<u>Semester</u>	<u>MOD Class</u>
During 1st week of classes	100%	100%
During 2nd week of classes	90%	80%
During 3rd week of classes	80%	40%
During 4th week of classes	60%	0%
During 5th week of classes	40%	0%
After 5th week of classes	0%	0%

Note: 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 uses 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. See the Office of Student Financial Planning for a complete description of the Title IV Refund Policy. For information on the refund policy for Adult Education call 610-796-8319.

Board/Meal Refunds

Students withdrawing from the university or moving out of a university residence are entitled to a prorated refund (minus a one-week deposit).

Room/Housing Refunds

Students moving out of a university residence during a semester are not entitled to a refund of room charges. Students should follow the room checkout procedure in the Student Handbook.

Miscellaneous Fees/Other Charges

There will be no refund of miscellaneous fees or other charges.

Student Financial Planning Directory

Cost of Attendance	28
Financial Need	28
Standard Academic Year	28
Borrow-Based Award Year (BBAY)	28
How to Apply	29
Merit Scholarships and Awards	29
Affiliation Awards	33
Need-Based Grants	34
Student Employment Programs	36
Loan Programs	37
Other Types of Financial Assistance	40
Financial Aid Policies	41
Disbursement of Financial Aid	41
Refund Policy	41
Changes in Financial Aid	43
Special Family Circumstances	43
Off-Campus Programs	43
Summer Term	43
Standards of Satisfactory Academic Progress	43
Basic Requirement	43
Quantitative Standards	44
Repeated Coursework	44
Qualitative Standards	44
Consequences	44
Financial Aid Warning	44
Financial Aid Suspension	45
Maximum Timeframe Suspension	45
Appeal Process	45
Financial Aid Probation	45
Academic Improvement Plan	46
Reinstatement of Eligibility	46
Summer Semester	46
Returning Students	46
Student Athletes	46
Scholarship Recipients	47
Partnership and Institutional Aid Recipients	47
Grades and their effects on SAP Standards	47

STUDENT FINANCIAL PLANNING

Alvernia offers a variety of financial aid options, including scholarships, grants, student employment and loan opportunities. Financial aid is designed to provide assistance to students whose personal and family resources cannot meet the full cost of education at Alvernia. Therefore, financial aid is only supplementary to the family's own best efforts to contribute to the student's education.

Cost of Attendance

The cost of attendance for a student is an estimate of a student's educational expenses for the period of enrollment. The cost of attendance figure forms the basis of the financial need calculation that determines eligibility for all Title IV federal aid as well as state and institutional aid. Cost of attendance varies based upon enrollment and residential status. Items included in the cost of attendance include but are not limited to: tuition and fees, books, supplies, room and board (for students living in residence halls), living expenses (for students not living in residence halls), personal and transportation related expenses.

Financial Need

Students applying for financial aid are required to file the Free Application for Federal Student Aid (FAFSA) in order to be eligible for all financial aid options except for selected merit or partnership scholarships. The FAFSA determines a family's expected family contribution (EFC) based upon the data supplied on the form. Financial need is the difference between the cost of attendance at Alvernia and the EFC determined from the FAFSA.

After financial need is determined, an aid package to assist with that financial need is developed for each student. The aid package is contingent upon when the student applies, when the student is accepted, college resources available, and funding levels set by the Federal and state governments.

Standard Academic Year

Alvernia's definition of an academic year is a minimum of 30 weeks. An academic year may consist of two 15-week semesters. To be considered full-time, a student must be enrolled for at least 12 credits per semester. Students eligible for financial aid in a standard award year are generally not eligible for financial aid during the summer term. Please see the Office of Student Financial Planning for more information.

Borrow-Based Award Year (BBAY)

Alvernia's definition of an academic year is a minimum of 30 weeks. For Adult Education and Graduate students an academic year consists of two semesters and can include the summer semester as one of the two semesters; therefore aid is awarded in a BBAY (borrow-based award year) rather than the Standard Award Year. In order to be eligible for financial aid, students need to be enrolled

at least half-time. Half-time enrollment is defined as six credits per semester or six credits within two consecutive modules within the semester, or a combination of semester and mod classes within the same semester. Full-time status is defined as 12 credits per semester or 12 credits within two consecutive modules within the semester, or a combination of semester and mod classes within the same semester. Students can refer to the academic calendar for the start and end dates of each semester or module. Please contact the Office of Student Financial Planning for more information.

How to Apply

To apply for financial aid follow these steps:

1. Complete the Free Application for Federal Student Aid (FAFSA) by going online to www.fafsa.gov. This form should be completed prior to May 1 to meet both the Alvernia and the Pennsylvania State Grant deadlines. By submitting a FAFSA, a student is applying for all types of institutional, state and federal financial aid. A FAFSA must be filed each year in order to renew your financial aid eligibility.
2. Submit requested verification documentation in a timely manner. Selected applicants may be asked to submit copies of their U.S. Income Tax transcripts and other verification forms to Alvernia for review. Financial aid cannot be disbursed without these documents. Contact the Office of Student Financial Planning for more information regarding verification policies.
3. Complete federal student loan documents. The FAFSA is the application for federal student aid. New student borrowers must complete a Master Promissory Note (MPN) and Entrance Counseling. The MPN and Entrance Counseling are available online at www.studentloans.gov. Returning students who want to reapply for Direct Loans need to only file the FAFSA annually.
4. Additional financial options: Other loan options include the Parent Loan for Undergraduate Students (PLUS) and alternative loans. The PLUS application, which includes a credit check, and the PLUS MPN can be completed at www.studentloans.gov. Information can be obtained from the Office of Student Financial Planning or www.alvernia.edu/financialaid for alternative loan options.

Merit Scholarships and Awards

Minimum Eligibility Requirements — Alvernia Institutional Aid

To be eligible to receive Alvernia grants, scholarships and awards, a student must:

- matriculate and enroll full-time (at least 12 credits per semester) in the day academic division
- be seeking a first bachelor's degree
- be a United States citizen or eligible non-citizen
 - International students attending Alvernia on an approved student visa are only eligible for non-need based institutional merit aid
- not be in default on any student loan or owe a refund on any previous grant award
- be making satisfactory academic progress according to the Office of Student Financial Planning's requirements for financial eligibility

Merit scholarships and awards are awarded to first-time accepted, full-time students enrolled in the day academic division, and do not have to be repaid. Students must maintain a minimum Cumulative Grade Point Average (CGPA) to retain the scholarship/award and they are renewable for up to four years (five years for the Occupational Therapy program). Students who do not maintain the minimum required CGPA at the completion of the academic year (academic year includes fall and spring) will not be eligible for their merit based aid in the subsequent academic year. Students who have or had extenuating circumstances contributing to the student's inability to meet the minimum CGPA requirements may appeal to have the merit scholarship reinstated. If the appeal is approved, the merit scholarship will be reinstated for the fall semester of the next academic year. Students who have an approved merit scholarship appeal must achieve the CGPA required for the merit scholarship at the completion of the fall semester to have the scholarship awarded in the spring semester. Students may also take courses at Alvernia during the winter and/or summer semester in order to establish CGPA eligibility for the next semester.

Students may not receive scholarships and awards from all Federal, state, institutional and private sources in excess of a student's cost of attendance as defined by his/her residential status. These scholarships, grants and awards also include, but are not limited to Resident Assistant discount, Student Ambassador Award, or employee/dependent tuition remission. See the Office of Student Financial Planning for details.

Merit Scholarships

The following scholarships are awarded on a competitive basis to outstanding, first-time freshmen based upon review of a student's high school grade point average and SAT/ACT scores. Students receiving a merit-based scholarship are not eligible for Partnership Awards (PACE or Community Outreach). Specific criteria and scholarship amounts may change each year depending upon the pool of applicants and funding available. Scholarships are renewable for up to four years of attendance (see Minimum Eligibility Requirements).

- Shirley and Joseph Boscov Scholars Program: This scholarship is for Berks County high school students attending Alvernia majoring in the arts, education, business, the sciences or healthcare. This award recognizes the student's academic promise as well as a solid record of strong leadership skills and community involvement. Students must complete a separate application and maintain a 3.0 cumulative grade point average to renew this scholarship.
- Presidential Scholarship: This scholarship is in honor of the outstanding leadership from each of Alvernia's six presidents, and recognizes the student's academic promise. Students must maintain a 3.0 cumulative grade point average to renew this scholarship.
- Trustees' Scholarship: This scholarship is in honor of our Board of Trustees, which serves as the governing board of Alvernia. Students must maintain a 2.75 cumulative grade point average to renew this scholarship.
- Veronica Founder's Scholarship: This scholarship is in honor of Mother Veronica, the foundress of the Bernardine Franciscan Sisters, the sponsoring congregation of Alvernia. Students must maintain a 2.5 cumulative grade point average to renew this scholarship.
- Achievement Award: This award is given to acknowledge the potential academic achievements of incoming Alvernia University students. For renewal of this award, students must maintain academic progress as defined at the end of this financial aid section.

*** Students receiving Merit Scholarship awards are not eligible to receive High School Partnership awards listed below.**

High School Partnerships

The following are awarded to first-time freshmen based upon the student's high school. The Office of Student Financial Planning's progress standards apply for renewal for up to four years.

- PACE (Partners in Catholic Education): This award is given to students who graduate from a Catholic high school and are not eligible for a merit scholarship.
- Community Outreach: This award is given to a resident or graduate of a high school within the following Pennsylvania counties: Berks, Chester, Lancaster, Lebanon, Lehigh, Montgomery and Schuylkill.

***Students are eligible to receive either the High School Partnership awards or Merit Scholarship awards listed above. Students will receive the higher award for which they qualify, not both awards.**

Named Scholarships

Named scholarships or endowed awards are funded by outside donors and awarded to full-time students enrolled in the day academic division on a competitive basis according to guidelines set by the donor as well as institutional scholarships funded by Alvernia. Recipients of named scholarships are required to complete the FAFSA each year. In addition, students are encouraged to write a thank you letter to the individual or family donor of their award. Students will also have the honor of meeting the donor or representative of their named scholarship at the annual scholarship dinner held during the spring semester. Some scholarships require need-based recipients. The Office of Student Financial Planning's academic progress standards apply for renewal. Most awards are renewable for up to four years (five years for the Occupational Therapy program) as long as the student continues to meet the eligibility requirements of the award and remains enrolled full-time.

Transfer Scholarships

The following are awarded to first-time, full-time transfer students accepted in the day program who meet the specific scholarship requirements listed below. These awards are renewable for up to four years of attendance at Alvernia. Students must file the FAFSA to determine eligibility for other need-based funding. Students must maintain a minimum cumulative grade point average to renew the scholarship.

- Provost Scholarship: This transfer scholarship is in honor of the academic leadership from our Provost and recognizes the student's academic promise. Students must maintain a 3.0 cumulative grade point average to renew this scholarship.
- Bernardine Scholarship: This transfer scholarship is in honor of the Bernardine Sisters, who founded Alvernia in 1958. Students must maintain a 2.75 cumulative grade point average to renew this scholarship.
- Deans Scholarship: This transfer scholarship is in honor of the Deans who have served the institution. Students must maintain a 2.5 cumulative grade point average to renew this scholarship.
- ARC (Alvernia and RACC Connection) Scholarship: This scholarship is awarded to students who transfer from RACC with a 3.0 grade point average or higher. Students must maintain a 2.5 cumulative grade point average to renew the scholarship.

- Phi Theta Kappa Scholarship: This scholarship is awarded to current members of Phi Theta Kappa. Students are required to maintain a 2.5 cumulative grade point average to renew this scholarship.

Affiliation Awards

Alvernia offers the following tuition discounts. Students receiving the Senior Citizen, Tuition Exchange, or Criminal Justice Partnership Program discounts are not eligible to receive Alvernia grants, awards or scholarships. Students may only receive one award per period of enrollment.

Catholic School Scholarship: This award will be offered to first-time, full-time freshmen graduating from a Catholic high school.

Allentown/Harrisburg Diocese Award: Full-time employees of the Allentown Diocese or Harrisburg Diocese and their dependent children will receive a \$1,000 non-need based award. A letter from the Diocese verifying employment must be sent to the Office of Student Financial Planning each year to receive this award. Students must be enrolled full-time in the day academic division to be eligible. Students may be eligible to receive additional funding from Alvernia.

Alumni Discount: Students who have earned a bachelor's degree from Alvernia and return to complete a second undergraduate degree in the day academic division are eligible to receive a 20% tuition discount. Alumni who enroll in a graduate program are eligible to receive a 25% tuition discount. This discount is not available to students in the MSOT and doctoral programs.

Endowment Awards: These scholarships are funded by outside donors and often have specific criteria that must be met in order to qualify for the funds. Students must be enrolled as a full-time day student in good academic standing, and should demonstrate financial need as determined by the Office of Student Financial Planning unless otherwise noted by the award. Students are awarded the scholarship funds on a competitive basis and this award may reduce or replace Alvernia Grant funding. For more information, please contact the Office of Student Financial Planning.

Senior Citizen Discount: A tuition discount of 100% is given to students who are at least 65 years of age and are enrolled in undergraduate coursework at Alvernia. Fees are charged separately and are the responsibility of the student. All degree-seeking students are required to file a FASFA. The discount will be reduced by any eligible grant funds.

Sibling Award: When two dependent siblings are enrolled full-time in the day academic division simultaneously, a tuition award of \$1000 will be given to each sibling. Students may be eligible for additional funding from Alvernia. Both siblings are required to meet satisfactory academic progress to be eligible.

Tuition Exchange: Tuition Exchange is available for students whose parents are employed by a higher education institution that participates in the Tuition Exchange Program. This discount covers up to 100% of tuition minus any federal and state or outside funding. Students are required to pay for all other expenses including but not limited to books, fees, room and board. Tuition exchange students attending Alvernia are required to file a FAFSA each year. Contact the Human Resources Office for details.

Need-Based Grants

Federal and State Aid

Full-time (minimum of 12 credits per semester)

To be eligible to receive Title IV Federal grants, loans, and employment programs, as well as the Pennsylvania State Grant, a student must:

- be a United States citizen or eligible non-citizen
- matriculate into a degree program
- not be in default on any student loan or owe a refund on previous grant
- be making satisfactory progress according to the Office of Student Financial Planning requirements and according to PHEAA for the Pennsylvania State Grant
- not be convicted for possession or sale of drugs while receiving federal Title IV funding. (Federal programs only)
- be seeking a first degree, either associate or bachelor's

Part-time (minimum of 6 credits per semester)

- students are eligible to receive Federal grants, Stafford loans, and Pennsylvania grants.

Need-based grants are awarded to accepted students with financial need and these grants do not have to be repaid. Alvernia's financial aid progress standards apply for renewal. Awards are renewable for four years of attendance (five years for the Occupational Therapy program).

Alvernia Grant: Awarded to students on the basis of financial need as determined by the FAFSA. Students must be enrolled full-time in the day academic program.

Federal Pell Grant: The Federal government funds this grant program and students must demonstrate financial need according to a Federal formula. Notification of eligibility is provided on the Student Aid Report (SAR). For adult education students who are eligible for Pell grants, modules 1 & 2 are considered the fall semester, modules 3 & 4 are considered the spring semester, and modules 5 & 6 are considered the summer semester. Students may be eligible for Pell Grant funds for an individual module and over the summer semester. Please see the Office of Student Financial Planning for more information.

Federal Supplemental Educational Opportunity Grant (SEOG): Students must be enrolled at least half-time and be eligible for a Federal Pell Grant to be eligible for this award. This is a campus-based program funded by the federal government and award amounts are based upon exceptional financial need and dependent upon federal funding availability.

Pennsylvania State Grant: The Pennsylvania Higher Education Assistance Agency (PHEAA) offers grants to undergraduates (over 18) who are enrolled at least half-time and have established residency for at least 12 months prior to the date of application. Parents must meet domicile requirements for students under 18. The state grant deadline is May 1 for the following academic year. Full-time students must complete the state requirement of completing and earning passing grades in a minimum of 24 credits from the prior year of state grant eligibility to maintain academic progress (part time: 12 credits). Repeated courses do not count toward academic progress. Exceptions to the progress requirement can only be granted by PHEAA and appeals must be made directly to PHEAA. State grant eligibility is limited to four semesters for an associate degree and eight semesters for bachelor degree programs. Questions concerning the state grant program can be directed to PHEAA at 1-800-692-7392. For adult education students with PA state grants, modules 1 & 2 are considered the fall semester and modules 3 & 4 are considered the spring semester. Students may also be eligible for summer state grant funds. A separate application is required by PHEAA to apply for the summer term. Applications are available online at www.pheaa.org in the spring semester preceding the applicable summer term. Contact the Office of Student Financial Planning for more information.

Other State Grants: Connecticut, Delaware, Massachusetts, Ohio, Vermont and West Virginia residents may bring their state grants to most Pennsylvania colleges. Call the higher education assistance agency in your state for additional information on eligibility criteria and the application procedures.

Student Employment Programs

Federal Work-Study (FWS): Federal Work-Study is a federal government program whereby schools apply for, and are allocated, federal funds to spend each academic year in the form of FWS financial aid awards. These awards are given to eligible students who demonstrate financial need. Financial need is determined using a standard formula to evaluate the financial information reported on the student's FAFSA. Students earn these awards by working part-time on or off campus and earning a paycheck, which can be used to pay for educational or living expenses. Employment for Federal Work-Study is available as funding allows and is not guaranteed. Students apply and interview for positions that are available both on and off campus. Actual hours worked and pay level are dependent upon federal funding levels, job responsibilities, and number of years of employment while attending Alvernia.

Institutional Work-Study: Institutional work-study is non-need based and is funded entirely by Alvernia. Funds for institutional work-study are limited to certain departments based upon specific needs and job skills. Employment for institutional work-study is available as funding allows and is not guaranteed. Students apply and interview for positions that are available across campus.

State Work-Study: Pennsylvania State Work-Study is a PHEAA sponsored program whose purpose is to provide students with an opportunity to gain career-related work experience and at the same time, earn funds to assist them in paying for college education. To qualify, a student must be a Pennsylvania resident, be enrolled at least half-time (6 credits or more), be a state grant recipient and not owe a state grant refund or have defaulted on any student loan. Employment for state work-study is available as funding allows and is not guaranteed.

Students must file a Free Application for Federal Student Aid (FAFSA) to be considered for any student employment program. Students must be full-time undergraduate degree seeking students throughout the academic year and maintain satisfactory academic progress as defined by the Student Financial Planning Office.

Loan Programs

All loans must be repaid in accordance with the repayment schedules established for each type of loan program. Sample loan repayment schedules are available upon request. Entrance and exit counseling are required for receipt of Federal Direct Stafford loan funds. Stafford loan entrance and exit counseling is completed online at www.studentloans.gov. Exit counseling is completed at the end of the student's enrollment at Alvernia.

Direct Stafford Loans:

Direct Stafford Loans are federally regulated funds borrowed from the U.S. Department of Education. A student's academic level determines the maximum eligibility for the Direct Stafford Loan each year. Students must file the Free Application for Federal Student Aid (FAFSA) to determine eligibility. Renewal of the loans requires the FAFSA to be completed each year. In addition, the student must be enrolled at least half-time (6 credits per semester). Annual loan terms for Direct Subsidized and Unsubsidized student loans are based on a minimum of two semesters per year. The interest rate on the Federal Loans is determined by federal law. The rate established each year is a fixed rate for the life of the loan. However, each year by July 1 a new rate is determined. This rate may be the same, higher or lower than the prior year. The rate does cap at 6.8%.

Direct Subsidized Loans: are for students with financial need. Students are not charged interest while attending school at least half-time. Interest will begin to accrue on the loan once the student ceases to be enrolled at least half-time.

Direct Unsubsidized Loan: Students are not required to demonstrate financial need to receive this loan. Interest accrues (accumulates) on an unsubsidized loan from the time the first disbursement has been paid to the institution. Students may pay the interest while in school, during grace periods, deferment periods and/or forbearance periods. Students who choose not to pay interest may allow it to accrue and capitalize (that is, added to the principal amount of the loan). If a student chooses not to pay the interest as it accrues, this will increase the total amount of debt to repay because the student will be charged interest on a higher principal amount.

Both Direct Loans are subject to a 1-2% origination fee, deducted from the loan prior to disbursement to the institution. It is important for undergraduate students to understand borrowing maximums and aggregate (lifetime) limits.

The total Direct Stafford Loan borrowing cannot exceed the following maximums:

Year/Grade Level in school	Dependent Undergraduate Students (except students whose parents are unable to obtain PLUS Loans)	Independent Undergraduate Students (and dependent students whose parents are unable to obtain PLUS Loans)	Graduate and Professional Degree Students
First Year/Freshman (1-29 credits)	\$5,500-No more than \$3,500 of this amount may be in subsidized loans.	\$9,500-No more than \$3,500 of this amount may be in subsidized loans.	\$20,500 per academic year – Loans disbursed on or after July 1, 2012 will be unsubsidized
Second Year/Sophomore (30-59 credits)	\$6,500-No more than \$4,500 of this amount may be in subsidized loans.	\$10,500-No more than \$4,500 of this amount may be in subsidized loans.	
Third Year/Junior (60-89 credits)	\$7,500-No more than \$5,500 of this amount may be in subsidized loans.	\$12,500-No more than \$5,500 of this amount may be in subsidized loans.	
Fourth Year and Beyond/Senior (90+ credits)	\$7,500-No more than \$5,500 of this amount may be in subsidized loans.	\$12,500-No more than \$5,500 of this amount may be in subsidized loans.	
Maximum total debt from Federal Stafford Loans borrowed (aggregate loan limits)	\$31,000-No more than \$23,000 of this amount may be in subsidized loans.	\$57,500-No more than \$23,500 of this amount may be in subsidized loans.	\$138,500–No more than \$65,500 of this amount may be in subsidized loans. The graduate debt limit includes Federal Stafford Loans received for undergraduate study.

Note: These annual loan limit amounts are the maximum yearly amounts students may borrow in both subsidized and unsubsidized loans. Students may have one type of loan or a combination of both. Because students are not eligible to borrow more than the annual cost of attendance minus any other financial aid, a student may receive less than the annual maximum amounts. Also, the annual loan limits assume the program of study is at least a full academic year. The maximum annual and total loan limits include any Stafford Loans students may receive under the FFEL Program. Information provided per www.studentaid.gov.

If the student is independent, according to federal requirements, he or she may be eligible to borrow an additional Direct Unsubsidized Student Loan. Freshman and sophomore students may borrow an additional \$4,000/year and junior and senior students may borrow an additional \$5,000/year. For more details on dependent/independent and undergraduate eligibility, please visit www.studentaid.gov.

Direct Parent PLUS Loan: Through this loan program, a parent of a dependent undergraduate student may borrow up to the total cost of education (less any financial aid received) from the U.S. Department of Education. The interest rate on the Federal Loans is determined by federal law. The rate established each year is a fixed rate for the life of the loan. However each year by July 1 a new rate is determined. This rate may be the same, higher, or lower than the prior year rate. The rate does cap at 8.25% and the interest may be tax deductible. The loan is subject to a 4-5% origination fee deducted from the loan prior to disbursement to the institution. The student for whom the parent is borrowing must be enrolled at least half-time (six credits per semester) and be making satisfactory academic progress to be eligible for this loan. A credit check of the borrower is required for approval of the PLUS loan. If the parent is denied for a PLUS loan, the dependent student may borrow an additional Direct Unsubsidized Student Loan in his or her own name.

Direct Graduate PLUS Loan: Graduate and professional degree students may borrow through the Direct Graduate PLUS loan program. The maximum a student may borrow per academic year is the cost of education minus financial aid. Applicants for this loan are required to complete a Free Application for Federal Student Aid (FAFSA). Direct Graduate PLUS loans are only available to students after they have applied for their annual loan limits through the Direct Student Loan program. A credit check of the borrower is required for approval. Federal law determines the interest rate on Federal Loans. The rate established each year is a fixed rate for the life of the loan. However each year by July 1 a new rate is determined. This rate may be the same, higher, or lower than the prior year rate. The rate does cap at 8.25%.

Private or Alternative Loan Programs: Alternative loans are designed to assist students and their families who need to borrow additional funds to meet the cost of an Alvernia education. Loan approval is generally based on creditworthiness and ability to repay. The primary borrower for alternative loans is the student; however, most dependent students require a creditworthy co-signer. The interest rate on the loan may be variable or fixed depending on the lender and does accrue while the student is in school. The interest may be paid or deferred until after graduation or when the student ceases to be enrolled at least half-time. The principal can also be paid or deferred until after graduation or when the student ceases to be enrolled at least half-time. As with any loan, careful consideration should be made in determining amounts to be borrowed as the loan must be repaid. Not all private loans are the same with regard to approval rates, ease of application, desirable repayment terms, interest rate, loan fees, eligibility requirements, and borrower benefits. For additional information on alternative loans, as well as to view the Alvernia recommended lender list, please visit www.alvernia.edu/financialaid or contact the Office of Student Financial Planning.

New Jersey Class Loan: This loan is for New Jersey residents and their parents. Students must be enrolled at least half-time (6 credits per semester). Applicants must have a satisfactory credit record, and the interest rate depends upon the repayment options selected. Principal can be deferred while the student is in school. To apply or receive information, call NJHEAA at 1-800-792-8670.

Other Types of Financial Assistance

Private Scholarship Sources: While it takes some effort to find these competitive private sources, it is well worth the time to locate additional funds. See high school guidance counselors, the public library, the Office of Student Financial Planning and websites for scholarship searches on the Internet, including <http://www.alvernia.edu/financialaid/scholarshipresources.html>.

Student Payment Plan: Alvernia offers a convenient, manageable payment solution, which allows you to pay tuition in interest-free monthly installments rather than one lump sum. The plan, administered by Higher One, offers:

- **More time to pay:** Spread your tuition payments over a period of several months.
- **Interest Savings:** Use in place of (or in conjunction with) student loans to make monthly payments, interest free.
- **Convenience:** Enroll, manage your account and make payments all online, 24 hours a day.

An application fee (\$50/annual or \$35/semester) will apply. Additional information is available in the Student Account Office.

Veterans Administration Benefits: The Office of Student Financial Planning welcomes all veterans, eligible dependents, members of the Guard and Reserves, and Active Duty personnel to Alvernia University. Your Veterans Affairs, Federal, and state education benefits are part of your compensation for the time you devote to or spent serving your country. They are designed to help you afford a college education — an education that can be a valuable tool in building a successful future. Alvernia University is a participating institution in the Yellow Ribbon program and has been recognized nationally as a Military Friendly School.

For more information pertaining to Veteran Benefits, please contact the Veteran Affairs Certifying Official whom resides in the Office of Student Financial Planning in Bernardine Hall (Room 104) or by calling (610) 796-8356. You may also contact the Veterans Affairs Administration at 1-888-442-4551.

Office of Vocational Rehabilitation and Blindness and Visual Services: The Pennsylvania Office of Vocational Rehabilitation (OVR) and Blindness and Visual Services (BVS) may provide educational funding to students with disabilities. To receive additional information, contact the office nearest your home. The OVR office closest to Alvernia is located at 3602 Kutztown Road, Suite 200 Reading, PA 19605 and can be reached at 610-621-5800 or 1-800-442-0949. The BVS office can be reached by dialing 1-570-826-2361.

Financial Aid Policies

Disbursement of Financial Aid: All financial aid appears as “anticipated” on student invoices until aid has been received and credited to a student’s account. Federal, state and university grants, scholarships and awards for each semester are posted approximately 1-2 weeks after the add/drop period of each semester as long as the student has complied with all financial aid requirements set by the Office of Student Financial Planning. Students making changes to their schedule or who have had changes made due to cancellation of class should immediately contact the Office of Student Financial Planning to be sure there is no change in their financial eligibility. Work Study awards are not credited to the bill but paid directly to the student in the form of a paycheck. Students are encouraged to use these earnings for spending money related to educational expenses whenever possible.

Direct Loan/Direct PLUS recipients should deduct lender fees (if applicable) from loan approval amounts. Direct Loan/Direct PLUS proceeds are sent by electronic funds transfer (EFT) to Alvernia. Students are notified when loans have been credited and have the option to cancel all or a portion of those loans during the academic year.

Students with outside scholarships payable or co-payable to Alvernia University should notify the Office of Student Financial Planning by sending a copy of the award letter to the office. The amount must be included as a financial aid resource and may affect the student’s eligibility for previously awarded aid.

Financial Aid Refund Policy: Students who withdraw completely from Alvernia should see the Billing section of this catalog for additional information. For students who have received Federal Title IV financial aid, and have withdrawn completely from Alvernia, which includes students on an approved medical leave of absence, the following refund policy is the return of funds policy in accordance with the 1998 Code of Federal Regulations 668.22. For a complete copy of the refund policy and the allocation of refunds, contact the Office of Student Financial Planning or the Student Billing Office.

The Office of Student Financial Planning is required by federal statute to determine how much financial aid was earned by students who withdraw, drop out, are dismissed, or take a leave of absence, including approved medical leave of absence, prior to completing 60% of a payment period or term. For a student who withdraws after the 60% point-in-time, a student has earned 100% of the Title IV funds. The calculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of 5 consecutive days or more is not counted as part of the days in the term.) This percentage equals the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student may also be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe an outstanding balance to Alvernia.

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal. Permission from the student may be required in order to issue the post-withdrawal disbursement. Written notification will be provided to the student and must be signed and returned within a specified period of time in order to credit the funds to a student's account. Alvernia must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Direct Student Loans (other than PLUS loans)
- Direct Subsidized Student Loans
- Federal Perkins Loans
- Direct PLUS Loans
- Federal Pell Grants for which a return of funds is required
- Academic Competitiveness Grant
- National SMART Grant

- Federal Supplemental Opportunity Grants for which a return of funds is required
- Other assistance under this title for which a return of funds is required (e.g., LEAP)

Changes in Financial Aid: The university reserves the right to change any award package throughout the academic year. Adjustments may result from (but are not limited to) one or more of the following: change in income reported; change in enrollment status; change in housing status; change in financial need; not maintaining satisfactory academic progress, or receipt of outside assistance. Most federal, state and some institutional aid programs prohibit a student from receiving aid in excess of his or her financial need. If necessary, Alvernia will reduce loan funds before reducing grant funds.

Special Family Circumstances: Families with special circumstances including severe financial hardship, separation, divorce, death of a parent, or loss of employment should contact the Office of Student Financial Planning for a copy of the office's guidelines for special circumstances.

Off-Campus Programs: Financial aid (including Federal Title IV assistance) may be available for students who enroll in study abroad or The Washington Center programs. Students should make an appointment with the Office of Student Financial Planning to determine individual funding availability. Students interested in studying abroad should see the Director of Global Learning for more information.

Summer Term: The summer term is considered a trailer semester, following the prior fall and spring. The current academic year's Free Application for Federal Student Aid (FAFSA) will be used to determine federal, state, and/or federal loan eligibility. Institutional aid is not available during the summer. The summer term consists of semester courses, and mod 5 and mod 6 courses. The PA Summer State Grant requires a separate summer application. Please see www.pheaa.org for more information. Contact the Office of Student Financial Planning for details on individual eligibility during the summer.

Financial Aid Standards of Satisfactory Academic Progress

Basic Requirement: Federal regulations require students applying for or receiving federal financial aid maintain satisfactory academic progress toward their degree. These standards are applied to Alvernia institutional aid recipients as well.

To measure progress, the Office of Student Financial Planning evaluates a student's academic record at the completion of each semester, reviewing both quantitative (the maximum timeframe and completion rate) and qualitative (cumulative grade point average) standards as a student pursues his/her degree. Failure to meet these standards will result in either a warning status, or in the suspension of federal, state and/or institutional aid eligibility.

Quantitative Standards: Maximum timeframe for program completion is defined as 150% of the credits required to complete the degree program as defined by Alvernia. For example: Bachelor of Arts in criminal justice = 123 credits x 150% = 184 credits. 184 credits is the maximum that can be attempted with financial aid.

Students must maintain a minimum course completion for progress each semester of at least 67%. This is calculated by dividing the number of credits earned by the credits attempted. Credits transferred from another institution count toward attempted and earned credits.

Repeated Coursework: Students may repeat a previously passed course one time and maintain financial eligibility, assuming all other academic progress requirements have been met. Repeated coursework counts toward the 150% completion time frame. Repeated coursework may affect eligibility for future PA state grant funding. Please contact the Office of Student Financial Planning, or PHEAA at 800-692-7392 for more information.

Qualitative: The qualitative requirement establishes a minimum cumulative grade point average for all students to reasonably progress through their program of study. The following chart identifies the minimum standards required for students to achieve and maintain satisfactory academic progress.

Credits Attempted (Including Transfer Credits)	Minimum Cumulative Grade Point Average
1-23	1.0
24-59	1.6
60-71	1.7
72+	2.0

Consequences of not maintaining Satisfactory Academic Progress (SAP): The following statuses refer to Financial Aid Warning and Probation, not academic probation.

Financial Aid Warning: The first time a student fails to meet the SAP standards as defined above, the student will be placed on financial aid warning. The student will remain eligible for financial aid during the warning period.

Financial Aid Suspension: If, after being placed on financial aid warning status, the student fails to maintain the standards of SAP as defined above, the student will be placed in a suspension status and will immediately lose financial aid eligibility for the subsequent academic term.

Maximum Timeframe Suspension: If the student fails to meet the maximum time frame standards as defined above, the student will be placed in a suspension status and will immediately lose financial aid eligibility.

Students who have their financial aid cancelled due to a failure to maintain SAP standards will remain ineligible until such time as they are able to meet the quantitative and/or qualitative standards as defined above. Students ineligible for financial aid will be responsible for payment on their own of all tuition, room, board and fees and charges assessed by Alvernia.

Appeal Process: A student may appeal his/her failure to maintain SAP standards for financial aid if extenuating or mitigating circumstances exist. Appeals will be considered for circumstances that include but are not limited to: death or illness of immediate family member, medical condition, hospitalization, documented emotional distress, or any other situation beyond the student's control. All appeals must be in written format and include the following information:

- Name, student ID and program of study.
- Details of the situation resulting in the financial aid suspension
- Documentation supporting the details of the letter (e.g. death certificate, doctor's note, hospital bill, police report, letter from academic advisor or third party)
- Plans for next term of enrollment (e.g. number or credits, change of major, academic improvement plan details, etc.)

As part of the appeal process, the student must provide information about why he/she failed to maintain SAP standards, and what has changed in the student's situation that will allow him/her to demonstrate satisfactory academic progress at the next evaluation.

Appeals are evaluated by the Financial Aid Appeals Committee that meets weekly. The student will be notified of the committee's decision in writing. The decision of the committee is final. Students should make payment arrangements while waiting on the committee's decision if necessary.

Financial Aid Probation: Students who have had an appeal approved will be placed on probation for one semester and will have their financial aid reinstated for the probation semester. If the student fails to maintain SAP standards at the end of this semester, he/she will lose financial aid eligibility until SAP standards are met.

Students who are mathematically unable to achieve good academic standing (for quantitative and/or qualitative standards) may be placed on an academic improvement plan during the probation semester and following terms, if necessary. Students who meet the minimum requirements of the plan but not SAP standards will be financial aid eligible until such time he/she is in good academic standing.

Academic Improvement Plan: If a student is unable to mathematically meet all SAP requirements within one semester, an academic plan will be developed with the student's academic advisor. The academic plan may outline grade and course requirements that will allow the student to successfully meet SAP. If necessary, the academic plan may extend beyond the current academic year. If SAP failure was based on the quantitative measure only, it is not necessary to establish an academic plan. If SAP failure was based on the maximum timeframe measure, the student must complete all credits required for degree completion by the end of the last semester of the academic plan.

Under an academic plan, a student's progress will be monitored at the end of each semester in order to ensure that the student is progressing according to the requirements of the plan. As long as the student is progressing accordingly, the student will remain eligible for financial aid. If the student is not meeting the requirements of the plan, the student will not be eligible to receive financial aid until all components of SAP have been met.

Reinstatement of Eligibility: Financial aid eligibility may be reinstated after a student meets the SAP standards, quantitative and qualitative, as defined above. Students who regain eligibility by completing required coursework must notify the Office of Student Financial Planning in order to have their progress reevaluated, and financial aid reinstated.

Summer Semester: Credit hours attempted during the summer semester will be included in the calculation of SAP standards just as any other period of enrollment.

Returning Students (including those on approved LOA or Medical LOA): Returning students are evaluated on a continuing basis from acceptance (if out for more than a year) or enrollment. If SAP standards have not been met as detailed above, the student may be placed on warning (first SAP violation) or suspension (subsequent violation). Students on suspension may appeal and must follow the appeal requirements as detailed above. A returning student's SAP will be assessed under the current SAP policies as detailed above.

Student Athletes: Students who are participating in intercollegiate athletics must maintain full-time enrollment (defined as a minimum of 12 credit hours per

semester). The SAP standards listed above are specific to continued financial aid eligibility. Please refer to the student athlete handbook for NCAA academic standards to ensure eligibility is maintained.

Scholarship Recipients: Students who are recipients of merit-based scholarships must maintain full-time enrollment and CGPA standards to maintain award eligibility. Please refer to the merit based scholarship and award section of this catalog for more details.

Partnership and Institutional Aid Recipients: Students who are recipients of partnership and/or institutional aid must maintain full-time enrollment and SAP standards as detailed above to maintain award eligibility.

Description of Grades and their effect on SAP Standards:

Letter Grade	Letter Description	Attempted Credits	Earned Credits	Grade Point Average	Maximum Time Frame
A	94-100	Y	Y	Y	Y
A-	90-93	Y	Y	Y	Y
B+	87-89	Y	Y	Y	Y
B	83-86	Y	Y	Y	Y
B-	80-82	Y	Y	Y	Y
C+	77-79	Y	Y	Y	Y
C	73-76	Y	Y	Y	Y
C-	70-72	Y	Y	Y	Y
D+	67-69	Y	Y	Y	Y
D	63-66	Y	Y	Y	Y
D-	60-62	Y	Y	Y	Y
F	Below 60	Y	Y	Y	Y
T	Transfer Credit	Y	Y	N	Y
P	Passing Grade	Y	Y	N	Y
I*	Incomplete	Y	N	N	Y
WP	Withdraw Pass	Y	Y	N	Y
WF	Withdraw Fail	Y	Y	N	Y
AU	Audit	N	N	N	N

*Students have four weeks from the final exam period to make up any approved assignments. Incomplete grades that have not been changed within this time period will be changed to “F.”

University Life and Student Services Directory

University Life	49
Activities Calendar	49
Campus Ministry	49
Community Standards	50
Community Service	50
Counseling Center	50
Health and Wellness Center	50
Multicultural Engagement	51
Residence Life	51
Student Activities and Organizations	52
Student Government Association	52
Student Services	52
Athletics and Recreation	52
Bookstore	53
Campus Shuttle	53
Dining Services	54
Identification Cards	54
International Student Program	54
Parking	55
Safety and Security	55

University Life

The University Life staff, located in several locations and supervised by the Vice President for University Life, encompasses services and programs that are designed to enhance the co-curricular learning environment as a vital element in Alvernia University's commitment to the education of the whole person. The staff and programs include: Health and Wellness, Community Standards, Counseling Services, Student Government Association, Residence Life, Student Activities, Campus Ministry, and Multicultural Engagement. These programs and services, taken together, assist students in developing their abilities to be self-directed human beings, capable of moving through various work, leisure, and life roles in order to make vital contributions to the home, church, and community. University Life works closely with the Educational Planning Center, the faculty, and all other university staff for the benefit of the students of Alvernia.

Note: Additional University Life information is available in the Student Handbook.

Activities Calendar

Activities and events are posted on the website calendar and can be accessed by clicking on the events calendar from the university homepage. Also, a list of student activities for the month is posted on the Student Activities webpage and semester activity posters are available in the Office of Student Activities.

Campus Ministry

Campus Ministry is located on the first floor of the Commons. As a Catholic, Franciscan university, Alvernia seeks to maintain the Catholic character and purpose of the institution envisioned by the founding congregation, the Bernardine Franciscan Sisters. The university welcomes people of all faith traditions and invites all to participate in the spiritual, community service, and social justice programs that highlight our mission.

Campus Ministry seeks to stimulate growth in faith, formation of Christian conscience, leadership and personal development, formation of human community, and an understanding of issues of peace and justice. Activities include opportunities for prayer and worship through Sunday and weekly liturgies, opportunities for reflection and discussion through retreats and other programs, and a variety of community service opportunities. Opportunities for ecumenical prayer and faith sharing are offered on campus to meet the needs of all students.

Community Standards

The Community Standards Office is located in Veronica Hall, within the Residence Life suite. The office's primary function is to address all violations of the Student Code of Citizenship and/or University Policy in a fair and reasonable manner, while balancing both the students' and institution's rights and responsibilities. In accordance with Alvernia's Community Standards Mission, the office strives to create and support an environment where rigorous, caring, and inclusive learning communities thrive, while promoting good citizenship at Alvernia University.

Community Service (610-796-5509)

To instill a spirit of service, Alvernia University requires community service to be completed by all undergraduate students before graduation. For the community service requirements, see the Graduation Requirements in the Programs and Courses of Study section of this catalog or contact the Registrar. For service opportunities, please contact the Holleran Center for Community Engagement.

Counseling Center (610-568-1467)

The Counseling Office is located in the Health and Wellness Center, second floor of Veronica Hall. Please see the Counseling Services under Health and Wellness Center, below.

Health and Wellness Center (610-568-1467)

The Health and Wellness Center is located on the second floor of Veronica Hall. The center is proud to offer a safe, caring, and confidential environment for the healthcare and counseling needs of our students.

The center's staff encourages individuals to maximize their physical, emotional and spiritual wellness and empowers our students to make healthy choices regarding their lifestyle.

All services rendered at the Health and Wellness center are confidential. The center is HIPAA compliant. This means that the center may not release any medical information without the student's written consent.

Counseling Services: The center offers free short-term counseling services to individuals by a licensed psychologist. If necessary, the counselor will make referrals to off-campus counseling services. Counseling Services also provides educational programming opportunities for the university community designed to meet the needs of the community in areas of personal, emotional development and substance abuse issues.

Health Services: All full-time students are required to submit a medical history form with their immunization history to the Health and Wellness Center

prior to starting classes at Alvernia. Residence hall students are required to have either a record of receiving the meningococcal vaccine or a waiver denying the immunization signed and turned in to the Health and Wellness Center prior to moving into the residence hall.

Health services are available to all registered students. The center provides evaluation and treatment of minor illnesses and injuries, health education, and referrals to off-campus medical facilities, as well as on-campus programming to educate our students about living a healthy lifestyle. Appointments are available Monday through Friday and are free of charge. (There may be a minimal charge for medications prescribed by our medical staff.) Please remember, it is the responsibility of the student to notify his/her professors regarding any absence due to illness. The Health and Wellness Center does not excuse students from class.

Medical Emergencies: In a medical emergency, students should observe the following procedures: Life threatening emergency, dial 911 immediately; in other instances, call Public Safety at x8350.

Multicultural Engagement (610-796-8437)

Multicultural Engagement is led by Director Wanda Copeland, Bernardine Hall 1102. We welcome, celebrate and support students from all diverse backgrounds. The university promotes understanding, unity and appreciation of the growing diversity of our campus, affirming the inherent value and dignity of each person, regardless of race, gender differences, national origin or religion. The campus community recognizes ethnic awareness with respect and openness to the richness and wisdom of various groups so that students can prosper academically and socially.

The director works with all areas of the campus community to implement cross-cultural programs such as a calendar of social, cultural, and other co-curricular activities that are consistent with best practices and designed to support the success of all students. The director is available to students on both a formal and informal basis to discuss issues, implement ideas, help solve problems, and offer appropriate channels for resolution of issues.

Residence Life (610-796-8320)

The Office of Residence Life is located on the first floor of Veronica Hall. The University's Residence Life philosophy promotes moral development and civic responsibility, welcomes diversity, and respects the dignity of the human person at all times. The living-learning environment of the residence halls provides valuable learning opportunities through interaction with other students. Alvernia University maintains several housing options for students: traditional residence halls, suite-style halls, apartment-style halls, and townhouse units. Full-time professional staff members including Graduate Hall Directors and Student

Resident Assistants staff the residence halls. The Residence Life staff offers activities throughout the year designed to build community and to enhance the academic and social life of the campus.

Note: For specific information regarding residence life policies and procedures please refer to the Residence Life & Housing section of the Student Handbook.

Student Activities and Organizations (610-796-8408)

The Student Activities Office is located in the new Campus Commons building. The staff works with the university's numerous student organizations to provide a calendar of social, cultural, and other co-curricular activities for Alvernia students throughout the year. These have included comedy acts, dances, educational and motivational speakers, activities related to majors and career choices, Spring Fling, and trips to New York City, Washington, D.C., and Baltimore, Md., to name a few.

Student Government Association (610-796-8341)

The Student Government Association (SGA) represents all full-time undergraduate students. These elected officers represent the student body. Regular meetings are held to discuss campus issues, to award funding to student organizations, and to plan activities throughout the year. In addition, SGA hosts several major events each year and plays an integral part in shaping the campus community.

Student Services

Additional Student Service information is available in the Student Handbook.

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 (SAAC), 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. Recreational activities are organized by the Intramural Athletic Board (IAB) — a student-run organization. All intramural and wellness opportunities are available to Alvernia students, faculty and staff.

The Commons on main campus is equipped with a cardio center and a strength training room, available to all Alvernia students, faculty and staff. These areas include a dance/yoga room, treadmills, elliptical machines, steppers, bicycles, and strength training equipment. Graduate and Adult Education students are encouraged to take advantage of the services provided by the Commons.

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 a 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/dining service is provided by Aladdin Food Management Service, Inc. All resident students are required to participate in 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 three dining locales on campus: The Main Dining Hall (Student Center), Kestrel Café (Bernardine Hall), and Courtside Café (PEC). 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, 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 other campus buildings 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.

International Student Programs

Current Alvernia students interested in studying abroad should contact the Study Abroad Coordinator at 610-790-1982.

Alvernia officially accepts and hosts individuals from various countries throughout the world. Some come to campus as one-year exchange students while others enroll in traditional four-year degree programs. All international students follow Alvernia's standard admission policies and practices. In addition, standardized test scores of English proficiency may also be required. For more detailed information on applying to Alvernia as an international student, please call the International Admissions Counselor at 610-568-1420.

International students at the Reading campus who have questions related to their acclimation to the United States should contact the office of the Vice President for University Life, 610-796-8211; International students enrolled at our Philadelphia campus should contact 215-635-4734. Those students enrolled in the ESL non-collegiate credit program, should contact the ESL program director at 215-635-0704.

Alvernia fully complies with all Federal mandates concerning international students. The Registrar's Office is responsible for the required record keeping as defined by Immigration and Customs Enforcement (ICE), Student and Exchange Visitor Information System (SEVIS), and the Department of Homeland

Security. Prospective international students can obtain further information about how Alvernia reports information to federal agencies by contacting the Office of the Registrar.

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, located in the Student Center, second floor. 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.

The Public Safety 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, 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 or 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 immediately.

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, email 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 “logins” link, located on the homepage 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.

Academic Information Directory

Student Academic Responsibility	58
Bachelor's Degree Requirements	58
Associate Degree Requirements	59
Mid-Degree Program	59
Transfer Policy	60
Progress Toward a Degree	61
Maximum number of Credits/Charges	61
Transferring Credits	61
Challenge Examinations	61
Advanced Placement (CLEP)	62
Dual Credit	62
Life Experience Credits	62
Registration	63
Registration Changes	63
Attendance Policy	64
Change of Major	64
Grade Reports	65
Grading Policy & Grade Point Average (GPA)	65
Academic Standing	67
Dean's List — Academic Honors	69
Transcripts	70
Withdrawal from the University	70
Military Deployment	70
Non-Academic Dismissal	71
Family Educational Rights & Privacy Act	71
Student Right-to-Know & Campus Security Act	72
Servicemembers Opportunity Colleges	72

Academic Information

The administration of the Alvernia University community is provided for by the policies stated in this catalog. Attendance at Alvernia is a privilege and not a right. By registering, the student concedes to the university the right to require his/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.

The university reserves the right to change its admission, registration, graduation or financial requirements as necessary. Every effort is made to provide advance information regarding such changes.

Student Academic Responsibility

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 and they assist with course selection and registration. Advisors are not authorized to change established policy of the university.

Bachelor's Degree Requirements

To receive a Bachelor of Arts or a Bachelor of Science degree at Alvernia, a student must successfully complete a minimum of 123 semester credits. The total may vary according to the major program. Students must achieve a 2.0 cumulative grade point average (GPA) in all completed courses. Please note that specific majors may carry higher GPA requirements. Further, all required courses must be passed. See program descriptions and courses of study in this catalog for any program-specific grade point requirements. Students must complete 45 of their last 60 credits at Alvernia University. Students must complete 12 credits in the major and 9 in the minor at Alvernia University.

Any students requesting a variance from degree requirements must petition the Academic Standards Committee in writing and should submit supporting documents from their academic advisors as well as from the relevant departments. Contact the Registrar's Office for the Academic Standards Committee information. All students are encouraged to participate in Commencement exercises, which are held in May and December (a fee is charged for commencement). Seniors must submit the Graduation Application Form to the Registrar's Office as follows: October 1 for May Graduation, December 1 for summer graduation, March 1 for December graduation.

Associate Degree Requirements

To receive an Associate of Science degree at Alvernia University, a student must complete a minimum of 65 semester credits. The total semester credits may vary according to major. Associate degree students interested in working toward a bachelor's degree must complete the associate degree before accumulating credits toward the bachelor's degree. Students must achieve a 2.0 GPA in their major field and a 2.0 cumulative GPA in all completed courses. Further, all required courses must be passed. See program descriptions and courses of study in this catalog for any program-specific grade point requirements. All associate degree candidates must complete 30 of their last 36 credits at Alvernia University. Students must complete a minimum of 9 credits in their major.

Any students requesting a variance from degree requirements must petition the Academic Standards Committee in writing and should submit supporting documents from their academic advisors as well as from the relevant departments.

All students are encouraged to participate in Commencement exercises, which are held in May and December (a fee is charged for commencement). Seniors must submit the Graduation Application Form to the Registrar's Office as follows: October 1 for May Graduation, December 1 for summer graduation, March 1 for December graduation.

Mid-Degree Program

Prerequisites: Students must transfer at least 70 credits of college work or an associate's degree from a regionally accredited college into a degree program. Former Alvernia University students who meet the criteria of the previous requirements (i.e., 70 earned credits or an associate degree) may exercise the mid-degree option after an academic absence of one year.

Students, who meet the entry requirements for the School of Graduate and Adult Education or earned an Associate of Science degree through a partnership agreement, may request Mid-Degree status. Students who are in a dual enrollment program and transition within an academic year do not have to reapply through the Admissions Office for acceptance into an Adult Education bachelor's degree program. The stipulation, that students must achieve a 2.0 GPA in their major field and 2.0 cumulative GPA in all completed courses, and all required courses must be passed, apply to dual enrolled students prior to advancing into a bachelor's degree program.

Requirements:

- Satisfy the standards for a major degree program.
- At least 30 credits must be at the 300/400 level at Alvernia, which excludes experiential credit, e.g. life experience, challenge.
- Satisfy requirements for human diversity, and community service.
- Complete at least 12 credits in the major at Alvernia University.
- Complete a modified core curriculum at Alvernia to include the following (relevant transfer credits may be applied to the modified core):

Communication	3
Composition & Research	3
Literature	3
Fine Arts	3
Mathematics	3
Science	3
Social Science	3
Ethics/Morality	3
Theology/Philosophy	<u>6</u>
Total Credits	30

Transfer Policy

Bachelor's Degree Residency Requirements:

- All students must take at least 45 of the last 60 credit hours at Alvernia University; 12 credits in the major and 9 credits in the minor must be completed at Alvernia University.
- All transfer students must complete at least 30 credit hours at the 300/400 course level at Alvernia. Students must complete a minimum of 9 credits at the 300/400 level at Alvernia University in their major.
- Up to 75 credit hours may be accepted from regionally accredited community, junior or other two-year colleges.
- Within the guidelines established above, bachelor's degree programs require at least 123 credits.

Second Baccalaureate Degree

When contemplating a second baccalaureate degree, alumni of Alvernia should consult the Registrar for applicable policies.

Second Major

When contemplating a second major, Alvernia students should consult the Registrar for applicable policies.

Progress Toward a Degree

A student may make progress toward a degree by:

- A. Completing courses at Alvernia University.
- B. Transferring approved course credits from other colleges and universities.
- C. Successfully completing a departmentally administered challenge examination for a course in the current catalog.
- D. Receiving credit for the following credentials in accordance with the policies and procedures currently in effect at Alvernia University:
 - American College Testing/Proficiency Examination Program (ACT/PEP)
 - College Level Equivalency Program (CLEP)
 - College Board Advanced Placement Tests (AP)
 - Defense Activity for Non-Traditional Education Support (DANTES)
 - Dual Credit
 - Life Experience Credits
 - United States Armed Forces Institute (USAFI)

Maximum Number of Credits/Charges

A maximum of 30 credits can be awarded through a combination of the options identified in sections C and D above. Processing and per-credit fees are charged for challenge examinations and life experience credits. Students planning to earn credits through challenge examinations, CLEP and life experience must complete those options prior to their last semester of coursework at Alvernia.

Transferring Credits from Other Colleges/Universities

A matriculated student who wishes to take a course at another college and transfer the credit to Alvernia must obtain and complete a transfer credit approval form from the Office of the Registrar prior to enrolling at the other institution. Transfer credits are not applicable for the repeat/delete option. No credits are transferred for courses in which grades below a “C”/2.0 (or equivalent at Alvernia) are earned. Credits that are transferred are entered on a student’s permanent record without reference to the grade earned. Grades are not transferred; only credits are recorded.

For information on consortium classes see the Academic Opportunities section of this catalog.

Challenge Examinations

An enrolled student may challenge certain courses by examination but cannot challenge courses that have been audited or for which the student received a grade of “F.” Students interested in this option should contact the departmental

chairperson to determine the courses available for challenge and, if appropriate, to make arrangements for an examination at least two semesters prior to graduation. A grade of “C”/2.0 or better on the examination is required to obtain credit. A student’s cumulative GPA is not changed by the examination because no grade is recorded for a course completed in this manner. A student pays a tuition charge for credits earned through a challenge examination.

Advanced Placement/College Level Equivalency Program (CLEP)

Information regarding CLEP examinations is available in the Registrar’s Office. As a participant in the Advanced Placement Program of the College Entrance Examination Board, Alvernia University awards college credit to high school students who do advanced work in high school and score well on Advanced Placement Examinations. In general, credit is given for APE recommended scores.

Dual Credit

Students may have concurrently enrolled in a class that counts for both the high school requirements and college credits. To receive credits for these courses, students must submit an official transcript from the college offering credits. These transcripts should be sent to the Alvernia University Admissions Office during the application process.

Life Experience Credits

Request for credit for specific courses based on documented life experience is initiated with the chairperson of the department directly involved. A student pays a tuition charge for credits earned through life experience. There are two ways by which students may earn life experience credits:

- Life experience credits may be granted for full course credit as identified in the current university catalog. A student must be in good academic standing. The request for Life Experience must be submitted in the second semester of enrollment or after 12 credits earned at Alvernia, but at least two semesters prior to graduation. Each department is responsible for determining which courses are appropriate for life experience credits.
- Life experience credits are also offered as General Electives upon entrance to Alvernia through portfolio review.

Consult the Dean of Graduate and Adult Education for applicable policies.

Registration

New Student Registration

New students entering Alvernia University in the fall semester complete their registration during the summer. New students entering Alvernia University in the spring semester register before classes begin in January.

Current Student Registration

Current students register online for upcoming semesters on Self-Service. Advance registration is held in the middle of the fall and spring semesters. If a student registers during advanced registration and then decides not to return to the university, it is the student's responsibility to complete the withdrawal process prior to the beginning of classes.

Students are charged an additional fee for any credits over 17. Students may register for more than 17 credits with the approval of their 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.

Courses are offered on a rotating schedule. The university reserves the right to revise course plans in response to changes in student interest, enrollment demand, and staff availability. The university also reserves the right to cancel any scheduled course for which there is insufficient enrollment.

Summer and Winter School Registration

Information regarding course offerings and tuition charges is available from the office of Graduate and Adult Education and on the Alvernia website.

Registration Changes

Each of the following constitutes a registration change:

- Adding or dropping a course or changing a course section
- Withdrawing after the add/drop period
- Auditing a course

Add/Drop Period

The deadline to add or drop courses or change a course section is at the end of the business day of the sixth day of classes, unless otherwise indicated by the Registrar's Office.

Withdrawal After Add/Drop Period

No student is permitted to withdraw from a course after the last day for withdrawal, which is listed on the academic calendar. Discontinuing a course without a valid withdrawal results in a grade of “F.” A student receiving financial aid must notify the Financial Aid Office of his/her withdrawal from a course. Schedule Change forms can be found in the Registrar’s Office and returned there after all signatures have been obtained to complete the process. During this period, a “W” is placed on the student’s official record.

Auditing a Course

A student wishing to audit a course must submit a written request to the Registrar’s Office. This request must include the signatures of the instructor involved and the student’s academic advisor. After the first week of classes no reimbursement is made when changing from credit to audit. The deadline for either request is the first week of instruction of current semester. No credit is earned for auditing a course.

Attendance Policy

Attendance and participation in class are integral parts of the educational process and are significant factors in academic achievement. Students are expected to attend all classes, take exams during scheduled times, and are responsible for all material covered in class. Instructors are expected to report students whose absences are excessive. At the discretion of the instructor, excessive absences or tardiness may result in a lowered grade or failure for the course. Individual instructors may identify more specific attendance requirements, which are clearly stated in the course syllabus. Other guidelines can be found in the Undergraduate Student Handbook.

Change of Major

A student may change his/her major by obtaining written approval of the department chairperson or program director of the new major. The Change of Major form, obtained from the Registrar’s Office, is completed and returned to the Registrar’s Office. The department chairperson or program director assigns the student to an academic advisor.

Grade Reports

Early Warning Notices

In mid-semester, faculty members submit early warning notices to the Office of Student Success. Students who are doing less than “C” work are identified and specific information regarding their lack of progress is noted. Students, their advisors, and the Registrar’s Office are notified.

Semester Grade Reports

At the end of each semester, grade reports may be viewed through the student’s Self Service account. It is the student’s responsibility to identify grading errors within 21 days of posting. Any correction must be made by the instructor and filed in the Registrar’s Office. Please refer to the Undergraduate Student Handbook for the grade appeal process.

Grading Policy and Grade Point Average (GPA)

The university provides the following guidelines for grade assignments. Final grade assignments are at the discretion of the faculty member.

A	94-100	P	Passing Grade
A-	90-93	I	Incomplete
B+	87-89	WP	Withdrawal/Pass
B	83-86	WF	Withdrawal/Fail
B-	80-82	AU	Audit
C+	77-79	F	Failure
C	73-76		
C-	70-72		
D+	67-69		
D	63-66		
D-	60-62		
F	0-59		

Incomplete Grade

A student may request an incomplete grade for a course by completing a Request for Incomplete form available in the Registrar’s 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 Registrar’s Office by the end of the final exam period 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. Incomplete grades that have not been changed by the instructor at the end of this four-week period will automatically be changed to an “F.” In extreme circumstances, the instructor may file a request for an extension with the Registrar.

Grade Point Average

Letter grades are converted into a point system for calculating grade point averages:

A	4.0	B-	2.7	D+	1.3
A-	3.7	C+	2.3	D	1.0
B+	3.3	C	2.0	D-	0.7
B	3.0	C-	1.7	F	0

The grade point average is obtained by dividing the total number of quality points achieved, by the total number of credit hours attempted.

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 (for example, Nursing students need a “C+” or better in each nursing course). When a course is repeated for credit, the earlier grade remains on the student’s permanent record and will appear on all transcripts. The higher grade is used in computing the cumulative GPA. The repeat/delete option may only be used in cases where both the original and repeated courses were earned in class 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 specific requirements.

Internal Transfer Option

A student transferring to a new major before earning 60 credits has the option of requesting that the Department Chair delete up to 15 credits from those earned in the old major. These credits may not include requirements from the general education core, the new major or graduation requirements. The Department Chair must submit his or her request for deletions to the Academic Standards Committee using the internal transfer form. The student must pick up the form from the Registrar’s Office to initiate the procedure. If the student returns to the previous major, the Registrar reinstates the deleted courses and all grades are computed in the GPA. No grade of “C” (2.0) or higher may be deleted. The internal transfer option may be exercised only one time during the student’s enrollment at Alvernia. The student’s transcript reflects all courses taken, even if not computed in the GPA.

Plagiarism

Procedures for reporting alleged plagiarism will be closely adhered to, according to university policy and procedure. Plagiarism is the failure to cite a source, deliberately or accidentally presenting as your own work words or ideas of another (*Harbrace Handbook*). This includes but is not limited to:

1. Copying, paraphrasing, or summarizing from any published or unpublished source without citing.
2. Copying a paper, parts of a paper, or submitting any work that is not your own.
3. Submitting as one's own, parts or a whole, another's computer program, work of art, or musical composition.
4. Using words of others without quotation marks enclosing those words.

Academic Grievance Policy

The Student Grievance Committee attends to grievances of an academic nature. The committee is composed of faculty members and two students. Students are selected by the Student Government Association. The chair is elected by the committee members. The committee is involved in a student grievance only if the proper procedures have been followed by the student. Those procedures can be found in the Undergraduate Student Handbook. The student must discuss the situation/grade with the instructor within 20 calendar days of occurrence/disagreement.

Academic Standing

Class level is determined by the number of credits a student has earned in the following manner:

Freshman	0-29 credits
Sophomore	30-59 credits
Junior	60-89 credits
Senior	90+ credits

The Academic Standards Committee reviews the academic records of each student at the end of each semester. The credits used in the following scale are determined by the Alvernia GPA credits plus transferred credits plus experiential and pass/fail credits. For students with Incompletes, the Academic Standards Committee reaches a decision based on available evidence.

12 to 23 credits

Cumulative average 1.75 and above:
student in good standing

Cumulative average between 1.00-1.749:
student placed on Academic Probation

Cumulative average below 1.00:
student subject to dismissal

24 to 59 credits	<p>Cumulative average 1.80 and above: student in good standing</p> <p>Cumulative average between 1.60-1.799: student placed on or continued on Academic Probation</p> <p>Cumulative average below 1.60: student subject to dismissal</p>
60 to 71 credits	<p>Cumulative average 2.00 and above: student in good standing</p> <p>Cumulative average 1.70-1.999: student placed on or continued on Academic Probation</p> <p>Cumulative average below 1.70: student subject to dismissal</p>
72 or more credits	<p>Cumulative average below 2.00: student subject to dismissal</p>

Note: Students enrolled in associate, master or doctoral degree programs should see the Dean of Graduate and Adult Education for information regarding their academic progress requirements.

Student-Athletes

Students-Athletes must attempt and maintain a minimum of 12 credits each academic semester. If at any time a student-athlete withdraws and/or drops below the minimum 12 credits during the academic semester, he/she will be deemed academically ineligible for the remainder of the season.

Academic Probation

Students placed on academic probation may not take more than 14 credits the following semester. It is recommended that these students meet with their advisor and use the repeat/delete or internal transfer options to raise their GPA. Students placed on probation at the end of the spring semester are encouraged to take courses at Alvernia during the summer sessions to improve their GPA.

Academic Dismissal

Students who are academically dismissed lose the right to complete their degree requirements under the catalog that was in effect when they first enrolled at Alvernia University; they lose their right to live in campus housing; and they also lose their eligibility for financial aid. Academically dismissed students may petition the Academic Standards Committee in writing for reinstatement to degree candidacy. After one academic year's absence students must reapply to the university and may be reinstated by documenting their academic commitment.

Academically dismissed students may take coursework during the summer sessions at Alvernia University and petition the Academic Standards Committee for reinstatement prior to the beginning of the fall semester if they meet the criteria for good standing based on the scale above. Students who have been academically dismissed may also petition the Academic Standards Committee in writing for immediate reinstatement to degree candidacy. A written petition should be accompanied by a letter of support from either the student's academic advisor or an Alvernia faculty member who has taught the student.

Dean's List — Academic Honors

Dean's List

Students who have a semester Grade Point Average (GPA) of 3.50 or better (for a minimum of 12 credits taken for a letter grade) are placed on the Dean's List. Courses receiving a grade of "Pass" are not included.

Academic Honors at Commencement

- Bachelor's degree: At Commencement, students may receive their bachelor's degree with Honors. With Honors is defined as a cumulative grade point average of 3.50 or above with a minimum of 40 Alvernia credits. As noted above, courses receiving a grade of "pass" are not included. The award of honors shall be as follows:

cum laude:	In recognition of a GPA of at least 3.50.
magna cum laude:	In recognition of a GPA of at least 3.70.
summa cum laude:	In recognition of a GPA of at least 3.90.

- Associate degree: At Commencement, students may receive their associate degree with Honors. With Honors is defined as a cumulative grade point average of 3.50 or above with a minimum of 40 credits. As noted above, courses receiving a grade of "pass" are not included. The award of honors shall be as follows:

with distinction:	In recognition of a GPA of at least 3.50.
with high distinction:	In recognition of a GPA of at least 3.70.
with highest distinction:	In recognition of a GPA of at least 3.90.

Honors Program

Students who have completed all of the following requirements may graduate from the Alvernia University Honors Program and the distinction is noted on their transcript:

Twelve credits in coursework, including:

- First Year Honors Seminar (3 credits)

- Three courses (9 credits) of Honors Colloquia
- Six Credits in Honors Thesis. Identify a scholarly problem or develop a creative work under supervision of advisor.
- Reach a cumulative grade point average of 3.3 or higher

For full description of the Honors Program, see the Academic Opportunities section of this catalog.

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 <http://www.alvernia.edu/student-life/student-services/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.

Withdrawal from the University

A student voluntarily withdrawing from the university for non-medical reasons must complete an exit interview. The student is responsible for meeting any financial or residence hall obligations before leaving campus. If the proper withdrawal procedure is not completed, the student may also be academically responsible for the semester. For example, if the student withdraws from the university after the last official date to withdraw from classes, instructors assign a "WP" or "WF" indicating the academic standing at the time of withdrawal. If the student does not officially withdraw, instructors assign a grade indicating the academic standing at the end of the semester. The university reserves the right to require the withdrawal of any student whose scholarship is unsatisfactory or whose conduct renders him/her undesirable as a member of the university community.

Military Deployment

Alvernia University will make every effort to accommodate students who are in the armed forces. Students who are deployed to active duty while enrolled in classes should contact the VA Certifying Officials in the Student Financial Planning Office to determine the best financial option. Their educational status will be held until their return to the university following deployment.

Non-Academic Dismissal

Students may be dismissed from the university for non-academic reasons. Only the Vice President of University Life and Dean of Students may dismiss a student from the university for non-academic reasons. See the Undergraduate Student Handbook for details on this policy.

Family Educational Rights and Privacy Act

The university follows the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). Under this act, education records of students are not released except by written consent and request of eligible students. Exceptions are made in accordance with the law to authorized persons within the university, to authorized agencies outside the university and local education agencies who have been determined to have legitimate educational interest and are specified in the updated January 3, 2012 Act. Eligible students may inspect their records by submitting a written request to the Registrar. For more information on the ability to waive FERPA rights, please contact the Registrar's Office.

The Family Educational Rights and Privacy Act of 1974, as amended, is a federal law that states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students must be made available. Alvernia University shall maintain the confidentiality of student education records in accordance with the provisions of the act and shall accord all the rights under the act to students who are or have been in attendance at Alvernia University.

The act provides students with the right to inspect and review information contained in their educational records, to challenge the contents of those records which students consider to be inaccurate, misleading, or otherwise in violation of their privacy or other rights, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if the decision of the hearing panel is unacceptable. The Registrar at Alvernia University has been assigned to coordinate the inspection and review procedures for student education records, which include admissions, personal, academic, financial, academic, cooperative education, and placement records. A copy of the university's complete FERPA policy may be obtained from the Registrar.

Student Right-To-Know and Campus Security Act

The university complies with the Student Right-to-Know, Campus Crime and Security, and Athletic Participation and Financial Support (EADA) reporting and disclosure regulations issued by the Department of Education effective as of November 1, 1999, in order to remain Title IV compliant (federal financial aid programs). These regulations permit the university to disclose completion / graduation and transfer-out rates of its students. Further information is available from the Registrar's Office.

Servicemembers Opportunity Colleges

Alvernia University limits academic residency to no more than 25 percent of the degree requirements for all undergraduate degrees for active-duty servicemembers. Academic residency can be completed at any time while active-duty servicemembers are enrolled. Reservists and National Guardsmen on active-duty are covered in the same manner. Programs that require clinical or field placement such as nursing, occupational therapy, education, etc., are subject to academic approval.

Academic Opportunities and Support Services Directory

Academic Opportunities	74
Consortium Classes	74
Graduate Opportunities	
at Alvernia University	74
Graduate Partnerships with	
Other Institutions	74
Honors Program	74
Independent Study	75
Institute of the Arts	76
Internships/Practicums/Cooperatives	76
Instructional Delivery Methods & Definitions	76
Minimum Technology Requirements	78
Online Consortium Policy	78
Special Topics Courses	79
Study Abroad	79
The Washington Center	79
Academic Support Services	80
Academic Advising	80
ADA Accommodations	80
International Student Program	80
Library	80
Registrar	81
Education Planning Center	82
• First Year Experience	82
• Writing & Academic Support	82
• Career Development	83
Information Technology	83

ACADEMIC OPPORTUNITIES

Consortium Classes

Alvernia University is a member of the Higher Education Council of Berks County. The other members of this council are Albright College, Kutztown University, Penn State Berks, and Reading Area Community College. Full-time traditional day undergraduate students have the opportunity to cross register for one course each regular semester at any one of the other consortium colleges and they are billed through Alvernia. Courses taken will be treated as transfer courses, and therefore the grade will not transfer, only the credit. The student must go to the Registrar's Office at Alvernia University to start the process. Alvernia billing policies apply.

Graduate Opportunities at Alvernia University

Alvernia University offers seven master's degrees: Master in Business Administration; Master of Education; Master of Arts in three programs: Clinical Counseling, Organizational Leadership and Leadership for Sustainable Communities; Master of Science in Nursing; and Master of Science in Occupational Therapy. For the M.B.A., M.A., M.Ed., and M.S.N., students have the opportunity to take six graduate credits during their senior year if these graduate credits are beyond and in addition to all their undergraduate degree requirements. A Doctor of Physical Therapy (DPT) offers a 3+3 year option allowing BIO, BIO/CHE, HCS and PSY students to begin the professional phase of the curriculum in their senior year. Alvernia University also offers a Ph.D. program in Leadership and a Doctor of Nursing Practice (DNP). Post-Baccalaureate nurses can choose from two tracks of study: Adult Gerontology or Family Nurse Practitioner. For more information on the M.B.A., M.A., M.Ed., M.S.N., DPT, and Ph.D. graduate programs, call the Graduate Center at 610-796-8228. For more information on the M.S.O.T. program see the Occupational Therapy section of this catalog.

Graduate Partnerships with Other Institutions

LECOM PARTNERSHIP

Alvernia University in partnership with LECOM offers an opportunity for students to enter in LECOM's School of Dental Medicine, the Pharmacy School and the Medical College after completion of their degree at Alvernia. Specific guidelines and requirements are available from the Chair of Science and Mathematics.

Honors Program

The purpose of the Honors Program at Alvernia University is to assist students of outstanding intellectual promise and high motivation to seek increased challenges at the undergraduate level. The program is designed to recognize and encourage academic excellence, to stimulate students to work at their own pace,

and to facilitate the exchange of ideas and information among students and faculty with varied interests in different disciplines.

The Honors Program offers students the opportunity to challenge themselves through innovative and imaginative curricula. Students are encouraged to excel academically, to prepare for graduate and professional school, and to participate in leadership and service opportunities. The program provides co-curricular activities, service opportunities, and intellectual and social support, adding significant dimension to the student's academic program.

Honor Students are:

- Students with SAT scores of 1300 or higher, a high school grade point average (GPA) of 3.5, or enter the program upon entrance to the university.
- Students who achieve a GPA of 3.3 or higher in their coursework at Alvernia, or who transfer in having attained a 3.3 GPA at another institution, may petition the Honors Director for entrance to the program or may be invited to join following a faculty recommendation to the Director. For entrance, the student is required to meet with the Director, submit proof of his or her current GPA, and submit a statement of interest. Additional materials, such as transcripts or letters of recommendation, may be required.

Honors students must complete a number of requirements in order to graduate from the Honors Program and receive the distinction on the student's transcript. See Honors Distinction in the Academic Information section of this catalog.

Independent Study/Directed Study

Independent study is available for students above freshman standing (30+ credits) with the approval of the chairperson of the department and the academic Dean in which the course is offered. The material in independent study courses may not duplicate any course regularly offered in the curriculum of the university. Students work as independently as possible under the direction of a faculty member and usually present their work at a departmental seminar.

- 375 Independent Study: Prerequisite: at least sophomore standing (30+ credits).
- 475 Independent Study: Prerequisite: senior standing (90+ credits)

Directed Studies are courses that are offered in the University Catalog but the student is completing the course partially independently. A directed study required 14 hours contact with the instructor and 28 hours independently per credit.

Institute of the Arts

Alvernia University has partnered with the Institute of the Arts located in Wyomissing to allow full-time undergraduate students the opportunity to take a number of classes at the institute for credit. Students may take one elective credit each semester on a pass/fail basis. The courses being offered are published in advance of each semester. These courses may include painting, drawing, photography, sculpture, dance, piano, music, and ceramics. Students are expected to attend each class meeting at the institute even if the institute's calendar does not match Alvernia's. These courses are considered free electives and may not be used to fulfill any fine arts area, including foundation courses, Paths of Knowledge courses, or minor requirements. Students begin the registration process at the Registrar's Office. Registration over 17 credits requires an overload fee.

Internships/Practicums/Cooperatives

Practicum field experience is available to students reaching sophomore standing (30+ credits). Forty-two (42) hours of internship is equal to one credit. Students who want to participate in additional practice beyond those pre-determined by a program must obtain permission from the appropriate chairperson. The program of activities in a practicum is controlled by the university in cooperation with the agency involved. The activities include hours of participation, supervision and required assignments. Grades, withdrawals and incomplete work in practice are governed by the regulations in effect at Alvernia for regular classroom courses. Contact Career Services and the Student Success Office for more details.

Instructional Delivery Methods and Definitions

Credit Hours: One hour of instructional contact, no matter the delivery format, requires a minimum of two additional hours of work outside the 'classroom.'

Traditional: A traditional course is essentially classroom-based, using face-to-face meetings. The content is delivered orally, using in-class audio-visual methods, or in writing. Online resources might be used to enhance the learning experience; however little or no learning takes place between the instructor and student over the Internet.

Web-Enhanced: The web-enhanced format is similar to the traditional format in that it is essentially classroom-based, and is mostly using face-to-face meetings. However, some small portion of the course is delivered over the Internet. Web-based technology (such as accessing syllabi online, posting to a "Learning Management System" (LMS) (i.e., *Blackboard*), blogs, reading posted articles, etc.) would be used to facilitate and enhance classroom instruction. A web-conferencing application [e.g., Zoom, GoToMeeting, etc.] might be used to conduct live (real-time) sessions online. Less than 30% of course content is delivered in an online format.

Blended: A blended course is a mix of traditional classroom-based methods combined with online technology for providing a rich learning experience. Content and classroom activities are partially provided using classroom-based, face-to-face meetings, and are partially provided through online material and activities. A blended course uses the institution's online Learning Management System (LMS) (i.e., *Blackboard*) to access class sessions and material, and engage students in online activities between 30% and 75% of class instruction time.

Online: An online course is characterized by having most or, all of the content delivered online, and where learning takes place almost entirely online. The content is delivered using the institution's Learning Management System (i.e., *Blackboard*), and students use this to access class sessions, material, discussions and other activities and assignments. Little or no classroom instruction takes place, with greater than 75% of the content delivery, and student interactions occurring over the Internet

Web-enhanced, blended and online deliveries are conducted through both synchronous and asynchronous tools. Synchronous classroom instruction and discussion are conducted live (real-time) through some type of audio and / or, video conferencing system. This delivery takes place by broadcasting classroom instruction in real-time to a remote location. Students may be in class at one Alvernia campus location while the instructor is teaching, lecturing, etc., from another Alvernia campus location. Students participating from the remote sites are engaged in "real-time" interaction with the instructor and the other students attending the class. Students who are unable to attend or wish to review a recorded synchronous classroom session might later retrieve the session (i.e., asynchronously) if the audio and/or video sessions are archived.

Asynchronous instruction involves course material that is available for access according to some timeframe established for the course. Asynchronous instruction can be connected to a schedule, or accessed on demand in a student-determined, self-paced format. Instruction is typically delivered through the institution's Learning Management System (i.e., *Blackboard*). Additional online resources, tools and activities may also be integrated to either enhance a classroom-based course, or provide additional options for online delivery.

Web/video Conferencing - Synchronous Classroom

Your instructor may set up a live web conferencing classroom that will be scheduled for a specific time & date. This type of synchronous/live activity may include audio, video, application sharing and content display. You may access this service through a link provided for you on Blackboard. Students should check with their instructor to determine whether the course will actually use this feature.

Turnitin

Turnitin is an Internet-based plagiarism-detection service, which checks submitted assignments for originality and provides detailed reports back to instructors and students. It also allows instructors to grade paper assignments online without the need to download them into a computer. Students should check with their instructor to determine whether the course will actually use this feature.

Minimum Technology Requirements:

For current technology requirements:

<https://web.alvernia.edu/faq/index.php?action=artikel&cat=2&id=66&artlang=en&highlight=requirements>

Windows/PC

Windows 7 Minimum, Windows 10 Suggested
 4 GB RAM Minimum, 8 GB RAM Suggested
 Firefox browser 38 or higher
 Microsoft IE 11 (or higher) browser (JAVA enabled) or Microsoft Edge
 High speed Internet (min. 3 Mbps)
 Headset microphone, webcam suggested

Apple

Mac OS X 10.8 or higher
 4 GB RAM Minimum, 8 GB RAM Suggested
 Apple Safari 9.1 or higher (JAVA enabled)
 High speed Internet (min. 3 Mbps)
 Headset microphone, webcam suggested

Smart Devices:**Apple**

Operating System Version 8.0 or higher

Android

Operating System Version 5.0 or higher

Windows

Version 8.0 or higher

Online Consortium Policy

Alvernia University is a charter member of the Online Consortium of Independent Colleges and Universities (OCICU), which offers a wide variety of online courses from accredited educational institutions. A limited amount of Alvernia coursework may be completed through the online consortium. OCICU courses are a helpful alternative when a particular course requirement can't be

met through the normal course scheduling sequence. Classes through the consortium must have approval of the department chair or, program director of the content area most closely allied to the course. The OCICU course offerings are published in advance of each semester. Students interested in OCICU offerings must speak with an academic advisor for additional information and complete an OCICU Course Approval Form.

Special Topics Courses

In addition to the courses in this catalog, the class schedules may also include Special Topics courses. These special interest courses may be available in any discipline and at any level. Special topics courses are identified by the number “90,” such as BUS 390, COM 290, or HIS 190. Number of credits may vary. Descriptions of Special Topic courses are available online in Self Service “Find Course Sections.”

Study Abroad

Alvernia University encourages students to broaden their academic experience by participating in a study abroad program. Faculty-led short-term study-travel courses, summer internships, and traditional study abroad semesters around the world are available to students. Contact the Director of Global Learning for information.

The Washington Center

Alvernia students have an opportunity to earn college credit by spending a semester in Washington, D.C., where they serve as interns in a congressional office, government agency, major corporation, newspaper or news network, agencies devoted to legal affairs, international relations, or business and economics. They also may intern with one of several non-profit groups dealing with the environment, women’s issues, the arts, education, science, or labor relations among others. Participants are customarily juniors or seniors who have achieved grade point averages of 2.5 or better and who have the endorsement of the appropriate academic area. In addition to their internship, students select one seminar dealing with the arts and humanities, communication, public policy, the legal system, business, and government. Interested students should see the Director of the O’Pake Institute for Ethics, Leadership and Public Service.

Academic Support Services

Academic Advising

At Alvernia University, faculty members serve as student advisors. Support is also available for international students, students looking for a minor or considering a change of major, and Alvernia's nontraditional/adult learners.

ADA Accommodations

In accordance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act and Amendments (ADAA), the university offers accommodations to students with documented learning, physical and/or psychological disabilities. It is the responsibility of the student to contact the Academic Learning Specialist for Academic Intervention, preferably prior to the beginning of each semester, to initiate the accommodation process and to notify instructors as soon as possible so accommodations can be determined early in the semester. Academic accommodations are not retroactive. Students needing assistance should visit the Educational Planning Center in BH 105 or call 610-568-1499.

International Student Program

Each year Alvernia University hosts individuals from various countries either as a one-year exchange student or as a student seeking a degree. The Global Learning Director and the University Life division are responsible for coordinating academic support and campus life orientation for international students once they arrive on campus. These units also provide support for international students in their acclimation to American culture through individual meetings, group gatherings, programs and trips. Alvernia University fully complies with the USA Patriot Act and the record keeping and reporting requirements of the Student Exchange Visitor Information System (SEVIS). You may obtain further information on these acts and Alvernia's policy from the office of the Vice President of University Life (610-796-8211).

Library

The Dr. Frank A. Franco Library Learning Center provides resources and services 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 access to over 58,000 academic journals and over 159,000 eBooks. Virtual access off campus is available to all enrolled students.

Students may check out books and AV materials with their university 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 free of charge. Forms can be found on the website 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 check out a movie from a growing collection containing both classic and current films.

Wireless throughout, the Franco Library Learning Center is a welcoming environment for quiet study or group collaboration. Laptops are available for checkout, and students may use them anywhere in the building. Group study rooms may be reserved for two-hour time periods. Rooms are equipped with a variety of technology options, such as large screen dual-boot iMAC computers capable of running the Windows or MAC operating system, a media:scape collaborative technology unit with dual monitors, and video viewing equipment.

The Library Learning Commons on the first floor of the building brings together students and librarians in a rich learning environment. This flexible study area offers café-style booths, comfortable seats on casters for mobility, an ADA-accessible workstation, mobile white boards, and a charging station for mobile devices. 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. Also located in the library's Bonaventure Reading Room is The Alvernia University Prayer and Reflection Room, a small, private, personal, reflective prayer space for meditation and contemplation, designed to meet the needs of persons from all faith traditions.

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

Regular Library Hours:

Monday through Thursday: 7:30 a.m. to Midnight

Friday: 7:30 a.m. to 4:30 p.m.

Saturday: 9:00 a.m. to 5:00 p.m.

Sunday: Noon to Midnight

Registrar

The Registrar, located in Francis Hall, plans the master course schedule, handles course registration and scheduling of all day students, maintains academic records, issues transcripts, and confirms eligibility to receive degrees. The following services are available in the Registrar's Office: questions regarding academic records, letters of enrollment verification, schedule changes

(add/drop), permission forms for directed or independent study, and forms for Academic Overload, Repeat/Delete, Change of Address, Change of Major, Graduation Application, Transcript Request and Community Service.

The Educational Planning Center

The Educational Planning Center located in Bernardine Hall offers students a variety of academic services designed to help them achieve and maintain academic success while at Alvernia University. The center houses the Writing and Academic Support, Career Development, advising support and assistance to those students who are in the process of selecting a major, and coordinates the First-Year Seminar and freshman experience programming. The center also provides both long and short-term accommodations for students who have special needs, such as a learning or physical disability.

First Year Experience

First Year Experience coordinates programming and support for first year students, including the First-Year Seminar (a required course that emphasizes the role and value of the general education core), the development of successful strategies and habits for academic success and educational planning, and freshman year advising. First Year Experience also coordinates advising for students who are in the process of selecting a major. Through individual advising, access to information and resources, workshops, and a credit-bearing course, students learn about themselves and the full range of academic options available to them.

Writing and Academic Support

The Educational Planning 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 Tutors and Graduate Assistants 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.

Career Development

Located in Bernardine Hall, The Office of Career Development is designed to assist students in all phases of career decision-making and career planning. Resources and staff are available to aid in major and career exploration, career assessment, career counseling, and job, internship and graduate school searches. Additional services in interview preparation, resume critique, and networking are available. The center houses a career resource library and online services. The Career Development Office is open Monday through Friday from 8:00 a.m. – 4:30 p.m., and evenings by appointment. Please contact Career Development at 610-790-2878 or career.development@alvernia.edu for more information or to schedule an appointment.

Information Technology

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

Support is available via the Alvernia University 24-hour Service Desk, reached at 610-927-2008 (855-402-3828 toll-free) or ServiceDesk@alvernia.edu.

Information Technology consists of the following support areas:

Application Management and Support

Application Management and Support is responsible for supporting *myAlvernia*, *Self-Service*, and campus administrative system.

Educational Technology

Educational Technology is located in Bernardine Hall Room 023 [Media Suite], and is responsible for the support and training for *Blackboard*, classroom applications, and distance learning course development and instruction. Media Suite services include video and audio production, editing resources, and poster/presentation printing.

Support Services

Support Services is located in Franco Library on the second floor room 207, and provide hardware and software support for university-owned computers, printers, classroom technology and multi-media equipment. Students can bring their personal devices to Support Services for software support.

Infrastructure Management and Support

The Infrastructure Management and Support office is responsible for wireless, email and network logons.

Note that computer labs for student use are available in the Upland Center, Bernardine Hall, Franco Library, Veronica Hall, Campus Commons and the Philadelphia and Schuylkill Centers. Wireless access is available in all university buildings on all campuses. For a complete list, visit <http://www.alvernia.edu/it/wireless/buildings.html>.

Programs and Courses of Study Directory

Associate of Science Degrees/Certifications	88
Bachelor of Arts Degrees	88
Bachelor of Science Degrees	89
Bachelor of Science in Nursing	89
Bachelor of Social Work	89
Master's Degrees	90
Doctoral Degrees	90
Minors	90
SEARCH General Education	91
Applying for Graduation	104
Community Service Requirements	104
Background Checks for Academic Programs	106

AREAS OF STUDY:

Applied Health	109
Art	112
Athletic Training	116
Behavioral Health	123
Biology	131
Secondary Education Certification	132
Business	140
MBA	141
Baccalaureate Degrees	141
Associate Degree	143
Chemistry/Biochemistry/Forensic Science	155
Secondary Education Certification	155
Biochemistry	155
Environmental Biochemistry	156
Forensic Science	157
College	164
Communication	165
Community & Environmental Sustainability	174
Community Engagement	175
Computer and Information Studies	176
Criminal Justice Administration	180
Digital Media	188
Economics	188
Education	190
Early Childhood Education (Pre K-4)	191
ECE with Special Education Certification	191
Middle Level Education	192
Secondary Education (7-12)	192

English	199
Secondary Education Certification	199
General Science	203
Healthcare Science	204
History	207
Honors	212
Liberal Studies	213
Mathematics	215
Secondary Education Certification	215
Medical Imaging	220
Music	225
Nursing	228
Bachelor of Science in	232
RN-BSN Completion Program	236
Master of Science in Nursing	241
Occupational Therapy, Master of Science in	242
Philosophy	256
Physical Education	260
Physical Therapy, Doctor of	262
Physics	278
Political Science	279
Psychology and Counseling	282
Master of Arts in Clinical Counseling	288
Science	288
Social Science	289
Social Studies	291
Secondary Education Certificate	291
Social Work, Bachelor of	291
Child Advocacy Studies Certification	294
Sociology	300
Sport Management	143
Surgical Technology	302
Theatre	304
Theology	307
Women's and Gender Studies	311
World Languages	312

The Programs and Courses of Study...

...described herein are based upon reasonable projections of faculty availability and appropriate curriculum considerations.

Alvernia University reserves the right to terminate or modify program requirements, content, and sequence of program offerings from semester to semester for educational reasons which it deems sufficient to warrant such action.

Further, Alvernia University reserves the right to terminate programs from semester to semester for financial or other reasons which it determines warrant such action. Content, schedule, requirements, and means of presentation of courses may be changed at any time by the university for educational reasons which it determines are sufficient. Programs, services, or other activities of the university may be terminated at any time due to reasons beyond the control of the university including, but not limited to, acts of God, natural disasters, destruction of the premises, labor disturbances, governmental orders, financial insolvency, or other reasons or circumstances beyond the control of the university.

PROGRAMS AND COURSES OF STUDY

Alvernia University offers associates, bachelor's, master's, and doctoral degrees. Information on master's and doctoral degrees can be obtained by contacting the Graduate and Adult Education Division at 610-796-8228.

Associate of Science Degrees/Certificates:

- Applied Health– Dual Admission
with Reading Hospital School of Health Sciences
- Business
- Child Advocacy Studies Certification (CAST)
- Medical Imaging – Dual Admission
with Reading Hospital School of Health Sciences
- Surgical Technology – Dual Admission
with Reading Hospital School of Health Sciences

Students who are interested in earning an associate degree and then a bachelor's degree must first complete the associate degree. Once the student has completed the associate degree, the student must reapply through the Admissions Office for acceptance into a bachelor's degree program.

Students who meet the entry requirements for the School of Graduate and Adult Education, or earned an Associate of Science degree through a partnership agreement, may request Mid-Degree status. Students who are in a dual enrollment program and transition within an academic year do not have to reapply through the Admissions Office for acceptance into an Adult Education bachelor's degree program. The stipulation, that students must achieve a 2.0 GPA in their major field and 2.0 cumulative GPA in all completed courses and all required courses must be passed, applies to dual enrolled students prior to advancing into a bachelor's degree program.

Bachelor of Arts Degrees:

- Behavioral Health (Traditional & Adult Education)
- Communication (Traditional & Adult Education)
- Criminal Justice Administration (Traditional & Adult Education)
- English
- Education:
 - Early Childhood Pre K-4
 - Special Education Pre K-8/Early Childhood
 - Middle School: (for qualified transfer students only)
- Math

Math & Science

- Special Education Certification
- Secondary Education Certifications:
 - Biology
 - Chemistry
 - English
 - Mathematics
 - Social Studies

History

Liberal Studies (Traditional & Adult Education)

Philosophy

Political Science

Theology

Theatre

Bachelor of Science Degrees:

Accounting (Traditional & Adult Education)

Athletic Training

Biochemistry

Biology

Biology Medical Laboratory Science

Chemistry

Environmental Biochemistry

Finance

Forensic Science

General Science

Healthcare Administration

Healthcare Science

Human Resource Management

Mathematics

Management (Traditional & Adult Education)

Marketing (Traditional & Adult Education)

Psychology

Sport Management

Bachelor of Science in Nursing (BSN)

Pre-Licensure Nursing (Traditional Only)

Nursing Completion – RN to BSN (Adult Education only)

Bachelor of Social Work (BSW) (Traditional & Adult Education)

Master's Degrees:

Master of Arts in Clinical Counseling
 Master of Arts in Leadership for Sustainable Communities
 Master of Arts in Organizational Leadership
 Master in Business Administration
 Master in Education
 Master of Science in Nursing
 Master of Science in Occupational Therapy

Doctoral Degrees:

Doctor of Physical Therapy
 Doctorate of Philosophy in Leadership

Minors:

In addition to the above major areas, the following minors are also available:

Art	General Science
Behavioral Health	Gerontology
Biology	History
Business	Mathematics
Chemistry	Music
Communication	Physics
Community & Environmental Sustainability	Political Science
Community Engagement	Psychology
Criminal Justice Administration	Philosophy
Digital Media	Sociology
Economics	Spanish
English	Theatre
Environmental Biochemistry	Theology
Forensic Science	Women's & Gender Studies

A minor is an optional program of study that will complement or supplement the student's major. Completion of a minor will be reflected on the transcript but not on the diploma. It is a sequence of courses constituting a coherent program of study *outside* of the major and less extensive than a major, typically 18-21 credits. The minor may not be in the discipline of the major and must include at least 12 credits not from the major's core, concentration, track or emphasis; related area courses supporting the major may be double-counted to fulfill the minor. Nine credits in the minor must be earned at Alvernia. A 2.0 GPA in the minor is required for completion.

SEARCH GENERAL EDUCATION AT ALVERNIA

SEARCH is the name of Alvernia University's General Education program. The SEARCH program is grounded in the liberal arts tradition of rigorous, open inquiry into the Enduring Questions that shape the human experience. So that students are exposed to the nature of this inquiry from a variety of disciplinary perspectives, the first-year experience and the mid-level explorations draw heavily upon the liberal arts traditions. Knowledge gained from multiple disciplinary perspectives, integrated with a chosen major at Alvernia, prepares graduates to navigate change in the twenty-first century. SEARCH requirements span the undergraduate experience at Alvernia, incorporating curricular and co-curricular elements.

Course Number System

100 level courses	Designed for freshmen or qualified students
200 level courses	Designed for sophomores
300 level courses	Designed for juniors
400 level courses	Designed for seniors

FIRST-YEAR CORE CURRICULUM: ENDURING QUESTIONS : 12 CREDITS

FYS 101: First-Year Seminar: Enduring Questions – 3 credits

or HNR 160: Honors Seminar

Designed specifically for new college students and based around contemporary themes, First-Year Seminar (FYS) promotes academic success, personal development, interpersonal connections, and awareness of current events. The course will introduce students to the expectations and values of an academic community, the Liberal Arts tradition, and to Alvernia's Franciscan mission and heritage. Preparing students for a successful transition to the university, FYS will teach students how to become active learners, strengthen their critical reading and thinking skills, and develop an educational plan.

COM 101: Composition and Research – 3 credits

This course is an introduction to the critical thinking, reading, researching, and writing skills that a student will encounter in an academic setting. Students will learn to develop their own ideas and respond to the ideas of others. Students will write essays in a variety of academic modes: exposition, analysis, argumentation and research. Students will learn both APA and MLA citation styles. Course is available only after placement by departmental faculty. Students must achieve "C" or better to fulfill core requirements

THE 105: Foundations of Theology – 3 credits

Students examine the nature of religion and its relation to other areas of human experience.

PHI 105: Introduction to Philosophy – 3 credits

A historical introduction to the fundamental problems and methods of philosophy based on readings in ancient, medieval and modern literature.

MID-LEVEL LIBERAL ARTS EXPLORATION

28/29 CREDITS

Exploring the Natural World

Lab Science – 3-4 credits

Students practice scientific inquiry as a means for learning about life by completing 3-4 credits of lab science in Biology, Chemistry or Physics.

Mathematics – 3 credits

To develop mathematical proficiency and applications in contemporary life, students complete 3 credits in mathematics other than MAT 100.

Culture and Language

World Languages – 6 credits

Six credits in sequence in one world language (other than English) promote an appreciation of language and culture in a diverse world.

Human Diversity – one course

Students complete one Human Diversity (D) designate course to develop sensitivity towards the richness of cultures in the United States and worldwide in our increasingly interdependent global community.

Communication – 3 credits

Students practice the art of effective communication in all forms by completing 3 credits in a communication course other than COM 100 and COM 101.

Writing Enhanced – one course

Building upon skills learned in COM 101, students complete one Writing Enhanced (WE) designate course at the 200-level or higher, preferably in the major. This course provides scaffolding between COM 101 and Capstone writing experiences.

Individuals and Communities

History and Political Science – 3 credits

Students complete 3 credits from History or Political Science to cultivate analysis of societies, political systems, and cultures of all eras.

Social and Behavioral Sciences – 3 credits

Students develop problem-solving strategies in analyzing and gaining an understanding of human behavior and social interaction by completing 3 credits in Psychology, History, Political Science, Sociology, Social Sciences or Economics.

Community Service – 40 hours

Service and civic engagement is central to the mission of Alvernia University. Students complete 40 community service hours through credit-bearing service-learning courses, service trips and/or volunteer work. Community Service hours are pro-rated for transfer students based on the credits accepted in transfer.

Creative Expressions

Literature – 3 credits

Students complete 3 credits in any ENG or other designated LIT course to gain an appreciation of human expression manifested in literature.

Fine and Performing Arts – 3 credits

Promoting an awareness of creative process and creativity, students complete 3 credits in art, music or theatre courses other than FA 100.

ETHICAL LEADERS AND FOLLOWERS

6 CREDITS

Theology or Philosophy – 3 credits

Building upon the First-Year Core Curriculum, students advance their studies by completing one Theology or Philosophy course at the 200-400 level. THE 105 or PHI 105 is a prerequisite.

Ethics and Morality – 3 credits

Advancing the examination of ethical leadership and moral courage, students complete one 200-400 level Philosophy or Theology course designated Ethics (E). THE 105 or PHI 105 is a prerequisite.

CONCENTRATED PATHS OF KNOWLEDGE

Students continue their exploration of Enduring Questions and supplement study in their major by choosing from three paths of knowledge designed to integrate learning and promote problem-solving at more advanced levels.

Path 1: Interdisciplinary Study (IS)

Three courses, at least two from Liberal Arts disciplines, not the major, at the 200-400 level from the interdisciplinary minors of Women & Gender Studies, Digital Media or Community and Environmental Sustainability.

Path 2: Multidisciplinary Study (MS)

Three courses, at least two from Liberal Arts disciplines, not the major, at the 200-400 level employing multiple disciplinary perspectives to explore the Enduring Questions in one of the following themes: Cultural & Global Studies, Imagination & Creativity, Peace & Conflict, Poverty & Wealth or Sustainability, Science & Technology. Thematic courses are listed below.

Path 3: In-depth Disciplinary Study (DS)

Three courses at the 200-400 level in one Liberal Arts discipline other than one's major, guided by common ideas and methods of inquiry. Students choose from Art, Biology, Chemistry, Communication, Economics, English, History, Mathematics, Music, Philosophy, Political Science, Psychology, Sociology, Theology, Theatre and World Languages. This path may be used to give students a firm foundation in a discipline supporting their chosen major, or to pursue an interest in one of the Liberal Arts disciplines.

SENIOR CAPSTONE – one course

One capstone designated course (CAP), typically within the major. Designated Capstone courses will incorporate reflection on a student's academic journey through the SEARCH curriculum.

DESIGNATED COURSES searchable in SELF-SERVICE**D – Human Diversity**

Students complete one Human Diversity (D) designate course to develop sensitivity towards the richness of cultures in the United States and worldwide in our increasingly interdependent global community.

BH 411	Counseling Special Populations
BIO 232	Sustainable Communities: Santo Domingo
BUS 312	International Business I
BUS 412	International Business II
BUS 414	International Marketing
BUS 427	International Human Resource Management
COM 234	Intercultural Communication
CJ 216	Gender and the Criminal Justice System
CJ 218	Multicultural Issues in Criminal Justice
ENG 207	Contemporary Fiction and Drama
ENG 216	Women in Literature

ENG 309	World Literature
HCS 320	Healthcare Science & Cultural Competency
HIS 110	World Civilizations
HIS 230	Women's History
HIS 240	Topics in Global History
HIS 245	Topics in Native American History
MUS 222	Multicultural Music
MUS 322	World Music
MUS 331	Women in the Arts
NUR 312	Transcultural Nursing
NUR 318	Dev. Cultural Competency & Global Awareness
PHI 245	Eastern Philosophy and Religion
PHI 250	Feminist and Gender Theory
PSY 215	Multicultural Issues in Psychology
PSY 308	The Psychology of Gender
SM 210	Sport in Society
SOC 306	Racial and Cultural Relations
SOC 411	Sociology of Men and Women
SPA 151	Practical Spanish Conversation
SPA 311	Cultural Perspectives of Spain
SPA 312	Cultural Perspectives of Latin America
SPE 100	Intro to Exceptionalities in Children and Youth
SSC 201	Introduction to Cultural Anthropology
SSC 310	Cultural Geography I
SSC 311	Cultural Geography II
SSC 321	Global Society
SW 209	Death, Dying, and Bereavement
SW 231	Culturally Sensitive Human Service Practice
THE 225	Global Ethics
THE 245	Eastern Philosophy and Religion
THE 355	Franciscan Pilgrimage to Assisi and Rome

E – Ethics

Advancing the examination of ethical leadership and moral courage, students complete one 200-400 level Philosophy or Theology course designated Ethics (E).

PHI 200	Introduction to Ethics
PHI 205	Topics in Ethics
PHI 206	BioMedical Ethics
PHI 207	Ethics and Community Engagement
PHI 210	Professional Ethics
PHI 215	Environmental Philosophy
PHI 220	Law and Justice
THE 200	Christian Approach to Morality
THE 210	Medical Moral Theology

THE 225	Global Issues: The Gospel Perspective
THE 235	Topics in the Catholic Social Tradition:

CAP – Capstone

One capstone designated course (CAP), typically within the major.

AT 445	Senior Capstone I
AT 446	Senior Capstone II
BH 413	Special Issues Seminar
BUS 402	Auditing
BUS 438	Business Seminar
BUS 443	Compensation and Benefits
BUS 444	Marketing Research Seminar
BUS 450	Organizational Leadership
CJ 350	Professional Seminar in Criminal Justice
CJ 408	Agency Practicum
COL 400	Seminar in Liberal Studies
COM 480	Research Seminar
COM 481	Internship
ED 472	Student Teaching Seminar
ENG 406	Research Seminar
HCS 430	Healthcare Science Capstone
HIS 426	Research Seminar
MAT 415	Mathematics Seminar
NUR 408	Introduction to Research Methods
NUR 409	Leadership & Ethical Dimensions for Nursing Practice
NUR 417	Nursing Role Synthesis
OT 482	Occupational Therapy Fieldwork: Practicum I
OT 483	Occupational Therapy Fieldwork: Practicum II
POS 425	Research Seminar
PSY 408	Senior Seminar
PSY 422	Ethical & Professional Issues I
SCI 402	Seminar
SM 455	Sport Management Seminar
SW 407	Senior Field Education I Seminar
THR 434	Senior Production Workshop

WE – Writing Enhanced

AT 301	Advanced Athletic Training Procedures
BH 204	Theories of Counseling & Psychotherapy
BUS 438	Business Seminar
CHE 211	Organic Chemistry Laboratory II
CJ 220	Writing for the CJ Professional
COM 131	Writing for the Media

ED 270	ESL for Teachers
ENG 202	Critical Approaches to Literature
HCS 300	Writing for Healthcare Science
NUR 210	Intro to Nursing Practice: Roles & Responsibilities
OT 429	Writing for the Professional Occupational Therapist
PSY 230	Applications of Research
THE 350	Franciscan Studies
THR 356	Theater History II

Path 2 (MS) Course Lists:

Imagination and Creativity

What is creativity? How is imagination integral to the human experience? How can imagination and creativity be useful to people in professions outside of the arts? This IDT investigates these questions, exploring ideas like: what should the future be like, how is change possible, what is beauty, what is the role of arts in society?

ART 201	Drawing II
ART 208	Painting I
ART 209	Basic Photography
ART 215	Art: Prehistoric through Middle Ages
ART 217	Art: Renaissance to Present
ART 220	Ceramics
ART 251	3-D Design
ART 281	Graphic Design and Illustration
ART 307	Silkscreening
ART 308	Painting II
ART 309	Intermediate Photography
ART 319	Digital Photography
ART 340	Watercolor
BH 330	Crisis Intervention
BIO 203	Biosphere
BUS 309	Advertising and Promotion
BUS 431	Entrepreneurship
CHE 301 & 310	Physical Chemistry I & Lab
COM 244	Computer-Assisted Design
COM 251	Interpretation of Film
COM 261	Poetry Writing
COM 263	Fiction Writing
COM 332	Multi-media Design & Editing
COM 351	Script Writing and Play Writing
COM 352	Video Production
COM 353	Film Studies
COM 360	Writers Workshop

COM 452	Campus Show Television Production
CJ 422	Crisis Management
ED 302	Principles of Writing Instruction
ED 314	Teaching the Arts in Elementary School
ENG 203	Early American Poetry
ENG 204	Modern American Poetry
ENG 206	Modern British Poetry
HIS 307	Greco-Roman Civilization
HIS 308	American Revolution and Constitution
HIS 319	Late Antiquity and Early Medieval
HIS 349	The Age of Revolution (1610-1815)
MUS 224	Broadway Musicals
MUS 235	Harmony
MUS 331	Women in the Arts
PHI 235	Existentialism
PHI 240	Philosophy of Art and Beauty
PHI 245	Eastern Philosophy & Religion
PHI 310	Metaphysics
PHI 332	Mind, Brains and Computers
POS 212	Comparative Politics
POS 424	History of Political Thought
PSY 310	Experimental Psychology
SCI 406	Research I
THE 225	Global Issues: The Gospel Perspective
THE 245	Eastern Philosophy & Religion
THE 255	Santo Domingo
THE 300	Marriage and Sexuality
THE 350	Franciscan Studies
THE 364	Mysticism
THE 420	Worship and the Sacraments
THR 142	Creativity Workshop
THR 255	Intermediate Acting
THR 350	Directing for the Stage
THR 357	Behind the Curtain
THR 360	Advanced Acting/Directing

Cultural and Global Issues

As the world moves closer together through increased globalization, migration, and technological advancement, humans are recognizing the importance of the role of culture within all aspects of human existence. Cultural and Global issues include a diverse array of subjects, such as Religious Freedom, Political Ideologies, Education, Technology, Gender Equality, Cultural Diversity, Migration and Indigenous Peoples, Global Citizenship, Economic Interdependence, Languages and Intercultural Communication. By approaching these issues from an interdisciplinary perspective, the complexities of these

issues can be addressed in ways that yield well-informed solutions. Such an approach can also engender a critical mindset about the effects of cultural practices, norms and traditions; thus, we may be able to think more deeply about “who we are” and “where we have come from.”

BH 411	Counseling Special Populations
BH 413	Special issues seminar
BIO 203	Biosphere
BIO 230	Sustainability Principles & Practices
BIO 320	Ecology
BUS 293	Change Management
BUS 312	International Business I
BUS 412	International Business II
BUS 414	International Marketing
BUS 427	International Human Resource Management
BUS 445	Leadership Seminar
SM 210	Sport in Society
COM 234	Intercultural Communication
COM 422	Social Impact of Mass Media
CJ 216	Women and the Criminal Justice System
CJ 218	Multicultural Issues in Criminal Justice
ECON 352	History of Economic Thought
ECON 353	Economic Justice and Judeo-Christian Conscience
ECON 432	International Political Economy
ED 402	Professional and Legal Issues (1cr)
ED 472	Student Teaching Seminar (2cr)
ENG 207	Contemporary Fiction and Drama
ENG 216	Women in Literature
ENG 309	World Literature
SPE 100	Overview of Human Exceptionalities
HCS 320	Healthcare Science and Cultural Competency
HCS 400	Healthcare Systems and Policy
HCS 420	Current Issues in Healthcare Science
HIS 230	Women in History
HIS 240	Topics in Global History
HIS 245	Topics in Native American History
MUS 221	American Music
MUS 222	Multicultural Music
MUS 322	World Music
MUS 331	Women in the Arts
NUR 312	Transcultural Nursing
PHI 215	Environmental Philosophy
PHI 240	Philosophy of Art and Beauty
PHI 245	Eastern Philosophy & Religion
PHI 250	Feminist and Gender Theory

PHI 420	Social and Political Philosophy
POS 212	Comparative Politics
POS 225	Contemporary World Affairs
POS 331	Constitutional Law
POS 424	History of Political Thought
PSY 215	Multicultural Issues in Psychology
PSY 308	The Psychology of Gender
SPA 151	Practical Spanish Conversation
SPA	Any course 200-400
SSC 201	Intro to Cultural Anthropology
SSC 222	Intro to Geography
SSC 230	Economic Geography
SSC 310	Cultural Geography I
SSC 311	Cultural Geography II
SSC 321	Global Society
SW 301	Social Welfare
SW 347	International Community Development
SOC 212	Contemporary Social Problems
SOC 306	Racial and Cultural Relations
SOC 411	Sociology of Men and Women
THE 225	Global Issues
THE 245	Eastern Philosophy & Religion
THE 255	Santo Domingo
THE 355	Franciscan Pilgrimage to Assisi & Rome

Poverty and Wealth

What is a good society? What is fair? How should we treat each other? What is the best economic system? How do politics and societal norms impact perceptions of poverty and wealth? How do diverse cultures allocate resources differently? What is the relationship of wealth and conflict to conflict and cooperation? How does education impact socio-economic status? By reflecting upon these questions we, as human beings, are able to recognize what is most valuable in our lives and in our personal and societal interactions with others. The issues are also matter of social justice, which requires establishing systems of values, rights, and practices based upon fairness and equality.

BH 411	The Cultures of Addiction & Recovery
BIO 230	Sustainability Principles and Practices
BUS 293	Change Management
BUS 320	Labor Relations
COM 422	Social Impact of Mass Media
CJ 216	Gender in the Criminal Justice System
CJ 218	Multicultural Issues in Criminal Justice
CJ 285	Victimology
CJ 377	Juvenile Delinquency and Justice

CJ 379	Ethics in Criminal Justice
CJ 411	Domestic Violence
ECON 352	History of Economic Thought
ECON 353	Economic Justice & Judeo-Christian Conscience
ECON 432	International Political Economy
ED 402	Professional and Legal Issues (1cr)
ED 472	Student Teaching Seminar (2cr)
ENG 305	Early American Fiction Writing
ENG 306	Modern American Fiction Writing
ENG 307	The English Novel
ENG 309	World Literature
HCS 320	Healthcare Science and Cultural Competency
HCS 400	Healthcare Systems and Policy
HIS 323	The High and Late Middle Ages
HIS 349	Age of Revolutions
HIS 352	America's Industrial Revolution and the Age of Reform
HIS 364	America's Trial: The Depression through the Korean War
NUR 312	Transcultural Nursing
PHI 200	Introduction to Ethics
PHI 210	Professional Ethics
PHI 220	Ethics and Law
PHI 250	Feminist and Gender Theory
PHI 420	Social Political Philosophy
POS 221	American Political Parties
POS 424	History of Political Thought
PSY 215	Multicultural Issues in Psychology
PSY 308	The Psychology of Gender
PSY 405	Social Psychology
SM 210	Sport in Society
SOC 212	Contemporary Social Problems
SOC 306	Racial and Cultural Relations
SOC 401	Sociological Theory
SOC 411	Sociology of Men and Women
SSC 201	Introduction to Cultural Anthropology
SSC 230	Economic Geography
SSC 321	Global Society
SW 201	Introduction to Social Work
SW 231	Culturally Sensitive Human Services Practices
SW 301	Social Welfare
SW 302	Social Policy
SW 303	Human Behaviors/Social Environment I
SW 304	Human Behaviors/Social Environment II
THE 200	Christian Approach to Morality
THE 225	Global Issues: The Gospel Perspective
THE 255	Santo Domingo

Sustainability, Science and Technology

This theme asks questions about the role of science and technology in our world, particularly as they relate to our quest to achieve cultural, political, economic, and environmental sustainability. More than simply finding scientific solutions to issues like global warming, pollution, or urbanization, sustainability requires the ability to reflect on questions of equality and justice. Thus, some of the Enduring Questions around the issue of sustainability include: How can we allot a limited amount of global resources in ways that are equitable to all communities, both future and present? How do we simultaneously grow our economies while respecting the rights of indigenous peoples? Do businesses have a responsibility to be sustainable? What are our responsibilities as citizens of the global community?

ART 209	Basic Photography
AT 340	Organization & Administration of AT
AT 440	Pharmacology in Athletic Training
BH 201	Foundations of Addictions
BH 411	Counseling Special Populations
BIO 203	Biosphere
BIO 315	Forensic Medicine
COM 234	Intercultural Communications
COM 332	Multimedia Design and Editing
COM 340	Advertising Workshop
COM 420	Law & Ethics of Mass Communication
COM 422	Social Impact of Mass Media
ENG 207	Contemporary Fiction and Drama
HIS 349	The Age of Revolutions
HIS 352	America's Industrial Revolution & the Age of Reform
HIS 353	The European Century (1763-194)
LAS 500	Evolution of Scientific Thought
LAS 545	Science Concepts in Literature
LAS 638	Sustaining Our Environment
MAT 208	Introductory Statistics
MAT 209	Probability and Statistics
MAT 210	Inferential Statistic
NUR 405	Health Promotion in Families & Communities
PHI 210	Professional Ethics
PHI 215	Environmental Philosophy
PHI 220	Ethics and Law
PHI 250	Feminist and Gender Theory
PHI 420	Social and Political Philosophy
PHY 200	Physics I
SSC 310	Cultural Geography I

SSC 311	Cultural Geography II
SSC 321	Global Society
THE 210	Medical Moral Theology
THE 225	Global Issues: Gospel Perspective
THE 350	Franciscan Studies

Peace and Conflict

Individuals and communities are significantly impacted by their exposure to acts of violence and conflict. Understanding the underlying causes of violence is imperative to establishing more peaceful communities and providing solutions to conflict. Enduring questions about peace and conflict center around human nature, cause of war, and methods of peacemaking. What causes war? How can we limit acts of violence, and how should we respond to them? What has been the role of religion in conflict and in peacemaking? Can there be ‘rules’ or war? What are the lessons of history for future conflict resolution?

BH 202	Origins of Mental Illness
BIO 320	Ecology
BUS 320	Labor Relations
COM 213	Interpersonal Communication
COM 234	Intercultural Communication
COM 422	Social Impact of Mass Media
CJ 346	Terrorism
CJ 377	Juvenile Delinquency and Justice
CJ 411	Domestic Violence
ECON 353	Economic Justice & Judeo-Christian Conscience
ENG 303	Shakespeare: Tragedies & Romance
ENG 321	Ethics and Tragedy
HIS 281	Topics in Military History
HIS 303	20th Century World History
HIS 308	American Revolution & Constitution
HIS 334	Jacksonian and Ante-Bellum America
HIS 337	Early Modern Europe
HIS 344	The Era of the Civil War
HIS 349	The Age of Revolutions (1610 -1815)
HIS 364	America’s Trial
NUR 405	Health Promotion in Families & Communities
PHI 220	Philosophy of Law and Justice
PHI 250	Feminist and Gender Theory
PHI 335	Philosophy of Love and Friendship
PHI 420	Social and Political Philosophy
POS 212	Comparative Politics
POS 225	Contemporary World Affairs
POS 317	The Presidency
POS 408	American Foreign Policy

POS 424	History of Political Thought
PSY 220	Close Relationships
PSY 306	Group Dynamics
PSY 330	Crisis Management in Mental Health Field
PSY 405	Social Psychology
SOC 210	Sociology of the Family
SOC 212	Contemporary Social Problems
SOC 306	Racial and Cultural Relations
SSC 321	Global Society
SW 211	Intervention Strategies for Families
SW 302	Social Policy
THE 225	Global Issues: The Gospel Perspective
THE 300	Marriage and Sexuality
THE 350	Franciscan Studies

Applying for Graduation

Graduation Application Forms are available in the Registrar's Office. Seniors must submit the Graduation Application Form to the Registrar's Office as follows: October 1 for May Graduation; December 1 for summer graduation; and March 1 for December graduation. The advisor and department chair must sign the form and attach a copy of the completed major sheet. All students are encouraged to participate in Commencement exercises, which are held in May and December.

Community Service Requirement

Service and civic engagement has its roots deeply embedded in the foundation of Alvernia University and is central to the mission of our Catholic, Franciscan Institution. Service provides students the opportunity to use their gifts and talents to help those in need and to support local non-profit organizations. Additionally, service and civic engagement is an integral part of students' learning experiences, contributing to their intellectual, social, and spiritual growth and development and providing a framework for students' roles as members of local, regional, and global communities.

Alvernia students must complete service and civic engagement hours as part of the General Education Program. Associate degree students must complete 20 hours; baccalaureate degree students must complete 40 hours. Transfer students' service and civic engagement hours are based on the number of credits accepted

upon matriculation. Transfer students should consult with the Registrar or their faculty advisor for specific number of hours.

In collaboration with faculty, the Holleran Center uses the following criteria to guide decisions about the suitability of service opportunities; a) promotes the mission statement and core values of the university, b) advances students' intellectual, social, and spiritual growth, and c) augments the university's visibility in the community. Students can select a combination of opportunities and activities to achieve the total number of hours required:

1. An approved list of community partners;
2. Pre-approved non-profit organizations in a student's home community;
3. Credit-bearing service-learning courses offered by Alvernia University (successful completion of each course and its service-learning component achieves 15 service and civic engagement hours);
4. Academic year service trips and service retreats sponsored by Alvernia University or pre-approved through other institutions;
5. Alvernia University sponsored events that serve the greater Berks community (published by the Holleran Center);
6. Institutions not on the approved list but proposed by students and/or faculty, and approved by the Holleran Center on an individual case basis.

As with all curricular graduation requirements, the student may petition the Academic Standards Committee for a final determination in any dispute about service-hours. Upon completion of each community-service experience, the student will submit the approved form including a reflective piece to the Holleran Center to document hours served.

One of the following activities must be completed as a part of the requirement. Service hours done in pursuit of activities a through e count towards completion of the required 40 service hours. Activity 'f,' if chosen, would not provide hours towards the Service and Civic Engagement requirement.

- a. Participation in one of the following university-wide Days of Service: St. Francis Day, Martin Luther King, Jr. Day, or Earth Day. (4-6 hours)
- b. The completion of an approved Service-Learning Course (15 hours)
- c. Participation in an Alternative Break Trip. (40 hours)
- d. Participation in an Alvernia club or learning-living community that is expressly themed around service or community engagement. Examples include the CURE-sader Club, Alpha Phi Omega, or the Serving Reading Community. Clubs or communities must be officially sanctioned by the Office of University Life, and

- approved by the Holleran Center (various number of hours depending on activities undertaken by the club or community).
- e. The completion of a service project pre-approved in writing by the Holleran Center for Community Engagement. Projects must include work with an approved non-profit community partner and have reported community outcomes (various number of hours depending on project).
 - f. If a student is not able to complete one of the above activities, he or she may submit a 500+ word essay explaining the impact of service on the student's educational career and life ambitions. (Note-this essay does not provide hours towards the requirement.)

For a list of approved sites and guidelines refer to

<http://www.alvernia.edu/about/holleran-center/communityservice.html> or contact the Holleran Center.

Background Check Policy for Academic Programs

It is the policy of Alvernia University's academic programs to fully comply with Pennsylvania Laws related to criminal record and child abuse history clearances prior to entering any field/clinical educational setting that involves direct contact with children or older adults (defined as a person who is 60 years of age or older) and is associated with academic programs and/or service learning. Depending on the academic program, a repeated background check may be required prior to entering senior-level coursework.

Students in academic programs and/or service learning (if required by the facility) with convictions/charges documented on the background check reports will be advised on an individual basis. The student must understand and agree that Alvernia University may disclose the results of the background checks to the clinical/field facility where the student has sought to be placed. Certain types of clinical/field facilities have the right and/or responsibility to preclude students from the facility who have a history of criminal activity or child abuse.

Additionally, applicants to the **education** and pre-license **health** programs (nursing, occupational therapy and social work) must understand that in order to meet program outcomes they are obliged to directly work with children (education and nursing) and/or older adults (nursing, occupational therapy and social work). **There are no alternatives to meet program outcomes.** Such applicants/students with convictions/charges documented on the criminal or child abuse reports will be denied acceptance into courses with associated clinical/field practice and therefore cannot complete the applicable program of study. Such applicants/students will be advised of other academic study options

at Alvernia University. Convictions/charges documented on a PA Criminal Record Check report will be based on criteria outlined in Acts 169/13.

Many professions require further licensing or certification beyond a college degree and applicants may be denied employment in certain occupations for misdemeanors and felony convictions, including alcohol related offenses. Refer to the Pennsylvania Liquor Control Board for a complete listing of criminal violations related to licensure www.lcb.state.pa.us/edu/.

Academic programs will include written statements regarding background checks in their marketing and catalog documents. Students will be advised of the background check policy during the admission process prior to service learning (if required by the facility).

Specific laws affecting background checks and checking mechanisms:

PROCEDURES:

Students are responsible for obtaining the following clearances. The fees for the clearances are the responsibility of the students. A copy of the clearances will be maintained in the student's file.

1. Act 34 – PA State Police Criminal Record Check
2. Act 114 – FBI Clearance (fingerprint clearance through the Cogent System)
3. Act 151 – PA Child Abuse History Clearance
4. The decision to not allow enrollment in a nursing program clinical course based upon a positive criminal or child abuse record check may be appealed by the student. See Alvernia University Student Grievance Policy and Process.

Law	Description	Requirement	Mechanism of Checking
Older Adults Protective Services Act OAPSA Act 169 (1996) and Act 13 (1997) www.aging.state.pa.us	Affects employees/students in nursing homes, personal care homes, domiciliary care homes, adult daycare centers and home healthcare providers	Submit to a criminal record background check Report the suspected abuse of any person who is receiving care from the agency regardless of age	PA Criminal Record Check Students who have not been residents of PA for two consecutive years immediately preceding the date of application must also submit the FBI Criminal History Background Check via Cogent Systems (6-4-12 Department of Aging notification).

<p>PA Department of Public Welfare Child Protective Services Law</p> <p>Section 6344 Title 23 Pa. Chap. 63 Act 73</p> <p>www.dhs.state.pa.us</p>	<p>Affects any individual with a significant likelihood of regular contact with children in the form of care, guidance, supervision, or training.</p>	<p>Submit to PA Child Abuse History Clearance, PA Criminal Record Check, and FBI Criminal History Background Check</p>	<p>PA Child Abuse History Clearance Form (CY-113-UF)</p> <p>PA Criminal Record Check</p> <p>FBI Criminal History Background Check via Cogent Systems</p>
<p>PA Department of Education</p> <p>Act 34 (1985) amended by Act 114 (2006) (criminal background)</p> <p>Act 151 (child abuse)</p> <p>Section 111 of Public School Code and Chapter 8 of State Board of Education Regulations</p> <p>www.education.pa.gov</p>	<p>All student teachers participating in classroom teaching, internships, clinical, or field experiences; prospective employees of public private schools, vo-tech & intermediate units who have direct contact with children must provide a copy of PSP, FBI reports no more than 1 year old</p>	<p>Submit to PA Child Abuse History Clearance, PA Criminal Record Check, and FBI Criminal History Background Check</p>	<p>PA Child Abuse History Clearance Form (CY-113-UF)</p> <p>PA Criminal Record Check</p> <p>FBI Criminal History Background Check via Cogent Systems</p>
<p>PA Department of Education</p> <p>Background Checks (Act 114 and Act 24) Changes to Section 111 of School Code September 28, 2011</p> <p>www.education.pa.gov</p>	<p>Act 24 of 2011 contains a number of significant changes to the PA School Code that are designed to enhance the safety of school children. Section 111 applies to all student teachers participating in classroom teaching, internships, clinical, or field experiences; prospective employees of public and private schools, vo-tech, and intermediate units who have direct contact with children.</p>	<p>Required reporting within 72 hours of any arrest or conviction of an offense listed in Section 111e that has occurred after September 28, 2011.</p>	<p>PA Child Abuse History Clearance Form (CY-113-UF)</p> <p>PA Criminal Record Check</p> <p>FBI Criminal History Background Check via Cogent Systems</p> <p>PDE reporting form 6004</p>

APPLIED HEALTH

The Applied Health (AH) program leading to an Associate of Science degree is a cooperative degree program between The Reading Hospital School of Health Sciences (RH-SHS) and Alvernia University. In addition to the Associate of Science degree, graduates will receive a Diploma in Nursing from RH-SHS. The RH-SHS Diploma in Nursing Program is nationally accredited by the Accreditation Commission for Education in Nursing (ACEN) and approved by the Pennsylvania State Board of Nursing.

The Reading Hospital School of Health Sciences Mission Statement

The mission of The Reading Hospital School of Health Sciences is to provide educational programs that develop competent and compassionate professionals capable of providing high-quality healthcare services to individuals, families and communities.

Alvernia University's Applied Health Associate's Degree and The Reading Hospital School of Health Sciences Nursing Program prepares its graduates to:

- Practice as a professional nurse at an entry-level position in a variety of healthcare settings.
- Apply the theory derived from nursing and supportive disciplines to implement the nursing process to assist individuals and groups to meet their healthcare needs.
- Utilize effective communication to establish therapeutic relationships to meet the healthcare needs of individuals and groups within the community.
- Assist individuals and groups to achieve wellness through the use of health teaching.
- Provide nursing care in a responsible, accountable manner within the ethical and legal framework of nursing.
- Collaborate with healthcare professionals utilizing leadership and management theory to coordinate healthcare in a variety of settings.
- Assume accountability, self-direction, and commitment for professional growth through continuing education.
- Respond on a personal and professional level to changing healthcare issues of society by participating in community and professional activities and organizations.

Admission Requirements:

The AH program student admission is the responsibility and at the discretion of the RH-SHS. Admission standards meet and/or exceed Alvernia University's admission standards. Admission to the AH program is competitive and the selection of students will be based on personal composition, academic ability,

references, interview performance, aptitude tests, writing samples, and previous healthcare experiences. Refer to the RH-SHS Admission Office for details.

APPLIED HEALTH PROGRAM LEADING TO AN ASSOCIATE OF SCIENCE DEGREE

Minimum Credits:	89
Total AH Credits:	50
General Education/Core	39

Required AH Courses: AH 100, 101, 102, 200, 201

Related Requirements: The following are required as part of or in addition to the General Education/Core: BIO 107, 117, 108, 118, 216, 220, 410, PSY 101, 208, COM 101, THE 210, PHI 105, Culture and Language (COM 213 recommended), Creative Expressions (MUS 220 recommended).

COURSE DESCRIPTIONS

AH 100 12 credits

Foundations of Nursing Care

This course prepares the student to provide safe nursing care to an adult client by incorporating the concepts identified in the course. The concepts of comfort, elimination, grief/loss, mobility, nutrition, oxygenation, sensory perception, thermoregulation and tissue integrity are introduced. The interrelated concepts of communication/collaboration, advocacy, evidence-based practice, health promotion, informatics/technology, quality improvement, safety and teaching/learning are introduced and incorporated throughout the course. The concept of managing care provides the framework to meet the basic needs of the individual across the lifespan. Structured clinical and laboratory experiences enable the student to apply the basic knowledge and skills learned in the classroom. Co-requisite: AH 101.

AH 101 2 credits

Professional Nursing Communication

This course introduces the student to the concepts that provide the foundation for nursing practice. Professionalism and how it is applied to nursing is addressed. The image of nursing and its influence on the profession is presented. The student is introduced to the nurse's professional role of communicator. Information that enhances the development of self-awareness, non-judgmental acceptance of others, communication skills and collaboration skills will be presented. The impact of informatics on nursing care is explored. Co-requisite: AH 100.

AH 102 12 credits

Family/Individual Nursing

This course prepares the student to provide safe nursing care to clients across the lifespan by incorporating the concepts identified in the course. The concepts of Addiction, Cognition, Culture, Diversity, Individual, Family, Mood/affect and Stress/coping are introduced in the course. The concepts of comfort, elimination, grief/loss, mobility, nutrition, oxygenation, sensory perception, thermoregulation and tissue integrity are reinforced. The interrelated concepts of communication/collaboration, advocacy, evidence-based practice, health promotion, informatics/technology, quality improvement, safety and teaching/learning are incorporated throughout the course. The concept of managing care provides the framework to meet the basic needs of the individual across the lifespan. Structured clinical and laboratory experiences enable the student to apply the knowledge and skills learned in the classroom. Prerequisite: AH 101.

AH 200 12 credits

Acute Care/Complex Nursing

This course prepares the student to provide safe nursing care to adult clients by incorporating the concepts identified in the course. The concepts of Acid/base, Cellular Regulation, Fluid/Electrolytes, Inflammation, Metabolism and Perfusion are introduced in the course. All previously introduced concepts are reinforced. The interrelated concepts of communication/collaboration, advocacy, evidence-based practice, health promotion, informatics/technology, quality improvement, safety and teaching/learning are incorporated throughout the course. The concept of managing care provides the framework to meet the basic needs of the individual. Structured clinical and laboratory experiences enable the student to apply the knowledge and skills learned in the classroom. Prerequisite: AH 102.

AH 201 12 credits

Nursing Leadership/Critical Care

This course prepares the student to provide safe nursing care to adult clients with complex health issues, and to transition to the professional role by incorporating the concepts identified in the course. The concepts of Ethics, Health Policy, Healthcare System and Intracranial Regulation are introduced in the course. All previously introduced concepts are reinforced. The interrelated concepts of communication/collaboration, advocacy, evidence-based practice, health promotion, informatics/technology, quality improvement, safety and teaching/learning are incorporated throughout the course. The concept of managing care provides the framework to meet the basic needs of the individual. Structured clinical and laboratory experiences enable the student to apply the knowledge and skills learned in the classroom. Prerequisite: AH 200.

ART

Alvernia offers a minor in art that provides students with the foundation needed to perceive and uniquely express their knowledge about the world. The study of art prepares students for independent critical thinking and provides inspiration for personal creativity. Basic skills acquired relate to all areas of curriculum and professional endeavors, and a minor in art may be well suited to students majoring in communication, education, general studies, history, marketing, occupational therapy or psychology. Courses in digital art have been added to the program.

Art Minor Requirements: 21 credits
ART 101, 103, 251, and either 215 or 217.

Three courses from: ART 106, 201, 208, 209, 215 or 217, 281, 307, 308, 340, 390 (sculpture).

COURSE DESCRIPTIONS

ART 101 3 credits

Drawing I

Applied study of drawing with emphasis on foundational elements, composition, materials, processes and aesthetic perception.

ART 103 3 credits

Color and Design

Study of the elements and principles of design and experimentation in the physical, psychological and theoretical use of color as applied to two-dimensional design. Students will learn to conceptualize, visualize and organize original designs.

ART 105 3 credits

Art Appreciation

An introductory course in art where visual manifestations of ideas are studied from pre-historic times through the present. Students will explore the development of social, political, philosophical, and theological ideas as they relate to art. Does not satisfy the art minor.

ART 106 3 credits

Design and Crafts

This course will encourage students to broaden and develop their creative skills, with techniques used in such crafts as weaving, scratchboard, carving, printing, mosaics and clay. Emphasis will be on creative thinking and the technique of using various materials for final presentation.

ART 115 3 credits

Figure Drawing

This introductory course in figure drawing teaches the student visualization of the human figure through various expressive drawing techniques as students learn basic anatomy. Students will explore the human figure from abstraction of form to physical representation. Students learn observational skills to better understand proportion, movement, volume, mass, space, depth, format, composition, and balance relative to the human figure and basic anatomy. Students will work from a selection of nude models both male and female.

ART 122 3 credits

Intro to Digital Photography

A study of the history of photography as an art form. Includes hands-on introduction to the study of the creative process through the use of digital photography.

ART 124 3 credits

Digital Drawing

Introductory course combining a strong traditional drawing foundation with direct to digital content creation. Students use Adobe software, pen tablets, and digital capture along with paper and traditional media to develop their observation and drawing ability.

ART 130 3 credits

Intro to Digital Design

In this digital studio, students will use the latest version of software to explore practices that are explored on a two-dimensional plane or take place in the fourth-dimension. A wide range of creative assignments focus the student on the use of visual elements such as line, shape, form, value, color, and texture to be used to communicate graphic ideas all while learning the software.

ART 201 3 credits

Drawing II

Intermediate level course providing opportunities for further work in drawing with emphasis on achieving individual self-expression. Prerequisite: ART 101 or permission of instructor.

ART 208 3 credits

Painting I

An introductory course in painting using the traditional medium of oil. Basic studies in the formal and technical process of image arrangement and techniques are explored. Direct observation assignments and historical trends and painting methods are experienced. Students are encouraged to enroll if they have had some experience in drawing or two-dimensional design.

ART 209 3 credits

Basic Photography

Study of the creative process using photographic principles and techniques, including black and white darkroom procedures. 35mm camera with manual capabilities required.

ART 215 3 credits

Art: Prehistoric through Middle Ages

Chronological approach to historical development of painting, sculpture, and architecture from prehistoric times through Middle Ages. Form and content of social, religious, and philosophical references are studied.

ART 217 3 credits

Art: Renaissance to Present

Chronological approach to historical development of painting, sculpture, architecture and crafts from Renaissance to present. Form and content of social, religious, and philosophical references are studied.

ART 230 3 credits

Digital Painting

Introductory creative media arts course combining a strong traditional painting foundation with direct to digital content creation. Students use appropriate software, pen tablets, and digital image capture for rendering digital paintings and creating original 2-D content for print and screen.

ART 235 3 credits

Design with Type

This course introduces students to the principles of typography as a working media of visual communication. Student designs focus on the use of basic letter forms, the relationship between typographic and verbal language, the expressive characteristics of type, typographic layout, and conceptual thinking.

Prerequisite: Some experience with Adobe Illustrator and/or Photoshop programs.

ART 251 3 credits

3-D Design

Introduction to the concepts of 3-D design. Students construct 3-D models from conceptual drawings. Emphasis is on critical thinking, from conceptualization to final product presentation.

ART 281 3 credits

Graphic Design and Illustration

Introduces students to the techniques, software, and materials used in graphic design. Emphasis is on basic design principles, layout, type, and integrity of

image. These elements are used to produce final computer generated graphic solutions such as logos, flyers, ads and newsletters.

ART 307 3 credits

Silkscreening

Study of single and multiple screen-printing processes. Emphasis is on aesthetic values, as well as preparation, techniques, color division, procedures, and print editions. Prerequisite: One of the following: ART 101, 103, or permission of instructor.

ART 308 3 credits

Painting II

This course is designed to further acquaint each student with a higher level of knowledge and skills needed for development of personal imagery and style. Students will explore new methods and materials beyond those of the oil medium, which will facilitate a more personal vision. Students will also focus on a higher degree of technical and aesthetic quality. Prerequisite: ART 208 or permission of instructor.

ART 319 3 credits

Digital Photography

Students will learn the basics of digital photography and editing. A digital camera is required. Prerequisite: ART 209 or equivalent.

ART 340 3 credits

Watercolor

The elements and techniques of watercolor painting are applied to both exercises and creative endeavors. Objective, subjective and conceptual approaches will be integrated into the course of study. Prerequisite: One of the following: ART 101, ART 103, ART 208, or permission of instructor.

ATHLETIC TRAINING

According to the National Athletic Trainers' Association (NATA) a Certified Athletic Trainer (ATC) is a highly educated and skilled professional specializing in athletic healthcare. In cooperation with physicians and other allied health personnel, the athletic trainer functions as an integral member of the athletic healthcare team in secondary schools, colleges and universities, sports medicine clinics, professional sports programs, and other athletic healthcare settings.

The athletic training program is designed to prepare students to take the Board of Certification (BOC) exam. Students who fulfill the degree requirements are eligible to take the BOC exam. Once BOC certified, students are eligible to make application for Pennsylvania State certification. The athletic training program is accredited by CAATE (Commission on Accreditation of Athletic Training Education). The commission is located at: 2201 Double Creek Drive, Suite 5006, Round Rock, TX, (512) 733-9700.

The athletic training program at Alvernia University has a primary purpose of providing students with the intellectual and clinical foundation that will enable them to play an important role in the healthcare of athletes and others involved in physical activity. The athletic training program is committed to giving students the opportunities needed to develop the knowledge, skills and attitudes needed to become highly-qualified allied health professionals in the field of athletic training. Throughout the program, students will gain a breadth and depth of knowledge in the field of athletic training, as well as in the liberal arts. Students will also develop critical thinking skills, as well as gain an appreciation for the profession, and the role of the Certified Athletic Trainer.

Admission Requirements

Admission requirements of the university must be met before students are able to declare athletic training as their major. Upon completion of the criteria listed below, students must then apply for acceptance to the program (forms are available online at www.alvernia.edu/academics/professional-programs/athletic-training/index).

- Completion of at least 24 credits with a minimum GPA of 2.50. Courses must include AT 101, 113, 222; BIO 107, 108, 117, 118. (Department chair of the courses taken and program director of athletic training must approve comparable coursework for transfer students).
- Documentation of 50 directed observation clinical hours.
- Formal application and essay, two recommendation forms and a grade of "C" or better in all courses mentioned above.
- Approval of the faculty athletic training selection committee. Entry is limited on a space-available basis.
- Completion of technical standards

Selection criteria for admission into the Athletic Training program are available in the Athletic Training Office and in the Athletic Training Student Policies and Procedures Manual.

Selection criteria include the following (based on selection criteria utilized. A total of 12 points can be accumulated):

1. Overall GPA – Maximum of 4 points

GPA POINTS

3.5 to 4.0 = 4 points

3.0 to 3.49 = 3 points

2.5 to 2.99 = 2 points

(Under 2.5 GPA – Not eligible to apply to the program)

2. GPA for BIO 107, 108, 117, 118; AT 101, 113, 222 – Maximum of 4 points

GPA POINTS

3.5 to 4.0 = 4 points

3.0 to 3.49 = 3 points

2.5 to 2.99 = 2 points

2.0 to 2.49 = 1 point

3. Formal Application and Essay – Maximum of 2 points

Points are determined utilizing specific criteria located and available in the Athletic Training Office.

4. Two Recommendation Forms – Maximum of 2 points (1 point each)

Maximum score on each recommendation = 70

57 – 70 = 1 point

43 – 56 = .8 points

29 – 42 = .6 points

15 – 28 = .4 points

< 15 = .2 points

Admissions grievances: The Student Grievance Policy is included in the Undergraduate Student Handbook.

Acceptance in the program allows students to continue with the athletic training curriculum. Students admitted into the athletic training program must maintain a 2.5 cumulative GPA. Students falling below these levels are reviewed by the program director and placed on probation or possibly dismissed from the program.

When students are formally admitted into the athletic training program, they must meet the following requirements:

- Obtain a Pennsylvania Child Abuse History Clearance form (ACT 151), a Criminal History Record Check (ACT 34), and an FBI Criminal Clearance (ACT 114). All clearances are required upon acceptance into the program and must be renewed yearly. Clearances must be completed prior to beginning any clinical hours – clinical hours begin in the sophomore year. Students must also complete the Background Checks Notification form.
- Submit a completed health record to the Health & Wellness Center, and complete the Authorization to Release Medical Information form.
- Obtain specific immunizations, which include: a Two-step TB Test, Diphtheria/Tetanus Booster, Measles, Mumps and Rubella, and series of Hepatitis B vaccinations, and a Pneumococcal vaccine or waiver.
- Required yearly influenza vaccine or documented refusal.
- Obtain yearly Bloodborne Pathogens and OSHA training and complete the Communicable Disease Policy.
- Maintain current certification in CPR and First Aid.
- Provide transportation for clinical experience off-campus (public or private).
- Provide proof of current health insurance.

Sophomore Students

Must complete a minimum of 50 hours and a maximum of 75 hours as part of AT 250 and a minimum of 50 hours and a maximum of 75 hours in AT 251 working under the supervision of a Preceptor at Alvernia University.

Students entering their clinical rotations must:

- Provide transportation for clinical experience off-campus (public or private).
- Have a Pennsylvania Child Abuse History Clearance (Act 34), a Criminal History Check (Act 151) and an FBI Criminal History Check on file.
- Have a completed health record on file at the Health & Wellness Center.

Progression Policies

- Achievement of a “C” or better in each athletic training (AT) course. Students may repeat/delete only one athletic training (AT) course throughout the athletic training program.
- Students who receive a grade of less than a “C” in an athletic training course may not progress in athletic training courses for which that course is a prerequisite.

Transfer Students

Prospective transfer students are encouraged to view the athletic training program requirements. Consultation with the Admissions Department and the program director are required.

A student who transfers to Alvernia University with the intent to pursue the athletic training major must start in the Pre-Professional Phase of the major. In addition, the transfer student must complete at least one full semester in the Pre-Professional Phase to be eligible for acceptance into the Professional Phase. The student must complete the Professional Phase and all other requirements for graduation from Alvernia University.

Acceptance or non-acceptance of transfer courses to Alvernia University in place of the following courses will be at the discretion of the Alvernia University Registrar in consultation with the athletic training program director: any course that has the AT prefix, BIO 107, BIO 108, BIO 117, BIO 118, BIO 211, and BIO 216. Students seeking transfer credit for any of these courses may be asked to demonstrate the appropriate cognitive and psychomotor knowledge, skills, and abilities by passing a comprehensive exam. Should the Registrar and the program director determine that any athletic training courses/credits taken previously will not transfer, the prospective transfer student may be required to remediate the course work at Alvernia University. All courses at Alvernia University with the AT prefix that are 300-level or higher and the related clinical education experiences must be taken at Alvernia University. For more information regarding these requirements, please contact the program director.

ATHLETIC TRAINING

Major: 67 credits

AT 101, 113, 206, 209, 222, 250, 251, 301, 310, 311, 321, 340, 410, 411, 433, 440, 445, 446.

Related Areas: 30 credits

BIO 107, 108, 117, 118, 208, 211, 217; MAT 208; PSY 101, 208; THE 210.

COURSE DESCRIPTIONS

AT 101 3 credits

Introduction to Athletic Training

This course is intended to introduce students to the profession of athletic training and sports medicine; including history, function, career opportunities and professional standards of the national (NATA) and state (PATS) organizations, as well as the educational objectives of the athletic training major. Facilities where athletic training is practiced, types of clients treated, equipment used, and the various relationships with other healthcare professionals are discussed.

Students spend a minimum of 25 observational hours and a maximum of 30 observational hours with a preceptor at the university's facilities.

AT 113 3 credits

Emergency Response

Provides the knowledge, skills, and confidences to help a person who is a victim of injury or sudden illness. Students learn how to assess a person's condition and how to recognize and care for life-threatening emergencies. Students will also receive OSHA training in the handling of blood borne pathogens. Students spend a minimum of 25 observational hours and a maximum of 30 observational hours with a preceptor at the university's facilities.

AT 206 4 credits

Therapeutic Exercise

Study of the basic types of exercises applied in the treatment of disease and injury. Emphasis is on the teaching aspect of working with the physically active client. Introduction to the physiological effects of exercise and the basic principle of joint range of motion, manual muscle testing and functional activities. Use of mechanical exercise equipment is also taught, stressing safety during exercise, signs of over dosage and use of proper body mechanics. Correct and incorrect exercise procedures as well as indications and contraindications for different exercise are reviewed. Student will acquire skills in performing goniometric measurements. Three hours lecture and two hours lab.

Prerequisites: BIO 107, 108, 117, and 118.

AT 209 4 credits

Therapeutic Modalities and Treatment Techniques

Students are introduced to theory, application, and treatment of therapeutic modalities including: moist heat, cryotherapy, paraffin, infrared, ultraviolet, fluidotherapy, spinal traction, ultrasound, magnetic therapy, hydrotherapy, and diathermy. Indications, contraindications, and precautions are emphasized. This course provides the knowledge, skills and values that the entry-level certified athletic trainer must possess to plan, implement, document, and evaluate the efficacy of therapeutic modalities in the treatment of injuries and illnesses of athletes and others involved in physical activity. Three hours lecture and two hours lab. Prerequisites: BIO 107, 108, 117, and 118.

AT 222 4 credits

Care & Prevention of Athletic Injuries

Introduction to the concepts of injury prevention, recognition and management, as they relate to athletics. Integrates three hours lecture and two hours lab weekly. Prerequisite: permission of instructor.

AT 250 5 credits

Recognition and Evaluation of Athletic Injuries I

Students taking this course will be able to conduct thorough clinical injury/illness evaluation and determine the nature, type and severity of injuries for the basis of providing First Aid/Emergency Care, referring for medical diagnosis/treatment and follow up treatment. Major focus is on the upper extremities. A minimum of 50 and a maximum of 75 hours working with a preceptor at the university's facilities is required. This course requires three hours lecture and two hours lab. Prerequisite: formal admission to the AT program.

AT 251 5 credits

Recognition and Evaluation of Athletic Injuries II

Students taking this course will be able to conduct thorough clinical injury/illness evaluations and determine the nature, type and severity of injuries for the basis of providing First Aid/Emergency Care, referring for medical diagnosis/treatment and follow up treatment. Major focus is on the lower extremities. A minimum of 50 and a maximum of 75 hours working with a preceptor at the university's facilities is required. This course requires three hours lecture and two hours lab. Prerequisite: formal admission to the AT program.

AT 301 3 credits

Advanced Athletic Training Procedures

Advanced rehabilitation science procedures. Movement science focuses on a study of normal motor control and on movement abilities. This course discusses current applied neurosciences concepts to allow students to practice the application of motor learning principles to rehabilitation. The electro-therapy unit includes an in-depth discussion of electro-physiology, the instrumentation and application of various types of transcutaneous electrical stimulation. Integrates two hours lecture and two hours lab weekly. This course meets the Writing Enhanced requirement. Prerequisite: BIO 107, 108, 117, 118, 211.

AT 310 5 credits

Athletic Training Clinical I

Course includes both seminar and practical application. Students spend a minimum of 200 hours and maximum 320 hours working with a preceptor at the university's facilities or an affiliated site. Major focus is on lower extremities. Students spend 10 hours working with a physician in an orthopedic office setting. Prerequisite: AT 206, 209, 251 or permission of the Program Director.

AT 311 5 credits

Athletic Training Clinical II

Course includes both seminar and practical application. Students spend a minimum of 200 hours and maximum 320 hours working with a preceptor at the

university's facilities or at an affiliated site. Major focus is on upper extremities. Prerequisite: AT 310 or permission of Program Director.

AT 321 2 credits

Strength and Conditioning Techniques for Rehabilitation Professionals

Course includes a functional, scientific approach to the design of strength and conditioning programs. Includes testing protocols used for measuring fitness, body composition, posture, flexibility, muscular strength, power, speed, and endurance. General fitness, wellness, and sports nutrition concepts and dietary supplements will be discussed. Course includes 1 hour of lecture and 2 hours of lab weekly.

AT 340 3 credits

Organization and Administration of Athletic Training

Organization and administration of athletic training programs as identified by the National Athletic Trainers' Association, in the "Competencies in Athletic Training" document. Topics include licensing, continuing education requirements, record keeping, purchasing and maintenance of equipment and facilities, and policies and procedures for the operation of athletic training program. Practical experiences are interwoven throughout the course.

AT 410 5 credits

Athletic Training Clinical III

Course includes both seminar and practical application. Students spend a minimum of 200 hours and maximum 320 hours working with a preceptor at the university's facilities or an affiliated site. Major focus is on contact sports and general medical conditions and disabilities. Students spend a minimum of 10 observational hours and a maximum of 15 observational hours with a preceptor at a general medical facility. Prerequisite: AT 310 and 311, or permission of the Program Director.

AT 411 5 credits

Athletic Training Clinical IV

Course includes both seminar and practical application. Students spend a minimum of 200 hours and maximum 320 hours working with a preceptor at the university's facilities or an affiliated site. Major focus is on psychosocial intervention and counseling techniques. Prerequisite: AT 310 and 311, or permission of the Program Director.

AT 433 3 credits

Exercise Physiology

Study of the application of physiological principles of human performance to sports/exercise including theories and principles for improving performance. Examination of current literature and research. Focus on examples for athletic training and coaching application. Prerequisites: BIO 107, 108, 117, and 118.

AT 440 2 credits

Pharmacology in Athletic Training

Study of pharmacologic applications for injury/illness to athletes and the physically active. Includes indications, contraindications, interactions of medications, and relevant governing regulations.

AT 445 3 credits

Senior Capstone I

This course explores quantitative and qualitative research methodologies used in athletic training and evaluation of published research in the field. The capstone activity involves designing a research project and presenting it for Institutional Review Board approval. Basic format and organization issues are covered, along with how to identify a research topic, access resources, and write a literature review. Prerequisite: MAT 208 and senior status.

AT 446 3 credits

Senior Capstone II

This senior level capstone class involves the completion of a research project developed and designed in the previous course, AT 445. The student will carry out the research, analyze the data, and present the project. This course will cover content related to preparation for the BOC examination as well as professional development and responsibilities of the entry-level athletic trainer, including continuing education and ethical responsibilities. Prerequisite: AT 445.

BEHAVIORAL HEALTH

The behavioral health degree is one of the most versatile degrees found at the college or university level. It was established to provide a core of expertise for those individuals seeking administrative, counseling and casework positions in areas such as addiction studies, mental illness and child welfare. This unique yet expansive major is the outgrowth of community agencies needing to employ individuals with a broader base of expertise. This degree, with its different areas of concentration, is designed to build the professional competence needed to address today's various and complex issues.

Students who major in behavioral health will find their educational experience both enriching and enjoyable. Through the use of community-based adjunct faculty, "real-time" information and experience is presented to the student, allowing for lively classroom discussion and bringing to life traditional textbook material. Our faculty includes national educators and published professionals, as well as top-level administrators who are actively involved with changes occurring in behavioral healthcare. Students are able to complement their

classroom education with two field placements in licensed or state-approved programs, facilities and/or agencies. Such placements give the behavioral health major valuable exposure to the work environment prior to graduation.

Students intending to pursue a career as a licensed professional counselor will need to meet additional graduate and licensure requirements. At Alvernia University, students intending to continue into the Master of Arts in Clinical Counseling program are required to take PSY 101, PSY 250, and a statistics or research methods course.

Areas of Concentration:

Addiction Studies Concentration

Alvernia's degree focusing on addiction studies was one of the first of its kind in the United States. Students who pursue this concentration find the subject area extremely relevant, challenging and rewarding in their quest to understand one of society's major problems.

NOTE: All courses in the addiction studies concentration are approved as containing the content required by the Pennsylvania Certification Board (PCB). Students completing these requirements can contact the Certification Board for specific steps related to the certification process and the examination.

Mental Health Concentration

This area of concentration was established to provide a core of expertise and experience for students looking to find employment immediately after graduation in mental health clinics and centers. The concentration increases job readiness through its addiction studies component.

Child Welfare Concentration

This challenging yet rewarding area will provide students with essential knowledge to address the problem of child maltreatment. Abuse/neglect investigation, in-home services, out-of-home placement, adoption, and parenting education are just a few of the multiple employment opportunities that await graduates with this area of concentration.

Behavioral Health: 54 credits

BH 201, 202, 204, 230, 303, 305, 330, 404, 405, 406, 407; PSY 101.

A grade of "C" or higher is required in all BH courses. The behavioral health program also requires that students complete a Child Abuse Clearance, a PA Criminal Record Check and an FBI clearance including fingerprinting. Any arrest and/or conviction may/may not prohibit a BH student from participating in Practicum coursework, gaining future employment or continuing in graduate work toward licensure. Practicum-Specific Placement: Students will be required to complete two practicums within their area of concentration. Field placements

will occur at facilities that are licensed or approved by the State of Pennsylvania. These additional 12 credits (and experience) will be critical in defining the student's area of expertise (i.e., addiction studies, mental health, child welfare).

Choose any four courses within one of the following three concentrations:

Addiction Studies: BH 203, 220, 240, 304, 306, 400, 402, 411/413 (as appropriate), 414.

Mental Health: BH 203, 240, 300, 304, 306, 400, 402, 411/413 (as appropriate), 414.

Child Welfare: SW 201, 202, 301; CJ 101, 175, 272 or 274, BH 300, 402, 411/413 (as appropriate).

Related Area: 6 credits
PSY 208, 215

Minor: 21 credits
BH 201, 202, 203, 303, 330 and two approved electives from a specific area of concentration.

Certificate Program: 21 credits
BH 201, 202, 204, 303, 330 and two approved electives from a specific area of concentration.

COURSE DESCRIPTIONS

BH 102 3 credits

Substance Abuse and Society

An introductory course designed specifically for students not majoring in addiction studies. Offers a blend of information and exercises to assist the student in developing necessary skills for living in a world where alcohol, tobacco, medicines and other drugs are readily available. Involves a variety of individual and small group educational activities. Satisfies social science requirement.

BH 201 3 credits

Foundations of Addictions

Concepts from psychopharmacology, genetics, counseling theory, law, medicine, sociology, and other disciplines are applied to provide a basic understanding of the practical issues surrounding the prevention and treatment of substance abuse and dependence. This course, intended for behavioral health majors, also requires that student complete a Child Abuse Clearance, a PA Criminal Record Check, and an FBI clearance including fingerprinting. Any

arrest and/or conviction may or may not prohibit a BH student from participating in Practicum coursework and gaining future employment.

BH 202 3 credits

Origins of Mental Illness

This course will introduce students to the fundamentals of mental illness and psychiatric disorders. Particular emphasis will be placed on investigation of the etiological factors that cause mental illness, as well as the common protocols used in their treatment. Students will receive a comprehensive perspective on: anxiety disorders, mood disorders, disorders of childhood and adolescence, schizophrenia and other psychotic disorders, obsessive-compulsive disorders, and other disorders related to the field of mental health treatment.

BH 203 3 credits

Neuropharmacology

The primary goal of this course will be to educate students to the biochemical aspects of the human brain and the influence of chemicals within the brain. Students will become familiar with the neurological implications of drug abuse and its effects on brain function. This course will also focus on the most commonly utilized medications in the treatment of depression, psychosis, mania, schizophrenia, and other related psychiatric disorders. Prerequisite: 100 level Human Biology; BIO 109 preferred.

BH 204 3 credits

Theories of Counseling and Psychotherapy

Major theoretical counseling orientations are examined with an emphasis on how each of these theories applies to the treatment of addiction and mental health disorders. Theories and types of therapeutic approaches considered include: Freudian Theory, Person-Centered Theory, Gestalt Theory, Reality Therapy, Rational-Emotive Therapy and other cognitive behavior theoretical approaches. This course meets the Writing Enhanced requirement.

BH 220 3 credits

Prevention and Intervention Services

Introduction to the current prevention and intervention services that substance abuse professionals are providing within the contexts of schools, the criminal justice system and the general community. Specific services examined include: Driving Under the Influence (DUI) programs, programs for juvenile offenders and peer counseling programs.

BH 230 3 credits

Assessment and Evaluation

Students are introduced to the various instruments used in the assessment and evaluation of addiction and mental illness, and the interviewing skills that facilitate this process. Students will examine the components of clinical

reasoning that are utilized in determining the various levels of counseling and treatment interventions. Prerequisite: BH 201 and BH 202.

BH 240 3 credits

Addictive Behaviors

This course focuses on compulsive behaviors sometimes referred to as “the other addictions.” The origins and treatment of these behaviors will be examined from a biological, psychological, and spiritual perspective. Areas covered include love and dependent relationships, sexual addiction, workaholism, compulsive gambling and eating disorders.

BH 300 3 credits

Case Management

This course integrates case management theory and practice as it is applied to individuals, agencies, and communities. Students will learn about core case management components, and will gain valuable knowledge in the areas of assessing, planning, linking, monitoring, recording, and evaluating client care. Issues of diversity, community resources and the various arenas of case management will be explored. Actual case examples will be discussed and reviewed using a “best practices” model. Focus will be placed on the role of case management in mental health, child welfare and addiction treatment programs in Pennsylvania.

BH 303 3 credits

Counseling Techniques I

The basic elements of interpersonal communication such as attending, reflection of feeling, paraphrasing, summarizing, self-disclosure, and interpretation are emphasized. Various styles are also explored with regard to appropriateness of use with the various client populations.

BH 304 3 credits

Counseling Techniques II

Skills developed in Counseling Techniques I are built upon and applied to various behavioral health case studies. In addition, specific techniques such as relaxation training, assertiveness training and family intervention are introduced. Prerequisite: BH 303.

BH 305 3 credits

Group Counseling I

The dynamics of group interaction and the role of the group therapist are examined. Emphasis is placed on understanding the special demands on the group leader which are unique to group therapy with behavioral health clients.

BH 306 3 credits

Group Counseling II

Skills developed in Group Counseling I are expanded upon and further developed. Skills are applied in simulated group process. Participants co-lead simulated group sessions, review videotapes, critique and reflect on their performance and then revise performance. Prerequisite: BH 305.

BH 330 3 credits

Crisis Intervention

This course focuses on Crisis Theory, teaching the student how to more effectively identify and manage crisis situations; how to clearly and quickly recognize the behaviors which may precede certain crisis situations; and how to implement proven intervention techniques designed to deescalate volatile or potentially dangerous situations. An overview of voluntary and involuntary commitments will be presented, along with proven strategies for safely addressing these circumstances. Management of counselor stress and other legal and ethical issues will be discussed. Prerequisites: PSY 101, BH 201.

BH 400 3 credits

Marriage and Family Counseling

This course is designed to acquaint the student with the various theoretical schools of thought associated with family and family-systems counseling. The content will provide a review and practice of the basic techniques associated with family counseling. Students will be provided with various video examples of those techniques practiced by known experts in the field, and students will have an opportunity to practice the skills they are learning. Prerequisite: PSY 101, BH 201.

BH 402 3 credits

Management of Human Service Agencies

With a primary focus on the inner workings and structures of human service agencies, students will be afforded an opportunity to broaden their understanding of the administrative aspects of drug and alcohol, mental health, and child welfare services. Funding, federal and state regulations, licensing, credentialing, and the changing environment of managed care will be some of the primary issues addressed in this course.

BH 404 3 credits

Practicum Field Experience

The student will participate in a fieldwork site in a prevention/ intervention/ treatment setting in the area of behavioral health, consistent with the student's area of concentration (i.e. addiction, mental health, or child welfare) or in a generalist behavioral health practice. Field placements will occur at facilities that are licensed or approved by the Commonwealth of Pennsylvania. The fieldwork practicum promotes the integration of classroom and experiential

learning in the development of clinical reasoning, reflective practice and professionalism. This practicum is a 100-hour experience (3 credits). Ideally each 3-credit practicum experience will be taken in conjunction with another 3-credit practicum course, with the entire experience amounting to 6 credits or 200 hours. Prerequisite: 24 credits in BH.

BH 405 3 credits

Practicum Field Experience

The student will participate in a fieldwork site in a prevention/intervention/treatment setting in the area of behavioral health, consistent with the student's area of concentration (i.e. addiction, mental health, or child welfare) or generalist behavioral health practice. Field placements will occur at facilities that are licensed or approved by the Commonwealth of Pennsylvania. This fieldwork practicum promotes the integration of classroom and experiential learning in the development of clinical reasoning, reflective practice and professionalism. This practicum is a 100-hour experience (3 credits). Ideally, each 3-credit practicum experience will be taken in conjunction with another 3-credit practicum course, with the entire experience amounting to 6 credits or 200 hours. Prerequisite: 24 credits in BH.

BH 406 3 credits

Practicum Field Experience

This field practicum will require the student to choose a suitable and approved field placement site that is consistent with their area of concentration (i.e., addiction, mental health, or child welfare) or generalist behavioral health practice. Field placements will occur at facilities that are licensed or approved by the Commonwealth of Pennsylvania. This fieldwork practicum promotes the integration of classroom and experiential learning in the development of clinical reasoning, reflective practice and professionalism. This field practicum is a 100-hour experience (3 credits). Ideally, each 3-credit practicum experience will be taken in conjunction with another 3-credit practicum course, with the entire experience amounting to 6 credits or 200 hours. Prerequisite: 24 credits in BH.

BH 407 3 credits

Final Field Practicum

This final field practicum will require the student to choose a suitable and approved field placement site that is consistent with their area of concentration (i.e., addiction, mental health, or child welfare) or generalist behavioral health practice. Field placements will occur at facilities that are licensed or approved by the Commonwealth of Pennsylvania. This capstone fieldwork practicum promotes the integration of classroom and experiential learning in the development of clinical reasoning, reflective practice and professionalism. This field practicum is a 100-hour experience (3 credits). Ideally, each 3-credit practicum experience will be taken in conjunction with another 3-credit

practicum course, with the entire experience amounting to 6 credits or 200 hours. Prerequisite: 24 credits in BH.

BH 411 3 credits
Counseling Special Populations

Issues relevant to working with members of special populations are examined. Impact of group membership on individual identity is explored. In addition, special populations such as the disabled, adolescents, elderly, women, sexual minorities, ethnic groups, and various professional groups (such as physicians, clergy and lawyers) are considered. This course fulfills the human diversity graduation requirement.

BH 413 3 credits
Special Issues Seminar

This course will address current issues within the field of addictions and mental health treatment. Possible topics include: the role of gender and culture in therapeutic relationships, bereavement, HIV, adolescent issues, specialized testing, the “cultures” of addiction and recovery, family issues, life span issues related to behavioral health and program/outcomes assessment. These courses are offered to broaden the student’s experience, as well as assuring that advancements and changes have a mechanism to be addressed within the program structure. Course may be repeated for credit with different topics. *Depending on the issue(s) identified, this course can be utilized as an elective for one, two, or all three areas of concentration.*

BH 414 3 credits
Emotional and Behavioral Pathology

The goal of this course is to challenge the student to develop an in-depth and working knowledge of the Diagnostic and Statistical Manual (DSM) classification of mental disorders. Knowledge will be expanded from a prerequisite course Origins of Mental Illness and students will learn to utilize the current DSM to formulate multi-axial diagnostic impressions of mental disorders. The course emphasizes a focused and therapeutic approach to conducting diagnostic interviews and assessments while learning to identify and classify presenting psychiatric symptomatology and record their findings in a professionally acceptable format. Prerequisite: BH 202.

BIOLOGY

The biology program aims to develop, in students, an appreciation for and knowledge of the fundamental principles of biology necessary to prepare them for: professional schools, such as medical, dental and pharmaceutical science (See the LECOM Partnership below); medical laboratory science; graduate study and research; and those techniques used in teaching biological science at the secondary school level.

Biology: 80-89 credits

Core: 28 credits

BIO 103, 104, 221, 303/309, 304/311, SCI 402; either SCI 480 or SCI 406/407.

Related Area: 34-36 credits

CHE 104/110, 105/111, 107, 201/210, 202/211; PHY 200/201; MAT 209, 220, 230, 131 recommended.

Electives: 18-24 credits

BIO 115/116 or 107/117 & 108/118, 205, 208, 211, 216, 320, 405, 409, 410.

Students are encouraged to conduct an independent research project. Permission from the instructor is required.

Minor: 17 credits

A minor in biology consists of eight credits at the 100 level (either BIO 103 and 104 or BIO 107/117 and 108/118); at least three credits at the 200 level; and at least six credits at the 300/400 level.

An Environmental Biochemistry major and minor can be found under the Chemistry section of this catalog that provides an integrated experience for students interested in the chemistry, biology, and sustainability as it relates to the environment.

Doctor of Physical Therapy (DPT) Program:

The biology major can be followed as a 3+3 year curricular track leading to potential matriculation into the DPT Program in the senior year. That biology curricular track and the 8 semester plan for the 3+ 3 year curricular track are specifically detailed and differ from the 8 semester plans for the 4 year undergraduate major in biology. For further information about the accelerated 3+3 year biology/DPT Program curricular track, visit the Doctor of Physical Therapy Program homepage at <http://www.alvernia.edu/dpt> or contact the DPT Program Director, Dr. Christopher Wise, at christopher.wise@alvernia.edu.

Biology Secondary Education Certification

Secondary Education (7-12) Certification in Biology can be earned by Alvernia students who first complete their undergraduate degree in Biology and demonstrate content knowledge in this area on Pennsylvania's required Praxis exam in Biology. The following coursework is required and can be started as early as the undergraduate senior year, then completed as part of Alvernia University's post-baccalaureate program:

ED 203, ED 204, MED 505, MED 515, MED 545, MED 574, MED 615, MED 665, MED 670 and MED 672.

Biology Medical Laboratory Science

Emphasis: 72-73 credits

Alvernia offers an emphasis in medical technology as part of a Bachelor of Science degree program in biology or chemistry.

Major: 61-62 credits

BIO 103, 104, 107, 108, 117, 118, 221, 303, 409, 420, 421; 3-4 credits in biology elective.

Related Areas: 25 credits

CHE 104, 105, 107, 110, 111, 201, 202, 210, 211, 212; MAT 209.

Alvernia is in the process of seeking accreditation in Medical Laboratory Science from the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). This program will incorporate the didactic preparation and clinical experience in the areas of clinical chemistry, hematology and coagulation, immunology, immunohematology, clinical microbiology and body fluid analysis. Students will attend a clinical experience at an affiliated clinical laboratory. Upon successful completion of both the didactic and clinical components, students will be eligible to sit for the certification examination in Medical Laboratory Science offered by the American Society for Clinical Pathology (ASCP).

LECOM PARTNERSHIP

Alvernia University in partnership with LECOM offers an opportunity for students to enter in LECOM's School of Dental Medicine, the Pharmacy School and the Medical College after completion of their degree at Alvernia. Specific guidelines and requirements are available from the Chair of Science and Mathematics.

COURSE DESCRIPTIONS

BIO 102 4 credits

Fundamentals of Biology

Emphasizes important biological concepts and principles common to all living organisms. Topics include the cell, energetics, genetics, physiology, evolution, and ecology. Integrates laboratory and classroom work. Fulfills lab science

requirement for non-science majors. Cannot take BIO 102 and BIO 103 for credit.

BIO 103 4 credits

Principles of Biology

Provides a survey of important biological concepts and principles to all living organisms. Topics include prokaryotic and eukaryotic cells, energetic, comparative physiology, evolution and ecology. Integrates laboratory and classroom work. This course is limited to science majors, biology minors, and biology-secondary education majors.

BIO 104 4 credits

Zoology

Investigative survey of life processes common in animals. Gas exchange, internal transport, nervous and endocrine control, reproduction, and homeostatic mechanisms are major topics included. Integrates laboratory and classroom work. Prerequisite: BIO 103 or permission of the instructor.

BIO 107 3 credits

Human Anatomy and Physiology

Homeostatic mechanisms of the human body with emphasis on structure and function are studied. Gross and microscopic structures are correlated with function of cells, tissues, organs and systems of the body. Major topics include: skeletal, muscular and nervous systems. Three hours of lecture per week. Co-requisite: BIO 117.

BIO 108 3 credits

Human Anatomy and Physiology II

Emphasis is on structure and function of endocrine, cardiovascular, respiratory, lymphatic, digestive, urinary and reproductive systems. Gross and microscopic structures are correlated with functions of cells, tissues, organs and systems of the body. Three hours of lecture per week. Co-requisite: BIO 118.

BIO 109 3 credits

Human Biology

An introductory course with emphasis on human physiology and the role humans play in biosphere. Application of biological principles to practical human concerns are covered in one semester. Integrates laboratory and classroom work.

BIO 115 3 credits

Human Form and Function

A one semester survey of human anatomy and physiology. Discusses all the major organ systems with an emphasis on structure and function. Required for

biochemistry, forensic science, and biology-secondary education students. Available as an elective for biology majors.

BIO 116 1 credit

Human Form and Function Laboratory

Laboratory course accompanying BIO 115 Human Form and Function. Includes both gross and microscopic examination of cells, tissues and organs with a hands-on approach to further develop, reinforce and apply lecture concepts. Required for forensic and biochemistry majors.

BIO 117 1 credit

Human Anatomy & Physiology I Lab

Experimental approach to the study of human anatomy and physiology is used to reinforce lecture concepts. The exercises present the core elements of the subject matter in a hands-on manner. The labs are presented in the same time period the material is being discussed in lecture. One two-hour lab per week. Co-requisite: BIO 107.

BIO 118 1 credit

Human Anatomy & Physiology II Lab

Experimental approach to the study of human anatomy and physiology is used to reinforce lecture concepts. The exercises present the core elements of the subject matter in a hands-on manner. The labs are presented in the same time period the material is being discussed in lecture. One two-hour lab per week. Co-requisite: BIO 108.

BIO 203 3 credits

Biosphere

The course Biosphere studies humans and their interactions with their environment. Topics include ecological principles (the nature of nature), energy and natural resources issues, pollution problems, and threats to the Biodiversity of the planet. Specific consideration will be given to humanity's ability to alter and change nature from historical and current perspectives; and how we can learn to live in harmony with nature. Fulfills lab science in liberal arts core.

BIO 205 4 credits

Botany

Plant anatomy and vital physiological processes are examined. Water regulation, metabolism, growth and reproduction are covered, along with a polygenetic survey of the major plant groups. The importance of plants in the scheme of global ecology is considered. Integrates laboratory and classroom work.

BIO 208 3 credits

Neuroscience for Rehabilitation

Examine structure and functioning of the human nervous system through an integrated analysis of neuroanatomy, neurophysiology and neuropsychology. Emphasizes clinically relevant neuroscience concepts, focusing on application to patient rehabilitation and therapeutic approaches. Prerequisites: BIO 107/117, 108/118 (or co-requisites) or BIO 103, 104.

BIO 211 4 credits

Kinesiology

Study of interaction between muscular and skeletal systems to produce human movement. Student reviews the anatomy and physiology of muscular system and learns the biomechanical influence it has on skeletal system in order to affect joint movement. A study of normal gait and upright posture is also included. Three hours lecture and two hours lab weekly. Prerequisite: BIO 107/117 with a "C" or better.

BIO 216 3 credits

Nutrition

Overview of nutritional requirements of individuals in the healthful state as well as modification of those requirements during illness. Three hours of lecture per semester week. Does not fulfill the lab science core requirement.

BIO 217 3 credits

Principles of Sports Nutrition

An overview of the field of nutrition with emphasis on nutritional requirements, practices, and conditions specific to people engaged in athletic activities. Course intended for students enrolled in the athletic training program and designed to meet competencies published by the National Athletic Trainers; Association. Prerequisites: BIO 107 & 117, 108 & 118, or permission of the instructor.

BIO 220 4 credits

Clinical Microbiology

Study of the morphological and physiological nature of microorganisms and their relationship to humans in both the normal and diseased states. Emphasis on bacteriological techniques such as cultivation, staining, identification, and other techniques important in a clinical setting. Integrates laboratory and classroom work.

BIO 221 4 credits

General Microbiology

An integrated laboratory and classroom course which looks at both the morphological as well as the physiological nature of microorganisms and their relationship to both the normal and the diseased state in humans. Bacteriological techniques such as staining, identification and cultivation are emphasized.

Prerequisites include any one of the following: BIO 103, 104, 107/117, or permission of instructor.

BIO 230 3 credits

Sustainability Principles and Practices

As the opening course to the minor in community and environmental sustainability, students will be introduced to the theory, principles, and practices of sustainability. Approaching sustainability from a systems perspective, students will explore its interdisciplinary nature, including the environmental, social, economic, and cultural components of sustainability as they relate to creating sustainable communities. This course does *not* fulfill the lab science requirement of the general education core.

BIO 232 3 credits

Sustainable Communities: Santo Domingo

Explores awareness, advocacy, and stewardship of communities through cultural, economic and environmental sustainability projects. (Note: This course involves international travel, a course fee, and service learning activities.) This course fulfills the Human Diversity requirement.

BIO 303 3 credits

Genetics

Introduction to Mendelian and Molecular genetics, chromosome transmission during cell division, non-Mendelian Inheritance, variation in chromosome structure and number, DNA structure and replication, genetic linkage and mapping, genetic transfer, gene transcription and translation, gene mutation and repair, DNA technologies, evolution and cancer. Prerequisites: BIO 103 or instructor permission. Co-requisite: BIO 309.

BIO 304 3 credits

Cell Biology

This course covers major aspects of eukaryotic animal cell biology, with an emphasis on understanding the molecular processes that occur at the subcellular level. Topics include a review of basic cellular composition and fundamentals of metabolism, followed by more complex topics including regulation of eukaryotic gene expression, protein processing and transport, cytoskeleton structure and function, cell signaling, cell cycle regulation, cell death, stem cell biology and cancer. Includes a strong focus on experimental techniques and approaches that are used in modern cell and molecular biology research. Three hours of lecture per semester week. Prerequisites: BIO 103; CHE 105, 202. Co-requisite: BIO 311.

BIO 309 1 credit

Genetics Laboratory

Study of meiosis and mitosis, monohybrid and dihybrid Mendelian inheritance using plants and *Drosophila*, alcohol tolerance in *Drosophila*, DNA extraction, amplification and electrophoresis separation, DNA fingerprinting and Bacterial transformation experiments. Co-requisite BIO 303.

BIO 311 1 credit

Cell Biology Laboratory

This course provides an introduction to the laboratory methods and techniques employed in the study of mammalian cells in culture. Students experiment with *in vitro* cell culture techniques including cell quantitation, growth curve analysis, microscopy (phase contrast and fluorescence), cellular differentiation and gene expression analysis through participation in class projects that span the semester. These projects are designed to provide an experiential course-based research experience that highlights the types of experiments and techniques that are performed in the first of cell and molecular biology. Three hours of laboratory per semester week. Co-requisite: BIO 304.

BIO 315 3 credits

Forensic Medicine

Provides an understanding of the basic scientific, ethical and legal principles that are relevant to the practice of forensic medicine. Students will be exposed to post-mortem examination including issues related to dealing with bereaved relatives of a deceased person or victim of crime. An understanding of basic human anatomy and physiology is expected. Graphic photos and/or attendance at a forensic autopsy will be included. Prerequisites: BIO 115 and 116.

BIO 320 4 credits

Ecology

This 4-credit lecture/laboratory course examines the ecological and evolutionary basis of natural systems from a hierarchical perspective. The major topics covered include: population and community ecology, interactions in communities, and ecosystem functions. Prerequisites: BIO 103, 104 or permission of the instructor.

BIO 325 3 credits

Environmental Law & Policy

Development of sound public policy on environmental quality and sustainability depend greatly upon effective communication of biological and chemical principles and research to policy and lawmakers. This course is intended to provide students interested in environmental biology and chemistry with an overview of the current state of environmental law and policy, the processes involved in environmental law and policy development, and highlight emerging

issues, which will demand collaboration of biologists, chemists and policymakers for resolution. Does not fulfill lab science requirement.

BIO 330 2 credits

Biotechnology

Introduces students to some of the basic and classical research techniques that are used in the biological sciences and familiarizes them with some of the equipment that is routinely used. Prerequisites: BIO 103, 104 or 115; CHE 104, 105, 201 or permission of the instructor.

BIO 401 4 credits

Vertebrate Physiology

Provides an in depth look into how the body works. Course considers the molecular and physical principles guiding functions of the body. Focus is on understanding basic concepts and applying them to major vertebrate systems. Topics include: respiration, circulatory system, nervous system, urinary system, muscles and more. We will learn about how the body normally works by seeing how it functions after inadvertent experiments by nature-diseases. We will also consider how different species have adapted to their environments to solve the problems inherent to life on earth. Integrates laboratory and classroom work. Prerequisite: BIO 103.

BIO 405 3 credits

Pharmacology

Major concepts center around the physiological actions of drugs. Topics to be covered include the survey of major classes of drugs used in clinical therapeutics; prototype drugs developed for selected purposes; toxic interactions; and the physiological mechanism by which drugs produce their effects. Three hours of lecture per semester week. Prerequisites: 6 credits of biology or permission of instructor.

BIO 409 3 credits

Immunology

Introduction to fundamental concepts of immune response. Principles relating to clinical immunology are discussed in terms of underlying experimental studies. Immunologic reactions and ideas on the function of the immune system are explained. Three hours of lecture per semester week. Prerequisites: BIO 104, 304, and CHE 105, or permission of instructor.

BIO 410 3 credits

Pathophysiology

Effects of internal and external stressors on body functions are examined. Normal human physiological principles and homeostatic mechanisms are reviewed. Genetic and nutritional aspects are integrated into the discussion of

disease. Three hours of lecture per semester week. Prerequisites: BIO 107/117, 108/118 or permission of instructor.

BIO 420 16 credits

Medical Laboratory Science Clinical I

This course is a structured educational experience in a hospital facility consisting of lectures, conferences, enrichment experiences, reading assignments, examinations, unknowns and clinical laboratory rotations through the following departments: blood bank, chemistry, coagulation, hematology, microbiology, serology, urinalysis, and histology. Lab operations such as ethics, medical terminology, professionalism, cultural diversity, ergonomics, leadership, safety, management education and phlebotomy are integrated throughout the course. (Note: course is taught off campus at an affiliate School of Medical Terminology/Clinical Laboratory Science).

BIO 421 16 credits

Medical Laboratory Science Clinical II

This course is a structured educational experience in a hospital facility consisting of lectures, conferences, enrichment experiences, reading assignments, examinations, unknowns and clinical laboratory rotations through the following departments: blood bank, chemistry, coagulation, hematology, microbiology, serology, urinalysis, and histology. Lab operations such as ethics, medical terminology, professionalism, cultural diversity, ergonomics, leadership, safety, management education and phlebotomy are integrated throughout the course. As a capstone (including research component and public speaking component), students select a case study covering at least three lab departments and present to lab staff. Prerequisite: BIO 420 (Note: course is taught off campus at an affiliate School of Medical Terminology/Clinical Laboratory Science).

BIO 430 4 credits

Forensic Biology

This course will provide an overview of biology as it relates to forensics. Topics will include sources and analysis of biological evidence, serology, species identification, identification of biological fluids, blood group typing, DNA extraction, DNA amplification, and electrophoresis. Laboratory activities will reinforce the concepts taught in lecture and provide hands-on experience with techniques. Integrates laboratory and classroom work. Prerequisites: BIO 304/311, 303/309, CHE 202/211.

BIO 440 3 credits

Biodiversity

Biodiversity explores the origins, ecology, and richness of one of the earth's natural capital, from the level of biological species through ecosystems. The value and uses of nature's capital and their exploitation will be examined. The

course reviews conservation strategies to maintain biodiversity for future generations. This course provides students with the scientific literacy necessary to make informed decisions about topics such as species conservation, and ecosystem management. Prerequisites: BIO 103 & 104.

BUSINESS

The Business Department at Alvernia University embraces the Catholic, Franciscan tradition. Therefore, Alvernia's business programs examine the contemporary business world from both practical and ethical standpoints. The Alvernia University Business Department is committed to providing quality opportunities for students to obtain the necessary knowledge, skills, and advisement to become productive members of the business community. Opportunities are available for business majors to combine classroom learning with real-world knowledge through experiential learning opportunities and cooperative education internships. This broad-based approach prepares Alvernia business majors to succeed professionally by developing the supervisory and managerial skills necessary for career advancement. The Alvernia business faculty members have solid academic qualifications and years of business experience. They are aware of the latest trends and issues in the business world and incorporate these into class lectures.

Admission Requirements for Junior Level: Students will not be fully admitted into their respective business majors unless:

- They have an overall grade point average of 2.0 or higher (grades and credits from developmental courses are not considered) and
- They have completed 60 credits and have completed the following required courses with a minimum grade in each class of C: BUS 101, MAT core elective (MAT 110 suggested), MAT 208 or 209, BUS 206, and BUS 207

ACCREDITATION

Alvernia University's Business Department is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). For information explaining all of the benefits of earning a degree from an ACBSP accredited program, please visit www.acbsp.org or e-mail info@acbsp.org.

5 Year MBA (4+1)

Alvernia University offers a five-year business program that results in a Bachelor of Science degree and a Master of Business Administration degree. This unique program is designed specifically for traditional age students who would like to continue into a graduate program with no interruption from school.

Students who apply and declare an intention to continue into the MBA program are guaranteed a seat in the program as long as their GPA meets or exceeds a cumulative GPA of 3.0. If a student's GPA falls below a 3.0, the student will need to apply for admittance into the MBA program.

This program meets the 150 credit requirement for the CPA licensure exam.

1 year MBA

This program is for students who have obtained a bachelor's degree in business, but want to earn a Master of Business Administration degree prior to obtaining fulltime employment. It is designed in a traditional semester format providing students with little work experience an opportunity to succeed in advanced course work. This program meets the 150 credit requirement for the CPA licensure exam.

BACCALAUREATE DEGREE

Students obtain a Bachelor of Science degree in one of seven majors: accounting, finance, healthcare administration, human resources management, marketing, management, and sport management.

Required Business Core: 30-31 credits

BUS 101, either BUS 200 or 250, BUS 206, 207, 342, 410, 411, 426, and 438.

Mathematics: 6-7 credits, in addition to meeting the general education core requirement in math, students must complete: MAT 208 or 209.

Related Requirements: 6 credits: ECON 248 and 249.

Recommended: 3-12 credits

Cooperative Education BUS 441 and BUS 442

In addition to meeting the core requirements, the five majors have specific requirements as follows:

Accounting: 21 credits

Students prepare for careers in industry and/or public accounting and are encouraged to consider obtaining a Certified Management Accountant (CMA) or Certified Public Accountant (CPA) certification at the completion of their coursework. Students can satisfy the 150-hour CPA requirement, including the

required 36 hours in accounting, by completing appropriate additional undergraduate courses currently available in the business curriculum, or by earning an Alvernia MBA degree. All accounting courses selected for the 36 credit requirement, that are in addition to those required to earn an undergraduate accounting degree, shall be approved by the student's advisor in order to ensure compliance with CPA rules. Accounting is a dynamic field which provides a vast array of employment possibilities including specialties such as management accounting, cost accounting, tax accounting, financial analysis, small business planning, mergers & acquisition work, forensic accounting and auditing.

BUS 252, 253, 301, 304, 305, 400, 402

Finance: 21 credits

The Bachelor of Science degree in finance prepares you to pursue job opportunities in the areas of financial analysis, banking and insurance, other financial institutions, and investments. Careers in financial planning; a broker of stocks, bonds, and commodities; an insurance agent; a wealth management advisor, credit officer; a real estate agent; or a risk or financial project manager are possible. You may also seek employment in the corporate world or in federal agencies such as the Federal Reserve, Treasury Department, or the Internal Revenue Service.

BUS 205, 225, 227, 311, 312, 406, 412

Healthcare Administration: 21 credits

The Bachelor of Science degree in healthcare administrations prepares students to pursue job opportunities in the areas of hospital and nursing home administration, personal care home and assisted living managers, practice managers and health insurance employees. Careers in the healthcare field as an administrator, manager or health insurance claims manager are possible. You may also seek employment in the corporate world or in federal agencies in managing the requirements under the Health Care and Education Reconciliation Act of 2010 and the Patient Protection and Affordable Care Act of 2010.

HCS 200, 300, 330, 340, 400, 410, 430

Human Resource Management: 21 credits

Students develop an understanding of the components necessary to prepare for a career in human resource management including positions in training, recruitment, compensation management and benefit analysis. HR majors graduate with tools to develop and evaluate resources necessary to sustain a positive return of the people investment in an organization. Students are encouraged to join the nationally recognized Society for Human Resource Management (SHRM) Student Chapter on campus.

The Society for Human Resource Management (SHRM) confirms that curriculum taught at Alvernia University aligns with the recommended requirement for human resource degree programs as prescribed.

BUS 280, 320, 420, 427, 443; one of either BUS 305 or BUS 311 or CIS 311, and one of either BUS 350 or PSY 350 or BUS 322 or BUS 450.

Marketing: 21 credits

Students develop an understanding of consumer perceptions and the creation of an exchange of value between the consumer and an organization. This major prepares students to serve a valued marketer role in any organization. As students learn more about the field, coursework can be tailored to enhance career prospects in fields such as advertising, sales, product development, direct marketing, public relations, consumer products, sports marketing and marketing research.

BUS 208, 305 or 311, 309, 324, 414, 434, 444.

Related Requirement: COM 103 or 344 or 155.

Management: 21 credits

Students are motivated to develop management career potential and to be professional and community leaders. This major is designed to prepare the student for a variety of entry-level and mid-level management opportunities in small, mid-size, and large organizations in industry, government and service oriented fields. Working closely with an advisor, an enhanced curriculum allows a student to dual-major with other career areas such as accounting, marketing, human resource management and sport management.

BUS 280, BUS 305 or 311 or CIS 311; BUS 312; 320; 332; 431; and 450.

Sport Management: 21 credits

Students acquire an understanding of the role of sports in our society, the role of management in sports, and have opportunities to apply knowledge in a variety of practical experiences through coursework and the cooperative education internships. Students seeking careers in professional or collegiate sports, resorts, athletic clubs/facilities, retail sporting goods, public relations, activities programming, sales and marketing. Students are able to specialize in this curriculum rich in possibilities from other business majors.

BUS 208, 311 or 305; SM 201, 210, 310, 325, 455.

ASSOCIATE DEGREE

The business associate degree program provides a well-rounded curriculum for students who are interested in a two-year concentrated program. The curriculum also provides each student with an opportunity to continue their education to pursue a bachelor's degree in business applicable to any of the business core majors at Alvernia.

Total Associate Degree Program: 67 credits

General Education Core (24 credits): COM 101; COM elective (not used in major); Art, Music, Theater or Literature; Math (not MAT 100 or 208); Science; Social Science; Philosophy; Theology.

Major (42-43 credits): BUS 101, 200 or 250, 206, 207, 208, 280, 293, CIS 115, COM 103 or 131; ECON 110, 218, 248, and 249; MAT 208.

Fraud Examination Concentration

A concentration in fraud examination consists of courses necessary to provide the core competencies needed for students to excel in fraud examination and obtain the designation of Certified Fraud Examiner (CFE). The concentration prepares students to sit for the CFE Exam and is useful in many fields including accounting, human resources, management, criminal justice and insurance.

12 credits: BUS 101, 200 or 250 (prerequisite BUS 101), 205, and MBA 555 (prerequisite BUS 101 and BUS 200 or 250).

Business Minor: 21 credits

Students who major in another discipline may minor in business by earning 21 credits. Required courses for a business minor are: BUS 101, 200, 206, 207, 342, 410; ECON 248 or 249.

Master in Business Administration

The Master in Business Administration prepares students for leadership roles in both the for-profit and not-for-profit sectors. This program fosters the development of values and skills for managing human, financial and technological resources. Students experience a range of courses in management, finance, accounting, marketing, legal environment, management information systems and international business to prepare them for success in an increasingly dynamic and competitive business environment. Graduate Assistantship opportunities may be available for graduate students. For more information on these opportunities and the MBA program, contact the Graduate Center at 610-796-8228.

Current delivery formats include day MBA semester long program, an accelerated 7 week module program, and an online format providing flexibility for prospective students.

Course Descriptions

**500 and 600 level courses are for the MBA program. Core courses for this program are located in the Liberal Studies section of this catalog. See the Graduate Catalog for course descriptions.*

BUS 100 3 credits

Introduction to Business

Provides a foundation of business knowledge. Students are exposed to major facets of the business world that affect everyday decision making including: types of organizations, ethics, environmental impact, economics, management, marketing, and financial management. Enrollment is restricted to non-business majors and business majors with no more than six credits in business.

BUS 101 3 credits

Financial Accounting

Emphasizes conceptual framework of accounting to enable students to analyze transactions in terms of their effects upon the financial condition of a business. Topics include selection of appropriate journals and ledger accounts, preparation of financial statements, and the impact of accounting methods upon operations of a business.

BUS 200 3 credits

Managerial Accounting

The use of accounting data for managerial planning and control. Cost flows, cost-volume-profit analysis, capital budgeting, and pricing strategies are among the major topics included. Not for accounting majors. Prerequisite: BUS 101.

BUS 205 3 credits

Fraud Examination

Study of how and why occupational fraud is committed, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. In addition to covering the material in the textbook, the instructor or a guest lecturer presents at least one actual fraud case to the class. The sessions are interactive, with students working through the cases, developing investigative strategies, and seeking to prove how the fraud was committed.

BUS 206 3 credits

Management Principles

Provides an analysis of the traditional functions of management (i.e., planning, organizing, leading and controlling) with past, present and future application. Topics examined include quality issues, team-based approaches to work, organizational design and re-engineering efforts, motivational techniques, globalization, technology, diversity and ethics.

BUS 207 3 credits

Marketing Principles

An introduction to the basic functions of marketing and the marketing concept. Included topics of study are market analysis, consumer behavior, marketing research, the development of the marketing mix, and international and social marketing.

BUS 208 3 credits

Sales and Sales Management

An introduction to the sales process including prospecting, lead generation and qualification, sales presentation and closing skills. Sales management focuses on planning, organizing, staffing and supervision of the sales effort.

BUS 225 3 credits

Insurance and Risk Management

This course is designed to provide students with an understanding of personal and business risk and understand the tools used to mitigate such risks. Methods utilized to mitigate and manage risk will be evaluated including insurance, forecasting, access to insurance, government regulations, legal principles, annuities and operational procedures involved with risk transfer.

BUS 227 3 credits

Financial Services

This course is designed to provide students with an understanding of financial planning, process, and environment. The course provides the key factors necessary to understand the financial planning process including client/customer relations, ethics and practice standards, regulations, financial institutions, and special circumstances in finance.

BUS 250 3 credits

Accounting Principles

Builds upon and expands fundamental accounting principles covered in Bus 101. Use of corporate asset, debt and equity accounts, preparation and analysis of financial statements, and impact of cash flow are highlighted. Prerequisite: BUS 101.

BUS 252 3 credits

Intermediate Accounting I

Utilizes and expands the generally accepted accounting principles learned in BUS 101 and 250. Detailed analysis of accounting problems and related theories are included. Emphasis is placed upon acceptable accounting alternatives and their effects upon the preparation of financial statements. Prerequisite: BUS 250.

BUS 253 3 credits

Intermediate Accounting II

Provides further development of student's ability to apply generally accepted accounting principles to more detailed and complex business situations. Topics relating to asset management, current and contingent debt, long term investments, corporate debt and equity securities, earnings per share, statement of cash flows, and the impact of accounting methods upon statement preparations are emphasized. Prerequisite: BUS 252.

BUS 280 3 credits

Human Resource Management

The study of human resources in the management of the organization. Emphasis placed on understanding human resource planning, talent acquisition and talent management, total rewards management, and the human resource practitioner as a strategic partner. Impact of Human Resource Information Systems (HRIS), legislative issues, work design techniques discussed as well as other issues affecting human capital, including: Employee Assistance Plans (EAP), discipline and discharge practices. Prerequisite: BUS 206.

BUS 293 3 credits

Change Management

An analysis of both traditional and contemporary approaches to fundamental issues of change management including challenges of sustainability, social responsibility, and the global economic system. Emphasis will be placed on the multiple perspectives of change and the implementation of leading change. Focus will be on analysis of successes and failures of programs in large and small organizations as well as for profit and non-profit. Prerequisite: BUS 206.

BUS 301 3 credits

Advanced Accounting

Expands upon concepts learned in lower level accounting courses and presents major new areas for students to consider. Emphasis is placed upon business combinations, consolidated financial statements, and accounting for not-for-profit enterprises. Prerequisite: BUS 253.

BUS 304 3 credits

Federal Taxation

Covers basic theory and concepts of income taxation with emphasis on the application of the Internal Revenue Code to business and non-business activities of the individual. Prerequisite: BUS 250.

BUS 305 3 credits

Accounting Information Systems

Discussion of the design, implementation, and improvement of accounting systems while emphasizing the role technology plays in each phase. A systems approach to the gathering, processing, summarizing, and reporting of financial information is key. The implementation of internal controls is also stressed. General ledger, financial reporting, receivables, payables, inventory, and payroll are among the specific areas of application students experience through an automated accounting package. Prerequisite: BUS 101.

BUS 309 3 credits

Advertising and Promotion

In-depth study of factors that go into promotion and advertising campaigns. Students critically examine elements involved in planning, research, budgeting, public relations, media selection, creative concepts, message appeal, cost effectiveness, and legal constraints. Emphasis is placed on important role of promotion and advertising within the marketing context. Prerequisite: BUS 207 or permission of instructor.

BUS 311 3 credits

Principles of Management Information Systems

Examines the hardware and software components of information systems and the strategic uses of information. Topics include DSS (decision support systems), Executive Information Systems, AI (artificial intelligence), Expert Systems, and information ethics. The focus is on the Internet as an information tool and on E-commerce.

BUS 312 3 credits

International Business I

Examines the nature of international business within domestic, international and foreign environments. Financial, economic, socioeconomic, physical, political, sociocultural, legal, labor, competitive and distributive forces that have an impact on businesses are explored. Current trends shaping corporate strategies are analyzed. This course fulfills the human diversity graduation requirement.

BUS 314 3 credits

Retail Management

Focuses on successful merchandise management as it relates to the constraints of time, place, quantity, and price. The managerial issues emphasized are retailing structure, financial standing, credit and collections, account and expense control, layout and location, display, customer service and community relations. Prerequisite: BUS 207.

BUS 320 3 credits

Labor Relations

Provides analysis of labor relations process; history, development and structure of unions; impasse resolution; union security; and the role of business and government in wage determination. Student participation in a collective bargaining exercise is required. Prerequisite: BUS 280.

BUS 322 3 credits

Current Issues in Human Resource Management

Presents current changes and events in the human resource profession. Topics such as workplace violence and safety, workers compensation, human resource

information systems, current legislation, and ergonomics are discussed.

Prerequisite: BUS 280.

BUS 324 3 credits

Consumer Behavior

An examination of the decision-making processes of consumers and the social forces that influence consumer decisions with an emphasis on the implications of relevant theories and research findings upon the practice of marketing.

BUS 332 3 credits

Operations Management

Fundamental concepts, issues and techniques used to plan, analyze and control systems of production. Investigate operational problems in producing goods and services. Case analysis to include topics in making quality happen, logistics of planning production, managing inventories, dealing with capacity change, opportunities for vertical integration and operations strategy. Prerequisites: BUS 206; and MAT 208 or 209.

BUS 342 3 credits

Business Law

Deals with the meaning and functions of business law as applied to negotiable contracts, sales, agency employment, real property, insurance, labor, anti-trust law, consumer protection, and other legal issues such as international, environmental, privacy, tort and criminal law.

BUS 350 3 credits

Industrial and Organizational Psychology

Explores application of psychological principles and results of empirical research to the behavior of individuals in the workplace. Topics include organizational issues (e.g. work motivation, job attitudes, leadership, and organizational stress) and industrial issues (e.g. employee attraction, selection, placement, performance appraisal and feedback, and ergonomics). Intrinsic connection between science and practice is emphasized throughout the course. Prerequisite: PSY 101.

BUS 400 3 credits

Cost Accounting

Focuses on the collection and allocation of costs of materials, labor, and overhead. Emphasizes application and interpretation of cost data, analyses of job, process, activity-based and operations systems, the implementation of budgets and standards, the analysis of variances, and capital budgeting techniques. Prerequisite: BUS 250.

150

BUS 402 3 credits

Auditing

This course incorporates principles of accounting with auditing procedures and Generally Accepted Auditing Standards (GAAS). The impact of decisions by the SEC and the PCAOB on the auditing profession will be emphasized. The auditor's legal liability and responsibilities according to the Code of Professional Ethics established by the AICPA will also be reviewed and discussed. Prerequisite: BUS 301.

BUS 406 3 credits

Investment Analysis and Portfolio Management

This course is designed to provide students with an understanding of investment theory and valuation principles and practices. In addition, valuation principles and analysis of stocks, bonds and derivatives are included in the course. Finally, asset management techniques will be incorporated into the course. Prerequisite: BUS 227.

BUS 410 3 credits

Financial Markets

Provides in-depth analysis of financial markets and how those markets facilitate the flow of funds to accommodate the needs of individuals, corporations, governments and the global market. The purpose is to study and understand the roles of the financial intermediaries in the market and how they direct funds in an ethical business manner. Prerequisite: Econ 248 or 249.

BUS 411 3 credits

Corporate Finance

The role of the financial manager in the modern business organization is stressed. Topics include time value of money, financial analysis, risk analysis, financial forecasting, cost of capital, stock and bond valuation models, capital budgeting, investment decisions under conditions of uncertainty, long-term financial alternatives, and dividend policy. Prerequisite: BUS 200 or 250.

BUS 412 3 credits

International Business II

Focuses on how management deals with environmental forces in the global economy. Market assessment and analysis, export and import practices and procedures, global strategic planning, and technologically-driven changes will be analyzed. Emphasis is placed on diversified case studies. This course fulfills the human diversity graduation requirement. Prerequisite: BUS 312.

BUS 414 3 credits

International Marketing

Explore fundamental principles, theories and concepts of rapidly changing international markets. Strategic issues dealing with market entry, trade barriers,

foreign trade imbalance, environmental and legal differences, foreign competition, currency fluctuation, and their effects upon marketing decisions are analyzed. This course fulfills the human diversity graduation requirement.

Prerequisite: BUS 207.

BUS 420 3 credits

Employment Law

Approaches the study of labor and employment law through text case studies, leading court decisions and current events. Insight into the workplace legal environment is presented through interactive analysis. Multicultural and global legal employment trends are presented.

BUS 426 3 credits

Strategic Management

Study of development and implementation of strategic plans conceived by executive level management. Students integrate previously studied topics in the business core curriculum along with new information dealing specifically with strategic management. Utilization of in-depth case studies allows students to sharpen their skills of analysis and to develop coherent and comprehensive strategic plans. Prerequisite: BUS 200 or 250; Pre- or Co-requisite: BUS 411.

BUS 427 3 credits

International Human Resource Management

Explores the implications that the process of internationalization has on the activities and policies of human resource management. This course fulfills the human diversity graduation requirement.

BUS 431 3 credits

Entrepreneurship

Explores the challenges and opportunities experienced in starting and managing a small business. Emphasis is placed on the planning, financing, accounting, marketing, and management skills required to build a successful business enterprise. The importance of business innovation and specific management techniques will be explored. Prerequisites: BUS 200 or 250; and BUS 206.

BUS 434 3 credits

Marketing Management

A capstone course in the marketing curriculum that integrates previously presented principles and practices. The course is designed to develop an appreciation of the marketing executive's viewpoint which focuses on managing organizational resources to fully understand customer needs and wants; develop compelling offering of products and services; effectively communicate with targeted customers; capture and deliver optimal value. Detailed case studies and projects will be used to explore the application of marketing theory to practical

situations. Coursework will be oriented to consider profit-oriented, not-for-profit and public-sector organizations.

BUS 438 3 credits

Business Seminar

Emphasizes career goals and objectives while developing professional skills and self-presentation. Research into current developments in the business field, corporate culture, team building, networking, and business etiquette is explored. This course is the business capstone course. Prerequisite: junior or senior standing. Students must have successfully completed 30 credits at Alvernia. Students with over 3 years of full-time professional experience may substitute a business elective with the program director's approval. This course meets the Writing Enhanced requirement.

BUS 441 credits vary

Cooperative Education in Business I

Supervised learning experience that integrates theoretical coursework, career goals and objectives, and on-the-job work experience in the business field. Academic assignments supplement actual work experience. Maximum Cooperative credits for BUS 441 and BUS 442 are 9. Prerequisites: senior standing and 2.75 GPA. Special consideration may be given to outstanding juniors. Students must have successfully completed 30 credits at Alvernia, in which 15 must be in the business department.

BUS 442 credits vary

Cooperative Education in Business II

Extension of BUS 441 where the student continues on-the-job work experience in the business field through job expansion and job enrichment. Academic assignments supplement the actual work experience. Maximum Cooperative credits for BUS 441 and BUS 442 are 9. Prerequisites: BUS 441, senior standing and 2.75 GPA. Students must have successfully completed 30 credits at Alvernia, of which 15 credits must be in the business department.

BUS 443 3 credits

Compensation and Benefit Management

Applied examination of direct and indirect reward systems in organizations. Topics include job evaluation, wage surveys, incentives, pay equity, compensation and benefits strategy, benefit offerings, mandated benefits, benefit cost analysis and flexible benefit programs. Prerequisite: BUS 320.

BUS 444 3 credits

Marketing Research Seminar

Emphasizes principles of scientific methodology for marketing research. Topics include problem formulation, cost and research design, questionnaire construction, report preparation, data interpretation and reliability

measurements. Findings are used to formulate marketing strategies directed toward specific market segmentation. Prerequisite: BUS 207.

BUS 445 3 credits

Leadership Seminar

This course combines classroom instruction with practical experience via membership in one of our professional nationally affiliated organizations. Students will be expected to be active in one or more of these organizations and will be graded on specific projects/activities completed. This is an elective course for business and sport management majors only.

BUS 446 3 credits

Management Research Seminar

Capstone course in the management curriculum focusing on current problems and issues. Course takes an applied research approach through a thorough exploration of theoretical research issues and real-world business research. Required research paper is a major component of the course. Prerequisite: senior status or permission of instructor.

BUS 450 3 credits

Organizational Leadership, Governance and Accountability

Analyzes organizations in terms of structure, authority, culture, managerial philosophy and ethical scrutiny. Students learn theories of human perception, communication, motivation, organizational culture and change, and apply these theories to practice through research, experiential exercises and case studies.

BUS 492 3 credits

Essentials of Management and Marketing

This course is designed to provide undergraduate education students with a basic foundation to the traditional as well as the contemporary functions of management and marketing. Topics of study include the management process, quality issues, team-based approaches to work, globalization, the marketing mix, consumer behavior and social marketing, technology, diversity and ethics.

SM 201 3 credits

Introduction to Sport Management

Explores organizational and managerial foundations of sport management, leadership styles, governance bodies, international sport management, sport tourism, critical thinking, and career options in different sport environments. Ethical challenges and legal considerations in sport management are examined.

SM 210 3 credits

Sport in Society

Sport is examined through the paradigm of different cultures within the U.S.

and throughout the world and is discussed as a major social institution with power as a socializing agent and unifier of people. Complex social issues are analyzed through the forum of sport, forcing new and thought provoking ways of understanding the importance and value of different cultures within the interdependent global community. Cultural components explored include gender, race, ethnicity, religion, and class. Fulfills diversity requirement.

SM 310 3 credits

Facility and Event Management

Analyzes the management process required in designing, managing, and selecting sites for sport facilities. Focuses on event planning and management for sport and special events and explores the economic impact of sport facilities and events.

SM 325 3 credits

Sport Marketing, Promotions, and Fundraising

This course explores the marketing process and the promotional developments and strategies relative to the sport industry. Fundraising as essential to youth, interscholastic, and intercollegiate sport is discussed along with effective strategies to meet established financial goals. Prerequisite: BUS 207.

SM 441 6 credits

Cooperative Education in Sport Management

Supervised learning experience that integrates theoretical coursework, career goals and objectives, and on-the-job work experience in the sports management field. Academic assignments supplement actual work experience. Prerequisite: senior standing and a 2.75 GPA. Special consideration may be given to outstanding juniors. Students must have successfully completed 30 credits at Alvernia.

SM 455 3 credits

Sport Management Seminar

A capstone course in the sport management curriculum that integrates previously presented principles and practices. Students will complete a capstone project culminating in a paper and presentation. The student must develop and detail an organizational plan for an organization in the sport industry utilizing the foundational skills learned in the business core and sport management core. This project will incorporate the overall financial structure and management structure of the organization including a study of its leadership utilizing leadership theory. Prerequisite: senior status or permission of department chair.

CHEMISTRY / BIOCHEMISTRY / ENVIRONMENTAL BIOCHEMISTRY / FORENSIC SCIENCE

CHEMISTRY

Total Program: 66-72 credits

Programs of specialization in chemistry provide opportunities and guided experiences through which the student may be introduced to the basic knowledge and skills essential to pursue careers in industrial and governmental research, medical technology, teaching in secondary schools, professional careers, and attending graduate school in the various areas of chemistry.

Major: 43 credits

CHE 104/110, 105/111, 107, 201/210, 202/211, 212, 221, 301, 302, 310/311, 404; SCI 402; either SCI 408 or SCI 406/407.

Related area: 17-20 credits

PHY 200, 201; MAT 230, 231, 220, 131 recommended.

Electives 2 courses from: CHE 401/410, 403, 404, 405, 406; MAT 209, 332.

Chemistry Minor

A minor in chemistry shall consist of 18-20 credits earned by completing CHE 104, 107, 110, 201, 202, 210, and 2 courses in either CHE 212, 401, 403, 404. Determination is made with assistance of the academic advisor.

Chemistry Secondary Education Certification

Secondary Education (7-12) Certification in Chemistry can be earned by Alvernia students who first complete their undergraduate degree in Chemistry and demonstrate content knowledge in this area on Pennsylvania's required Praxis exam in Chemistry. The following coursework is required and can be started as early as the undergraduate senior year, then completed as part of Alvernia University's post-baccalaureate program:

ED 203, ED 204, MED 505, MED 515, MED 545, MED 574, MED 615, MED 665, MED 670 and MED 672.

BIOCHEMISTRY

Total Program: 80-84 credits

Biochemistry is specially designed as an interdisciplinary program for students with a strong interest in biology and chemistry. The program will prepare a biochemistry major to enter graduate school in chemistry, biochemistry, pharmacology or physiology; give adequate preparation for entering a

professional school of medicine, dentistry, or optometry; and prepare the student for industry in chemical or pharmaceutical areas.

Major: 34 credits

CHE 104/110, 105/111, 107, 201/210, 202/211, 301, 302, 310, 311, 401/410.

Select One:

- 6 credits of Internship (SCI 480)
- 6 credits of Research Sequence SCI 406 and 407.

Major Electives: select 1 course from: CHE 212, 221, 315; BIO 205,315, 405, 409; MAT 231.

Related Requirements: 41-46 credits

BIO 103, 115/116, 221, 303/309, 304/311, or 409; SCI 402; MAT 209, 220, 230 (MAT 131 recommended); PHY 200, 201.

LECOM PARTNERSHIP

Alvernia University in partnership with LECOM offers an opportunity for students to enter in LECOM's School of Dental Medicine, the Pharmacy School and the Medical College after completion of their degree at Alvernia. Specific guidelines and requirements are available from the Chair of Science and Mathematics.

Doctor of Physical Therapy (DPT) Program:

The biochemistry major can be followed as a 3+3 year curricular track leading to potential matriculation into the DPT Program in the senior year. That chemistry curricular track and the 8 semester plan for the 3+ 3 year curricular track are specifically detailed and differ from the 8 semester plans for the 4 year undergraduate major in chemistry. For further information about the accelerated 3+3 year chemistry/DPT Program curricular track, visit the Doctor of Physical Therapy Program homepage at <http://www.alvernia.edu/dpt> or contact the DPT Program Director, Dr. Christopher Wise, at christopher.wise@alvernia.edu.

ENVIRONMENTAL BIOCHEMISTRY

Total Program: 91-96 credits

The Environmental Biochemistry program offers an interdisciplinary major for students who are interested in Chemistry and the Biology of the earth's natural systems. This major also includes a sustainability component integrated throughout its curriculum. This major has students taking traditional biology, chemistry, physics and math along with courses in Environmental Chemistry, Environmental Toxicology, Biodiversity, and Environmental Law and Policy.

Major: 59 credits

CHE 104/110, 105/111, 107, 201/210, 202/211, 212, 221, 320, 430; BIO 103, 104, 221, 320, 440; SCI 402,

Select One:

- 6 credits of internship (SCI 480)
- 6 credits of research sequence (SCI 406 & 407)

Requirements: 32-37 credits

PHY 103, 200, 201; MAT 209, 230; BIO 203, 205, 230, 325. Recommended: MAT 131 (as needed) and CES 330 (optional)

Note: if CES 330 is taken, the Related Area for this program would fulfill the Community and Environmental Sustainability Minor with BIO 203, BIO 230, CES 330, BIO 205, BIO 320 and PHY 103.

Environmental Biochemistry Minor

BIO 103, 430; CHE 104/110, 430; One course from BIO 221, 320; CHE 212, 221.

FORENSIC SCIENCE**Total Program:** 93-96 credits

Forensic Science is specially designed as an interdisciplinary program for students with a strong interest in biology and chemistry. The program will prepare a forensic science major to work in a modern crime laboratory at local, regional, state and/or federal levels. Students may also pursue careers within the Drug Enforcement Administration, Food and Drug Administration, Environmental Protection Agency and Occupational Safety and Health Administration and attend graduate school.

Major: 71 credits

CHE 104/110, 105/111, 107, 201/210, 202/211, 212, 221, 230, 301/310, 315, 405; SCI 402; BIO 103, 115, 116, 303/309, 304/311, 315, 430; Select One: 6 credits of internship (SCI 480) or 6 credits of research sequence (SCI 406 and 407).

Select one:

- 6 credits of Internship (SCI 480)
- 6 credits of Research Sequence (SCI 406 and 407)

Related Area: 22-25 credits

PHY 200/201; MAT 209, 230 (MAT 131 recommended); PSY 101; PHI 200, 210 or 220.

Forensic Science Minor

Consists of 19-20 credits earned by completing CHE 104/110, 230, 405; BIO 103; one course from CHE 212, 221, 315; BIO 303/309, 304/311, 315.

COURSE DESCRIPTIONS

CHE 102 3 credits

Physical Science

Integrated course of chemistry physics and earth science with application and experiments to demonstrate the forces of nature and its environment. Three lecture hours per week. Open to non-science majors. Satisfies lab science requirement in General Ed.

CHE 103 4 credits

Science and Contemporary Society

Study of science in the context of social, political, economic and ethical issues. Focus is on understanding of air, global warming, energy, water, nuclear power, polymers, drugs, nutrition, and genetic engineering issues. Open to science and non-science majors. Integrates laboratory and classroom work.

CHE 104 3 credits

General Chemistry I

Study of basic principles and theories of chemistry including stoichiometry, atomic and molecular structures, the periodic law and its application, solutions, and gas laws. Problem solving is introduced. Three lecture hours per week. Reserved for majors in biology, biochemistry, clinical laboratory science, chemistry, forensic science, general science, environmental biochemistry, doctorate of physical therapy, athletic training, or permission of the instructor. Co-requisite: CHE 110 or 112.

CHE 105 3 credits

General Chemistry II

Introductory thermodynamics, kinetics, acid bases, chemical equilibrium, electro-chemistry and fundamental descriptive chemistry. Three hours lecture per week. Prerequisites: CHE 104, 110 or 112; Co-requisite: CHE 111.

CHE 106 3 credits

Fundamentals of Chemistry

Survey of basic concepts and principles related to general, organic and biochemistry. Open to science and non-science majors. Co-requisite: CHE 109.

CHE 107 1 credit

Laboratory Safety

Basic study of all laboratory safety rules and regulations including fire hazards, chemical toxicity, waste control, explosive chemicals, emergency procedures, protective equipment, and laboratory equipment hazards. Required: science majors.

CHE 109 1 credit

Fundamental Laboratory Techniques

Survey of basic laboratory skills, techniques, and safety with emphasis on applying theoretical ideas in practical situations involving chemistry in everyday life. Two hours of laboratory per week. Open to science and non-science majors. Co-requisite: CHE 106.

CHE 110 1 credit

General Chemistry Laboratory I

Laboratory techniques will be discussed and applied to the solution of typical chemical problems and the experimental nature of chemistry. Three hours of laboratory per week. Co-requisite: CHE 104.

CHE 111 1 credit

General Chemistry Laboratory II

Laboratory techniques emphasizing qualitative analysis. Three hours of laboratory per week. Prerequisites: CHE 104, 110 or 112; Co-requisite: CHE 105.

CHE 112 1 credit

Introduction to Forensic Lab

Survey of basic laboratory skills, techniques, and safety, with emphasis on analysis performed in a forensic laboratory. An investigation of physical evidence through the use of scientific procedures will be studied. Open to science and non-science majors. Co-requisite: CHE 104.

CHE 118 3 credits

Hands-on Science in the Elementary School

Through hands-on activities in the life, physical and earth sciences, elementary education students and teachers are given opportunities to acquire knowledge of science, increase their skills in using scientific processes, and develop positive attitudes toward science. Open only to elementary education majors.

CHE 201 3 credits

Organic Chemistry I

Study of fundamental principles of organic chemistry emphasizing topics involving structure, reactivity, bonding, stereochemistry, acids and bases,

electrophilic addition and nucleophilic substitution. Three hours lecture per week. Prerequisites: CHE 104, 105, 110 or 112, 111; Co-requisite: CHE 210.

CHE 202 3 credits

Organic Chemistry II

Study of functional groups, reaction mechanisms and problems in synthesis. Three hours lecture per week. This course meets the Writing Enhanced requirement. Prerequisites: CHE 201, 210; Co-requisite: CHE 211.

CHE 210 1 credit

Organic Chemistry Laboratory I

Study and practice in the basic techniques employed in an organic chemistry laboratory, including crystallization, melting point determination, extraction, chromatography, distillation and other techniques for the isolation and purification of organic compounds. Three hours of laboratory per week. Prerequisites: CHE 104, 110 or 112; 105, 111; Co-requisite: CHE 201.

CHE 211 1 credit

Organic Chemistry Laboratory II

Focus is placed on the chemical synthesis of organic compounds using routine reactions including nucleophilic substitution and elimination, Williamson ether synthesis, Aldol and Claisen condensations, aromatic substitution, and condensation polymerization. Three hours of laboratory per week. Prerequisites: CHE 201, 210. Co-requisite: CHE 202.

CHE 212 4 credits

Analytical Chemistry

Quantitative study of gravimetric and volumetric methods of analysis with emphasis on problem solving. Other topics will include a survey on the use of instrumental methods of analysis. Attention will be directed primarily to practical aspects of solving analytical problems. Integrates laboratory and classroom work. Prerequisites: CHE 104, 105, 110 or 112, 111.

CHE 221 4 credits

Instrumental Analysis

Introduction to modern methods of chemical analysis involving the analytical instrumentation routinely employed in chemical, pharmaceutical, biomedical and forensic science laboratories. Students will be introduced to UV-Vis, IR, GC-MS, AA, Raman, HPLC, and other types of instrumental analysis. This integrates laboratory and classroom work. Prerequisites: CHE 212.

CHE 230 4 credits

The Forensics Profession

This course will address the current state of the Forensics' Professional in the workplace. Topics include introduction to forensic science, the legal system,

courtroom testimony, ethics, quality assurance, profession practice, evidence (collection, processing, and identification), and a survey of forensic science. This does not fulfill the lab science requirement in the core.

CHE 301 3 credits

Physical Chemistry I

Study of properties of gases, laws of thermodynamics and thermochemistry. Three lecture hours per week. Prerequisites: CHE 104, 105, 110 or 112, 111. Co-requisite: CHE 310.

CHE 302 3 credits

Physical Chemistry II

Emphasis on reaction kinetics, solution properties, electrochemistry and macromolecules. Three hours lecture per week. Prerequisite: CHE 301. Co-requisite: CHE 311.

CHE 310 1 credit

Physical Chemistry I Laboratory

Experimental investigation of physical forces acting on matter and various chemical properties. Examination of thermodynamics, kinetics, viscosity, and other physical-chemical phenomena is performed. Prerequisites: CHE 105 and 111. Co-requisite: CHE 301.

CHE 311 1 credit

Physical Chemistry II Laboratory

A continuation of the experimental investigation of physical forces acting on matter and various chemical properties. Examination of spectroscopy, quantum mechanics, and other physical-chemical phenomena is performed. Prerequisites: CHE 301 and 310. Co-requisite: CHE 302.

CHE 315 3 credits

Forensic Toxicology

Provides a broad exposure and understanding of the field of modern forensic toxicology. Methods and concepts including pharmacokinetics, pharmacodynamics, human performance, post mortem, and forensics drug testing will be addressed. Prerequisites: CHE 212 and 221.

CHE 320 3 credits

Environmental Toxicology

Examines historical and recent toxicological issues facing our society. Topics will include a survey of the diverse chemical hazards encountered in the environment and a practical understanding of the complex effects on human health and the health of species occupying various ecosystems. Students will gain a basic understanding of the biochemical mechanisms for detoxifying xenobiotic compounds. Prerequisite: CHE 202.

CHE 401 3 credits

Biochemistry

Study of proteins, enzymes, carbohydrates, lipids and nucleic acids in relationship to biological and metabolic processes. Prerequisites: CHE 104, 105, 110 or 112, 111; 201, 210; 202, 211. Co-requisite: CHE 410.

CHE 402 2 credits

Seminar

Presentation/discussion of research papers prepared by students. Prescribed for seniors.

CHE 403 3 credits

Spectroscopic Methods of Analysis

Theoretical approach to spectroscopic methods of analysis involving infrared, nuclear magnetic resonance, ultraviolet and mass spectroscopy. Problem solving dealing with interpretation of data obtained from spectroscopic instruments will also be studied. Prerequisites: CHE 201, 210, 202, 211.

CHE 404 3 credits

Advanced Organic Chemistry

Current theories of organic chemistry, stereochemistry and reaction mechanism of organic compounds. Three lectures per week with discussions. Prerequisites: CHE 104, 105, 110 or 112, 111, 201, 210, 202, 211.

CHE 405 4 credits

Forensic Chemistry

A study of chemistry as it pertains to law. Focus is on the many facets of forensic science, such as drug analysis, toxicology, trace analysis, arson analysis, and DNA/serology. Numerous methods of analyses will be covered, including gas chromatography (GC), mass spectrometry (MS), high performance liquid chromatography (HPLC), thin layer chromatography (TLC), infrared spectrometry (IR) and ultraviolet/visible spectrometry (UV/Vis). Integrates laboratory and classroom work. Prerequisites: CHE 104, 105, 111, 112, 201, 202.

CHE 406 3 credits

Advanced Inorganic Chemistry

Study of the stereochemistry of the inorganic compounds and the oxidation states of individual elements, the coordination of compounds of the transition elements, and the theory of metal ligand bonding. Prerequisites: CHE 104, 105, 110 or 112, 111, 301, 302, 303.

CHE 410 1 credit

Biochemistry Laboratory

Advanced studies in the isolation, purification and characterization of proteins and nucleic acids. An introduction to separation techniques like chromatography, electrophoresis and the evaluation of enzyme activity is provided, as well as an exploration into the basic techniques employed for the isolation, purification and manipulation of DNA. Three hours of laboratory per week. Prerequisites: CHE 104, 105, 110 or 112, 111, 201, 202, 210, 211. Co-requisite: CHE 401.

CHE 420 16 credits

Medical Laboratory Science Clinical I

This course is a structured educational experience in a hospital facility consisting of lectures, conferences, enrichment experiences, reading assignments, examinations, unknowns and clinical laboratory rotations through the following departments: blood bank, chemistry, coagulation, hematology, microbiology, serology, urinalysis, and histology. Lab operations such as ethics, medical terminology, professionalism, cultural diversity, ergonomics, leadership, safety, management education and phlebotomy are integrated throughout the course. (Note: course is taught off campus at an affiliate School of Medical Terminology/Clinical Laboratory Science).

CHE 430 4 credits

Environmental Chemistry

Broadly focuses on issues of air, water and soil quality. Topics include SMOG, acid rain, Ozone and its depletion, indoor air pollution, and the greenhouse effect. Contamination of soil and ground water from industry and agriculture will be examined. The contribution of specific and inorganic chemicals to water pollution issues will be addressed, Integrates laboratory and classroom work. Prerequisite: CHE 221.

CHE 421 16 credits

Medical Laboratory Science Clinical II

This course is a structured educational experience in a hospital facility consisting of lectures, conferences, enrichment experiences, reading assignments, examinations, unknowns and clinical laboratory rotations through the following departments: blood bank, chemistry, coagulation, hematology, microbiology, serology, urinalysis, and histology. Lab operations such as ethics, medical terminology, professionalism, cultural diversity, ergonomics, leadership, safety, management education and phlebotomy are integrated throughout the course. As a capstone (including research component and public speaking component), students select a case study covering at least three lab departments and present to lab staff. Prerequisite: CHE 420 (Note: course is taught off campus at an affiliate School of Medical Terminology/Clinical Laboratory Science).

CHE 480 6 credits

Chemistry Internship

Student must participate in 200 hours or more of chemistry-related activities at an off-campus site under the supervision of an internship sponsor. Internships may be procured at any business, academic, government or non-profit agency willing to engage interns in meaningful work or research activities.

Prerequisites: junior status and a 2.5 GPA.

COLLEGE

Alvernia University offers courses that are college-wide in nature; some of which are required of all students in any major program and other courses that are recommended to all students.

COURSE DESCRIPTIONS

FYS 101 3 credits

First Year Seminar: Enduring Questions

Designed specifically for new college students and based around contemporary themes, First-Year Seminar (FYS) promotes academic success, personal development, interpersonal connections and awareness of current events. The course will introduce students to the expectations and values of an academic community, the Liberal Arts tradition, and to Alvernia's Franciscan mission and heritage. Preparing students for a successful transition to the university, FYS will teach students how to become active learners, strengthen their critical reading and thinking skills and develop an educational plan.

COL 400 1 credit

Liberal Studies Capstone

This culminating experience for the Liberal Studies major will be the development and maintenance of a portfolio that reflects the critical learning and content of the program of study and related independent learning experiences beyond the coursework. Included in the portfolio will be an introductory paper explaining the content and significance of each learning experience. Such items might include: scholarly or creative papers; written comments from professors on presentations or projects; research data and related conclusions regarding a relevant theory; journal entries delineating the time, effort, and reactions to any learning opportunity in the program. The portfolio will be reviewed by the advisor and defended in the presence of a panel of two professors from the relevant academic areas and the advisor.

COL 471 12 credits

The Washington Center Experience

Students spend a semester in Washington, D.C., interning in a Congressional office, government agency, non-profit institution, major corporation, newspaper network, or special interest group. Opportunities exist in: environment, women's issues, the arts, education, science, and labor relations, among others.

Participants should be juniors or seniors, have a 2.5 grade point average, and have approval of department under which credit is awarded. (If internship is interdisciplinary, credit is awarded for COL 471, as listed here; if internship is within an Alvernia discipline, credit is awarded under appropriate department.) Approval from the Provost is required for this internship.

COMMUNICATION

Communication is an extremely flexible and practical major that prepares students for a variety of careers. The Alvernia University communication program includes a broad spectrum of courses encompassing journalism, multimedia production, speech, film, theatre, plus functional and creative writing for various media applications. Communication majors pursue careers in journalism, public relations, event management, advertising, marketing, publishing, broadcasting, corporate communications and theatre. Courses are structured to strengthen problem-solving abilities and to develop writing skills for professional and personal use. The program also focuses on enhancing critical thinking, oral communication, clear organization and concise expression of ideas. Students are encouraged to develop practical experience in media-related fields through internships with local businesses, advertising agencies, and television and radio stations. Communication faculty members have professional experience in television reporting, print journalism, creative writing and theatre.

English and communication courses may be selected to fulfill the liberal arts core requirements; each of these courses requires a minimum of 2500 written words.

Major: 48 credits

Required of all majors: COM 103, 122, 131, 420; COM 480 or 481

Track requirements: 12 credits

Communication electives: 6 credits

English electives: 9 credits

Related electives: 6 credits

Communication majors must achieve a 2.5 GPA in their writing courses, successfully complete an EXCEL course (CIS 105 or CIS 115), and contribute to one of the university publications for at least one semester to graduate.

Majors must complete one of the six following tracks:

Corporate Communications: Four of the following: COM 213, 220, 240, 332, 342, 344, 362, 422

Related Electives: Business, Psychology. Two of the following: BUS 206, 280, 320; PSY 101, 306, 350, 405

Film, Culture and the Creative Arts: Four of the following: COM 250, 261, 263, 351, 352, 353, 360, and any 3-credit course in Theatre (COM 434 may be counted only once as fulfilling emphasis requirements).

Related Electives: Arts and Music: Two of any Art or Music course

Journalism: Four of the following: COM 251, 330, 332, 362, 422, 432*, 452*

Related Electives: History, Political Science, Social Science

Two of the following: Any History or Political Science course; SSC 222 (recommended) and SSC 321

Media Design and Production: Four courses from the following: COM 220, 251, 257, 332, 340, 342, 352, 362, 432*, 452*

Related Electives: Art, CIS. Two of any ART or CIS course

Public Relations and Advertising: Four of the following: COM 213, 257, 220, 240, 332, 340, 342, 362, 422

Related Electives: Business, Psychology, Art. Two of the following: BUS 207, 208, 309, 314; PSY 101, 405; ART 103, 209, 281, 309

Theatre Studies: In major requirements COM 103 may be substituted with COM 155. COM 434 may substitute for COM 480 or 481. Also, COM 255, 350, 355, 404

Communication Electives: Two from the following: COM 213, 250, 351.

English Electives: Three of the following: ENG 207, 213, 302, 303, 321.

Related Electives: One from the following: ART 101, 103, 105, 215, 217. One from the following: MUS 121, 135, 222, 224, 331, 333. Students are advised to enroll in 4 credits of COM 134.

**course may be counted only once as fulfilling emphasis requirements.*

Communication Minor: 18 credits

Credits in communication and/or English with a maximum of 6 in English and a maximum of 6 in Internship; COM 100 and 101 do not count toward the minor.

Seniors may not register for a 100 level English or communication course without the permission of the Department Chair.

COURSE DESCRIPTIONS

COM 100 3 credits

Fundamentals of Communication

Course focuses on the fundamental processes of reading and writing that are essential to communication. Students develop critical reading skills that can be applied to all content areas and review the fundamental principles of rhetoric, grammar, punctuation, capitalization, and spelling. Course carries transcript credit only; the qualified student, however, may petition for graduation credits following completion of the course. This course cannot substitute for COM 101, nor can it fulfill the core requirement in communication. It should be used as an elective only after consultation with the academic advisor and the English/communication chairperson.

COM 101 3 credits

Composition and Research

This course is an introduction to the critical thinking, reading, researching and writing skills that a student will encounter in an academic setting. Students will learn to develop their own ideas and respond to the ideas of others. Students will write essays in a variety of academic modes: exposition, analysis, argumentation and research. Students will learn both APA and MLA citation styles. Course is available only after placement by departmental faculty. Students must achieve "C" or better to fulfill core requirements.

COM 103 3 credits

Fundamentals of Speech

Basic course in the development of communication attitudes and skills with a view to enabling the student to feel comfortable and competent in public speaking ventures. Includes exercises in the oral interpretation of literature; the organization, delivery, and evaluation of various types of speeches; and participation in panels or symposiums.

COM 122 3 credits

Mass Media Theory and Application

Introduction to interrelationships between contemporary American life and communication media. Includes a survey of basic theories, models, and practices of mass communication.

COM 131 3 credits

Writing for the Media

Introduction to writing styles and format requirements necessary to write for various American media. Emphasis on process of gathering and writing news for

print and broadcast media. This course meets the Writing Enhanced requirement.

COM 132 1 credit

Journalism Workshop

Workshop where students write for the university newspaper, the *Alvernian*, and are responsible for production assignments. May be repeated.

COM 134 1 credit

Theatre Workshop

An overview of the various elements that make up the art of the theater. Students participate in the Alvernia University Theatre Ensemble (ACTE) and are responsible for production assignments. May be repeated for credit. Cross-listed with THR 134.

COM 142 3 credits

Creativity Workshop

The course explores the art of creativity in various fields of study. Through exercises, discussions, and research, students will learn the many tools and techniques for expressing creativity in their own field of study. Cross-listed with THR 142.

COM 150 3 credits

Introduction to Theatre

A brief, but comprehensive introductory view of the theatre examining all elements that make it a lively art. Cross-listed with THR 150.

COM 155 3 credits

Introduction to Acting

Principles of basic acting technique-given circumstances, tasks, facets of embodying and experiencing the portrayal of a character. Some attention given to physical and vocal characterizations. Cross-listed with THR 155.

COM 156 3 credits

Theatrical Production and Design

This class is designed to give students an introduction to crafting scenery and to basic principles of scenery and lighting design. Cross-listed with THR 156.

COM 170 3 credits

ESL Learners

This course is designed to offer non-native English speakers opportunities for individualized conferencing and one-on-one instruction, both of which can lead to a greater mastery of writing at the college level.

COM 212 3 credits

Grammar Studies

Study of various linguistic theories incorporated with practical application of rules of English syntax and usage. Designed primarily for elementary and secondary English education majors; recommended for English majors and minors. Suggested for all who wish to base improvement in their writing upon sound mechanics and effective rhetorical strategies. Prerequisite: COM 101.

COM 213 3 credits

Interpersonal Communication

An introductory survey of basic theories, models, and practices of interpersonal communication. Students learn interpersonal communication principles, sharpen awareness of own and others' personal communication habits, and ultimately improve interpersonal communication skills.

COM 220 3 credits

Event Planning

This course introduces students to special event planning processes and techniques. Emphasis is on creating, organizing, identifying sponsors, marketing and implementing community and business events.

COM 234 3 credits

Intercultural Communication

This course is designed to provide a survey of intercultural communication theory and practice and to develop a better understanding of human interactions in global contexts. The relationship between the culture, behavior, and communication of individuals and groups, both internationally and nationally, will be studied. Students will analyze and research how intercultural communication factors affect the way business, services, and communication are handled in various settings. Course fulfills diversity requirement.

COM 240 3 credits

Public Relations

A study of principles and applications of public relations in contemporary society. The course will include an overview of the relationship between the public relations practitioner and both internal and external publics. Topics include media relations, publications, crisis management, and the development of public relations plans/campaigns.

COM 244 3 credits

Computer-Assisted Design

A course in computer-assisted design such as AutoCAD and other design programs with a particular emphasis on their use in theatre.

COM 250 3 credits

Interpretation of Film

Critical approach to analyzing film and its significance in contemporary society.

COM 251 3 credits

Broadcasting and Electronic Media

Overview of contemporary broadcasting and electronic media with an emphasis on television. Students study the history of broadcasting, development of technology, as well as the business and administrative aspects surrounding broadcast media. Students apply their textbook learning in an actual broadcast facility. At the facility, students produce video assignments such as PSAs (public service announcements) for non-profit organizations. Most of the sessions are held at a local broadcast facility.

COM 255 3 credits

Intermediate Acting

Intermediate instruction in techniques for character development including improvisation. Also an introduction to acting styles and acting in verse plays. Cross-listed with THR 255.

COM 257 3 credits

Communications in the Cloud

The course explores the concept of "the cloud," the use of computing resources that are delivered as a service over a network (especially the Internet). In particular, this course addresses how the cloud is the backbone of social media and how the cloud facilitates business communication and collaboration. Technologies studied range from smartphones to tablets to virtualization to cloud services such as storage and telepresence. Social and ethical impact of cloud technology trends are discussed and debated.

COM 261 3 credits

Poetry Writing

Workshop in which principle forms of poetry are studied, with emphasis on developing student's own ability to write poems.

COM 263 3 credits

Fiction Writing

Study of fiction styles/techniques aimed at developing student's ability to write fiction.

COM 310 1 credit

Tutoring and Teaching Writing

This course provides a theoretical and pedagogical framework for writing instruction. Students will conduct research as it relates to writing in their own disciplines and learn best practices for communicating in small groups or one-

on-one settings. All students enrolled in this course are eligible to apply to work in the Writing & Learning Center or work as a Writing Mentor. Participation in the course does not guarantee employment. Course is required for all English/secondary education majors and recommended that these students enroll in the fall semester; permission from instructor(s) required for all other students. Course may be repeated for credit.

COM 330 3 credits

News and Feature Writing

Thorough study of news writing techniques; emphasis on development of feature stories, investigative pieces, and multi-source news articles for a variety of media.

COM 332 3 credits

Multimedia Design and Editing

Designed to introduce students to the processes involved in planning, designing, creating and copy-editing multimedia projects. Topics include design and layout principles for a variety of print and electronic publications, image and text manipulations, and editing for consistency and clarity. Cross-listed with CIS 332.

COM 340 3 credits

Advertising Workshop

Students plan and produce advertising programs for the college and/or non-profit organizations; workshop-styled atmosphere.

COM 342 3 credits

Social Media Marketing

Facebook, Twitter, YouTube, LinkedIn and Pinterest — in order to stay competitive in today's world, companies and organizations need to implement social media into their integrated communications plan. This course will primarily focus on social media, but will also explore other facets of digital marketing. Topics to be covered include social media platforms, content development, multichannel integration, organic and paid search, mobile opportunities, web analytics and measurement, legal and security issues, crises, best practices and trending issues. If offered as a service-learning class, students will receive hands-on practical experience by developing a social media marketing campaign for a local non-profit organization.

COM 344 3 credits

Writing for the Workplace

Advanced writing course oriented toward communication beyond the academic world. Assignments include correspondence, memos, resumes, proposals, oral presentations, and one or more major reports. Introduces students to current

communication software, to familiarize with requirements of writing in their specific disciplines, and to help develop a clear, concise writing style.

COM 350 3 credits

Directing for the Stage

Study of the principles and techniques used in leading the production of theatre and the development of the director. Students mount a one-act play.

Prerequisites: COM 134, 150, 155, or permission of instructor. Cross-listed with THR 350.

COM 351 3 credits

Scriptwriting/Playwriting

Study of the writing of dramatic texts for a variety of media — live and electronic. Students are expected to produce a first draft of an original script by the end of the course.

COM 352 3 credits

Video Production

Study of the process of producing a creative work in the video medium. Students are introduced to basic concepts of video production and post-production editing.

COM 353 3 credits

Film Studies

An upper-level examination of film as a form of narrative, a work of art, and as representative of popular culture. Topics vary from semester to semester; they may include specific study of genres, directors, time periods, techniques, adaptations. The course may be repeated under different topics.

COM 355 3 credits

Theatre History

A comprehensive study of the history of theatre from its origins through the Renaissance. Cross-listed with ENG 355 and THR 355.

COM 356 3 credits

Theatre History II

A comprehensive study of the history of theatre from the neo-Classical era through today. Cross-listed with ENG 356 and THR 356.

COM 360 3 credits

Writers Workshop

Seminar for writers who wish to broaden and develop their creative writing skills. Offered as either a poetry writing or fiction writing workshop. May be repeated for credit.

COM 362 3 credits

New Media

This course provides understanding and application of current interactive multimedia, exploring the use and integration of visual, textual, and aural components of digital environments. The challenges of writing for nonlinear and interactive texts are explored through online exercises, electronic presentations and publications, and web design. Cross-listed with CIS 362.

COM 404 3 credits

Arts Operations

Explores business and finance issues associated with working in the arts as a profession. Includes working with arts organizations as well as arts entrepreneurship. Cross-listed with THR 404.

COM 420 3 credits

Law and Ethics of Mass Communication

Study of legal and ethical framework within which mass communication media operate. Examines legal philosophy bearing on the mass media, the development of freedom of expression, and privileges and restraints affecting the media. Topics include the study of libel, invasion of privacy, copyright, contempt and government regulation.

COM 422 3 credits

Social Impact of Mass Media

Investigates the principal research findings concerning the role of mass media in shaping the attitudes, values, and behaviors of our culture. Includes survey of advanced theories, models and practices of mass communication.

COM 432 3 credits

Newspaper Production

Restricted to student editorial staff of the university newspaper, this course requires intensive application (80-100 hours) of skills as copy editors, business managers, or page design and layout editors. Course may be repeated for credit. Prerequisites: COM 131 and permission of the *Alvernian* advisor.

COM 434 3 credits

Senior Production Workshop

Students assume leadership positions in the production of a theatrical event. Experiences may include acting, directing and/or design. Students establish an appropriate project with the director of the theatre program prior to enrolling in the course. Prerequisite: Permission of instructor. Cross-listed with THR 434.

COM 452 3 credits

“The Campus Show” — Television Production

Students are responsible for putting together half-hour television shows that focus on Alvernia University. Students assist in all aspects of television production both in front and behind the camera including anchoring, reporting, producing, lighting, sound, camera and technical directing. Course may be repeated once for credit. Prerequisites: COM 251 or COM 352 or permission of instructor.

COM 480 3 credits

Research Seminar

Qualified students may choose a creative writing project, a mass media or audio-visual production project, or an intensive study of a phase of communication that culminates in a significant research paper. For senior English or communication majors.

COM 481 credits vary

Internship

By special arrangement, a student may be granted up to 12 credits for an extended assignment involving in-depth work in some phase of communication. Such assignments might include an apprenticeship in a TV or radio station, a position as reporter at a local newspaper, internship in the communication division of a corporation or non-profit agency, etc. Prerequisite: 2.5 GPA or permission of department chair.

COMMUNITY & ENVIRONMENTAL SUSTAINABILITY

The minor in community and environmental sustainability is an interdisciplinary program that provides students with an innovative way to enrich their education by providing them with the knowledge and skills to address society's most pressing issues.

Minor: 17 credits

Required 8 credits: BIO 230, BIO 203; CES 330. Electives 9 credits from the following 3 areas: Science-Environmental: BIO 104, 205, 320; PHY 103; Socio-Cultural: COM 131, 422; ENG 106, 207, 309; HCS 420; PHI 250; SW 302; THE 210; Business-Economics: BUS 100, BUS 324.

COURSE DESCRIPTIONS

CES 330 2 credits
Sustainability Field Experience

The purpose of this course is to give students an opportunity to design, implement, and reflect upon a service project toward community and/or environmental sustainability in cooperation with a community nonprofit or municipal organization. The project requires students to apply knowledge acquired in the minor in community and environmental sustainability program while engaging with a community organization. The course will culminate in a public presentation on the outcomes of the project.

COMMUNITY ENGAGEMENT

The minor in Community Engagement is an interdisciplinary academic program designed to increase students' understanding of their ability to create positive change in their community and to address serious community issues through the development and implementation of short- and long-term impactful civic projects. Students learn theoretical and moral considerations that underpin community engagement and voluntary service.

Minor: 18 credits

Required: PHI 207, SOC 212, completion of any designated service-learning course (at least 3 cr), and CE 300; 6 credits selected from: BIO 230, POS 111, PSY 350, SSC 111, SW 201, SW 231, SW 301, SW 303, SW 304, SW 347, SOC 111, SOC 401, and THE 255 (Not more than 3 credits may come from a 100 level course.)

Certificate Program: 12 credits

The Certificate Program in Community Engagement is an interdisciplinary program designed to increase students' ability to create positive change in their community and to address serious community issues through the development and implementation of short- and long-term impactful civic projects. Students identify and apply practical considerations that underpin community engagement and voluntary service.

Required: PHI 207, SOC 212, completion of any designated service-learning course (at least 3 credits), and CE 300.

CE 300 3 credits
Fieldwork in Community Engagement

This course provides students an opportunity to design, implement and reflect upon a community engagement project in cooperation with a community nonprofit, citizen's organization, or municipal organization. The project requires

students to apply knowledge acquired in the Minor in Community Engagement and Certificate in Community Engagement programs while engaging with a community organization. The course will culminate in a public presentation on the outcomes of the project.

COMPUTER & INFORMATION STUDIES

See also Digital Media Minor

COURSE DESCRIPTIONS

CIS 104 1 credit

MS PowerPoint and Beyond: Ways to Present

Part of the Alvernia Basic Training Series. Hands-on experience in MS PowerPoint, GoogleDocs, and other cloud-based presentation packages. Lessons in PowerPoint and the other packages will include themes; tables and graphs; transitions and animations; printing notes, handouts and slides; customizing presentations; embedding and linking files; saving, managing and delivering presentations; collaboration on a presentation; presenting at a distance.

CIS 105 1 credit

MS Excel Bootcamp

Part of the Alvernia Basic Training Series. Hands-on experience in Microsoft Excel including data manipulation, formulas, filters, formatting and conditional formatting, charting, use of ranges and multiple spreadsheets, and pivot tables.

CIS 106 1 credit

MS Word Bootcamp

Part of the Alvernia Basic Training Series. Hands-on experience in Microsoft Word including APA and MLA document formatting, page formatting, tabs, columns, mail merge, footnotes, endnotes, comments, and document sharing.

CIS 107 1 credit

MS Access Bootcamp

Part of the Alvernia Basic Training Series. Hands-on experience in Microsoft Access including database design and organization, tables, compound and foreign keys, queries, forms and reports.

CIS 114 3 credits

Microcomputer Applications: Word Processing, Spreadsheets and Database
Study value of microcomputer as a tool in business, school and home through projects involving use of currently popular word processing, database, and

spreadsheet packages. Students may audit course only with instructor's permission.

CIS 115 3 credits

Technology for the Workplace

Essential workplace computer knowledge and skills. Provides requisite fundamental knowledge expected for most professional disciplines. Topics include computer system components, peripherals, media formats, communications and networks, computer security, office productivity software, specialized software, hardware, societal implications, and finer points of using the Internet. Prerequisite: Basic familiarity with word processing, spreadsheets and presentations.

CIS 152 3 credits

Intro to Programming I

Primarily logic development and structured programming, although concepts of systems analysis and design are reviewed. Programming features standard input and output, data types, declarations, and functions (including pass by value and pass by reference), as well as introduction to object orientation and the .NET framework. Importance of planning and documentation is stressed.

CIS 205 3 credits

Scripting Languages

Developing proficiency in general purpose scripting languages. Scripting languages form the basis for a variety of computer applications, from hardware and software configuration, to rendering images and graphics on web pages. The student will become familiar with a variety of terminal emulators and examine assorted shells, security issues, editors, mechanisms for handling user input, and structured commands along with basic scripting methods. Differences in standalone, networked and web-based computers will be discussed. Specific scripting software will be selected from languages commonly used in business applications. Prerequisites: CIS 152 or permission of the instructor.

CIS 226 3 credits

Programming II

Continued development of programming skills. Emphasis on object-oriented concepts; introduction of data structures and logic development. Topics include classes and abstract data types; arrays, searching and sorting, strings, data storage options, memory allocation and management; and operator overloading. Programming assignments feature increasing size and complexity. Prerequisites: CIS 152 or permission of instructor.

CIS 235 3 credits

Networking and Communications

Examines communications: data representation, media, equipment, transmissions and protocols. Topics include the open systems interconnection model, local area networks, wide area networks, distributed networks, and the Internet. Prerequisites CIS 115 or 3 CIS boot camps from CIS 104, 105, 106, and 107.

CIS 240 3 credits

Computer Organization

Basic digital circuits, data representation and transfer, processor organization, digital arithmetic, assembly language programming, interplay of hardware, software, and firmware. Prerequisite: one previous programming course.

CIS 311 3 credits

Principles of Management Information Systems

Examines the hardware and software components of information systems and the strategic uses of information. Topics include DSS (decision support systems), Executive Information Systems, AI (artificial intelligence), Expert System, and information ethics. The focus is on the Internet as an information tool and on E-Commerce. Prerequisites: BUS 101; BUS 206 and evidence of computer information literacy.

CIS 315 3 credits

E-Commerce

The study of how business is conducted over the Internet. Hands-on simulation of a commercial website over which products are bought, sold, and supported. Topics include good design of an e-commerce site, database connection, third-party payment, and customer support. Other topics include commercial use of social networking, site security and viral marketing. Prerequisites: One programming or scripting language, CIS 235. BUS/CIS 311 is recommended.

CIS 328 3 credits

Programming for Rapid Application Development

Introduces the upper-level student to object-oriented application development using graphical user interface. Topics include: events and triggers; design-time and run-time changes to properties; functions and function calls; conditions and selection control; loops; built-in and user-defined data types; access to files and databases; and graphics. Course can be taken multiple times for different topics. Prerequisites: at least one programming language or permission of instructor.

CIS 330 3 credits

Operating Systems

Basic principles of operating systems. Structure and implementation of multi-programmed and time-shared computer systems. Sequential, interacting, and

shared processes. Memory management, synchronization, protection, virtual memory, input-output, buffering, interrupt processing. Prerequisite: CIS 240.

CIS 332 3 credits

Multimedia Design and Editing

Examines the processes and theories involved in planning, designing, creating and copy-editing multimedia projects. Topics include design and layout principles for a variety of print and electronic publications, image and text manipulations, and editing for consistency and clarity. Cross-listed with COM 332.

CIS 338 3 credits

Advanced Rapid Application Development

Students explore advanced programming concepts for RAD: graphics and animation, 3D simulation, DDE (dynamic data exchange), OLE (object linking and embedding), ActiveX controls, and accessing a relational database, including SQL and Data Access Objects. Prerequisite: CIS 328 or permission of the CIS faculty.

CIS 362 3 credits

New Media

This course provides understanding and application of current interactive multimedia, exploring the use and integration of visual, textual, and aural components of digital environments. The challenges of writing for nonlinear and interactive texts are explored through online exercises, electronic presentations and publications, and web design. Cross-listed with COM 362. Prerequisite: permission of instructor.

CIS 405 3 credits

New Technologies Research Seminar

Through journal readings, speakers, site visits, webinars and significant research, students will learn about, analyze, and present current and leading-edge technologies related to Information Technology. Prerequisites: at least three CIS classes 200-level or higher and junior or senior status.

CIS 410 4 credits

Systems Analysis and Project Management

Advanced study of structured systems development. Emphasis on strategies and techniques of structured analysis and structured design for producing logical systems specifications and deriving physical system designs. This course includes a project management dimension as a fourth credit that will complement and reinforce analysis and design strategy. Prerequisite: at least one programming course or Bus 311/CIS 311.

CIS 420 3 credits

Database Management Systems

Architecture of a database system; physical and logical data organization; relational, network and hierarchical data model; query languages and optimization; integrity, security and concurrency. Prerequisite: CIS 351 or permission of instructor.

CIS 481 3 credits

Internship

By special arrangement, a student may be granted up to 12 credits for an extended assignment involving in-depth work in some phase of computer science. Such assignments might include an apprenticeship for an information technology firm, or work as a team member engaged in an information technology project for a local business. Prerequisite: 2.5 GPA or permission of department chair.

CRIMINAL JUSTICE ADMINISTRATION

The Criminal Justice Department is dedicated to providing the theoretical, practical and professional knowledge needed in today's environment to be successful in the fields of law enforcement, corrections, probation and parole, private security and related careers. Emphasis is placed on preparing the student to enter the professional workplace or continue studies in graduate school. The curriculum is designed to provide students with expert instruction on the most current trends, policies and practices in the discipline. This is not a "one size fits all" major, but one that provides the variety offered in course selection to encourage each individual to build a personal program for the future with the assistance of an advisor.

Alvernia University has recruited faculty who are former or current practitioners in their respective criminal justice disciplines. The strength of the department lies in the philosophy that faculty members teach in areas wherein they have multiple years of experience. The curriculum of the criminal justice administration major demands intensive classroom learning combined with extensive research and a required internship experience. The internship is completed as a class, CJ 408 Agency Practicum.

In the semester before the internship, students must obtain the following clearances:

- Pennsylvania State Criminal History Record (Act 34),
- Child Abuse History Clearance (Act 151),
- Federal Criminal History Record (Act 114)

The clearances must be on file in the Criminal Justice Department in the semester prior to enrolling in the internship. If the required clearances are not received in a timely basis, students will not be allowed to enroll in the internship. If a student fails a clearance, the student is responsible for finding an internship that will accept them even though they failed the clearance. The internship agency decides whether or not to accept a student with clearance issues. The chair of the Criminal Justice Department has final approval for all internship placements and sites.

At the completion of sixty (60) credits at Alvernia University, criminal justice majors must have maintained a C average overall, and obtained a C or better in all required criminal justice courses. A criminal justice major may use the repeat/delete option for a required criminal justice course a total of two (2) times. If the preceding requirements are not met, students will be compelled to withdraw/drop criminal justice as a major.

Students with career goals in law enforcement have the option of the Law Enforcement Track and may attend the Reading Police Academy to obtain Municipal Police Officer Certification (ACT 120) as part of their four-year degree without extended time or expense. Students apply for the Academy during their junior year. If accepted, these students will attend the Academy during the fall semester of their senior year at Alvernia University. If the students successfully complete the Academy, they will be awarded fifteen (15) Alvernia University credits.

Students with criminal histories and/or serious motor vehicle violations may not be able to successfully complete this program. As noted above, criminal justice majors are required to complete an internship. If a student has a criminal record, agencies may not accept them as an intern, and the student will not be able to complete their criminal justice degree at Alvernia University. In addition, students with criminal records may not be able to obtain employment in the discipline, and should consider another major course of study.

Major: 48 credits

CJ 101, 102, 201, 216 or 218, 220, 221, 272 or 274, 302, 350, 377, 379, 403, 408, 422. CJ elective course: 3 credits. All required CJ courses must have a grade of C or higher.

Minor: 18 credits

Required courses: CJ 101, 102, 218, CJ 379, and two CJ elective courses (6 credits).

COURSE DESCRIPTIONS

CJ 100 3 credits

Exploring Criminal Justice

This course is designed to expose students to the field of Criminal Justice through readings and related experiences. Students will develop personal and professional goals. Readings will include varied areas of exploration, including: law enforcement, the Court, probation and parole, prisons and victim services.

CJ 101 3 credits

Introduction to Criminal Justice

Introduction to organization, administration and operation of the criminal justice system in the United States, with a broad view of interrelationships of police, courts and the correctional process. Major problems discussed include constitutional guarantees, conflicting purposes, mutual support and a view of recommended reforms. CJ 101 is a prerequisite for all other courses in the major.

CJ 102 3 credits

Criminology

This course examines classical and contemporary theories of crime, nature and causes of crime and criminal behavior as well as relationships between law and crime. Emphasis is placed on identifying various criminological theories and their advocates to give students an overview of the various theories posited as causes of criminal behavior and crime. Prerequisite: CJ 101.

CJ 175 3 credits

Fundamentals of Criminal Investigation

Principles and methods of investigating criminal offenses to include: history, theories and problems of criminal investigations; crime scene searches; collection, preservation, and recording of physical evidence; impartial gathering of information; interview and interrogation methods; identification of modus operandi and sources of information; development and handling of informants; scientific aids to investigating, and report writing. Prerequisite: CJ 101.

CJ 201 3 credits

Criminal Law

Study of criminal offenses by statutory and common law definition/classification; laws of arrest, search and seizure; and analysis of constitutional and statutory concepts governing introduction and use of information in formalized legal proceedings. PA Crimes Code is used as supplemental text reference. Prerequisite: CJ 101.

CJ 203 3 credits

Criminalistics

Familiarizes the student with the techniques, skills, and limitations of the modern crime laboratory with respect to collection and processing of physical

evidence. Areas analyzed include but are not limited to serology, DNA, hairs and fibers, fingerprints, soil, paint, and glass fragments.

CJ 207 3 credits

Rules of Evidence

Rules of evidence, principles of exclusion, evaluation and examination of evidence and proof, competency, consideration of witnesses, laws of search and seizure, and court procedures from perspective of moving evidence into court proceedings. Prerequisite: CJ 201.

CJ 216 3 credits

Gender and the Criminal Justice System

This course reviews diversity in general as it pertains to women and the Criminal Justice System. During this course, the history and contribution of equity issues are examined as they relate to contemporary diversity themes. Also examined are: gender discrimination, the "glass ceiling", sexual harassment and role barriers. The class focuses on the role of gender in the Criminal Justice System as it relates to victims, offenders and as professionals. This course fulfills the human diversity graduation requirement. Prerequisite: CJ 101.

CJ 218 3 credits

Multicultural Issues in Criminal Justice

Examines diversity issues as they impact criminal justice agencies both internally and externally on race, sex, religion, ethnicity and related subjects. Racism, stereotypes and scapegoating themes are developed. This course fulfills the human diversity graduation requirement. Prerequisite: CJ 101.

CJ 220 3 credits

Writing for the Criminal Justice Professional

This course is designed for students in the Criminal Justice field to develop proficiency in writing constructively, major specific. It focuses on acceptable scholarly writing as well as investigative report writing, information gathering, report composition, note taking, case history reports, research and grant proposals used by the Criminal Justice profession. This course meets the Writing Enhanced requirement. Prerequisite: CJ 101.

CJ 221 3 credits

Research Methods I for Criminal Justice

Introduces students to fundamental issues associated with the application of scientific methods to criminal justice problems. Topics covered include research design, the relationship between theory and research, types of research methods, ethical considerations, and data analysis techniques. Prerequisite: CJ 101.

CJ 235 3 credits

Community Policing

Analysis of the relationships among police, courts, correctional systems, and community resources. Emphasis is on community policing as a continuing departmental philosophy that in which the police and the community forms a partnership to identify and solve crime problems. A variety of programs and resources are evaluated.

CJ 272 3 credits

Probation and Parole

Examines the role of probation and parole as a component of the criminal justice system. Areas analyzed and discussed include probation and parole philosophy, programs and practices, theories, case law history, system components, supervision, presentence investigations, specialized programs, innovative sentencing, training issues, and probation and parole standards. Prerequisite: CJ 101.

CJ 274 3 credits

Corrections and Rehabilitation

Survey of the correctional field covering incarceration, institutions, probation and parole, modern correctional counseling, case method, and techniques of supervision. Prerequisite: CJ 101.

CJ 285 3 credits

Victimology

Deals with the many concerns that surround the victims of crime and address the issues that tend to “twice victimize” the victim through the ways in which they are treated by the system that is supposed to help them. Current policies, trends, theories, and programs for dealing with the victims of crime and their family or survivors are discussed. Specialized responses to victims of violence as well as the etiology of victimization is presented. Historical antecedents, victim compensation, victim impact statements, support agencies, and public policy are presented. This course may be taken for four credits as an option without extra charge for those students who opt to include a community service component. Prerequisite: CJ 101.

CJ 301 3 credits

Organized Crime

Nature and problems of the criminal organization including historic roots; causal factors of organized crime in American society; activities, organizations, and economics of organized crime including the trafficking of controlled substances; the problems of corruption and graft, and the development of strategies to control the activities of organized crime, drug trafficking organizations including drug cartels and outlaw motorcycle gangs, gangs, and the new ethnic mobs. Proactive strategies of investigation are presented including the use of

undercover police officers, confidential informants, and electronic surveillance.
Prerequisite: CJ 101.

CJ 302 3 credits

Judicial Process and Procedures

Explanation of the role of the judiciary, its historical background and development in the United States with stress on due process of law, and the judicial procedure by which an arrested offender enters the system. Problems of change and reform of the process are also discussed. Prerequisite: CJ 201.

CJ 308 3 credits

Commercial Security Management

Retail, commercial and corporate security functions of organizations and establishments with emphasis on internal theft, shoplifting, armed robbery, dignitary protection, economic espionage, and tested security programs. Role of management, public relations, and special laws and procedures are discussed.

CJ 311 3 credits

Criminal Profiling

Examines the history and contemporary use of profiling in the criminal justice field. Crime scene characteristics, as well as personality and behavioral characteristics used to identify offenders are presented. Training and research opportunities in profiling are provided. Prerequisite: CJ 101.

CJ 346 3 credits

Terrorism

Students gain an understanding of the concept of terrorism through an integrated approach to the subject, which includes domestic and international issues. Effects on the political agenda will be viewed from the religious and historical perspective. Case studies of terrorist groups and their activities are presented.

CJ 350 3 credits

Professional Seminar in Criminal Justice

This course emphasized development of skills needed for professional settings. Outcomes of the course include a resume, analyses of jobs available in the field of criminal justice; team building; individual oral and written presentations; completion of required background clearances and an evaluation by an interview panel. Prerequisites: CJ 101; junior status.

CJ 377 3 credits

Juvenile Delinquency & Juvenile Justice

Nature and extent of delinquency is discussed. Explanatory models and theories of juvenile delinquency are presented. History, philosophy, and evaluation of juvenile court practices and procedures are presented including the role of the

juvenile officer. Prevention and intervention programs and their techniques are illustrated. Prerequisites: CJ 101 and 102.

CJ 379 3 credits

Ethics in Criminal Justice

Examines challenge and conflict between professional standards of behavior and the acceptable system within the organization. Roles of Inspector General and Internal Affairs are presented. Issues concerning dual relationships, corruption, perjury, false reports, gratuities, wrongful acts, and code of silence are discussed. Civil Rights and brutality, and use of deadly force are viewed as ethical concerns. Honesty, integrity and ethical behavior in criminal justice professions are key themes in the course. Prerequisite: CJ 101.

CJ 403 3 credits

Current Issues in Criminal Justice

This course will address current issues in the field of criminal justice. This course is offered to broaden the student's experience, as well as assuring advancements and changes in the field has a mechanism to be addressed within the program structure. Course may be repeated for credit with different topics. Depending on the issue(s) identified, this course can be utilized as an elective for the Criminal Justice Tracks. Prerequisites: CJ 101; junior status.

CJ 408 6 credits

Agency Practicum

Actual involvement in an internship designed to broaden educational experience through appropriate observation and assignment with criminal justice, private corporate security, and service agencies on the local, state, or federal level. It is the responsibility of the student to locate and secure the internship placement. Prerequisites: 2.0 GPA overall, 2.0 GPA in major, senior status (90 or more credits), background clearances, CJ 102, 201, 221, 350.

CJ 411 3 credits

Domestic Violence

Study of various forms of violence that take place within the family and partnership relations. Focuses on spousal abuse, partner abuse, adolescent abuse, abuse of elderly and societal/legal responses. Prerequisites: CJ 102 and 201. May be taken as elective for women's studies minor without prerequisites.

CJ 412 3 credits

Undercover Investigations

Comprehensive study of undercover operations as they pertain to various aspects of CJ system, including but not limited to: controlling an informant, various dangers and precautions associated with undercover operations, forensic photography and benefits provided to law enforcement and private/corporate security. Prerequisites: CJ 201 and 302.

CJ 422 3 credits

Crisis Management

Encompasses an overview of crisis as it affects law enforcement officials and the criminal justice system, including dealing with suicidal individuals, barricaded subjects, hostage takers and their hostages. Psychological and behavioral profiles of perpetrators and victims are discussed. Protocols for dealing with the several identified issues are presented. Students will participate in classroom scenarios and exercises designed to incorporate the material presented. Prerequisites: CJ 101, 201, and either 216 or 218, senior status or permission of instructor.

CJ 426 3 credits

Interview and Interrogation

Study of interview and interrogation techniques to include: a step-by-step pragmatic approach using psychological methods and principles; studies of actual criminal cases, legal issues involved; and extensive classroom practical exercises. Prerequisite: senior status in CJ major or permission of instructor.

CJ 444 3 credits

Violent Crime

The nature, theory, history and psychology of violence in America are discussed through a study of the crimes of violence including homicide, rape, assault, and serial crimes. Interpersonal, group, and official violence is explored. Prerequisites: CJ 201 and 102.

CJ 470 15 credits

Police Academy

The basic training course prescribed by ACT 120 is designed to provide students with the initial skills to begin their police careers. Prerequisites: senior status, permission of instructor, successful completion of application process and acceptance by the Reading Police Academy. Prerequisites: CJ 102, 201, 221, and 403.

NOTE: Prerequisites may be waived for non-criminal justice majors. The decision is made by the Criminal Justice Department Chair.

DIGITAL MEDIA

Featuring course selections from CIS, Communication, Art and Business, the digital media minor is a flexible interdisciplinary minor designed to complement a wide variety of majors. Digital media encompasses technology, information, culture and the multiple ways in which they interact. In today's technology-driven environment, an understanding of social media and the mastery of digital skills are not only desirable but also necessary.

Digital Media Minor: 21 credits

CIS 115 or 3 of CIS 104, 105, 106, 107; ART 281. 6 credits from COM 257, 332, 342, 362. 9 credits from ART 122, 124, 209, 319, BUS 311, COM 131, 240, 244, 251, 340, 344, 352, 432, 452. Course substitution, if necessary to complete the minor in a timely fashion, may occur with approval by the department chair in the discipline for which the substitution is sought.

ECONOMICS

With a minor in economics, students will be in demand in both the private and public sectors. A course of study in economics will provide students with an understanding of economics and train students to engage in critical thinking by studying behaviors of firms, workers, resource distribution, and the performance of exchange systems. Knowledge of economics is important to creating an informed public, and a minor in economics will equip students to engage society in an informed manner.

Minor: 18 credits

Required courses: ECON 248, 249, 348, 349 plus 6 credits of electives; 3 of which may be applied from BUS.

COURSE DESCRIPTIONS

ECON 110 3 credits

Current Economic Issues

The class is designed to use basic economic theory and demonstrate how it is applied to current real-world public policy decisions, and how the outcomes have immediate and personal impact.

ECON 218 3 credits

Personal Economics

Focuses on managing personal finances and financial planning. Prepares students to understand how consumers make choices in an economy. Course does not presuppose any formal knowledge of economics, accounting or finance.

Major topics discussed include: budgeting, credit, housing and transportation, economy, insurance, basic investing, financial planning and income tax, and retirement/estate planning.

ECON 248 3 credits

Macroeconomics

Surveys the performance of the American economic system through National Income Accounting with emphasis on the aggregates of government, consumers and business. The focus is on total employment, total income, total output, general level of prices and the major current problems of unemployment, inflation, and fiscal and monetary policy.

ECON 249 3 credits

Microeconomics

Surveys behavior of individual economic units (household and business firms) and the price mechanism interacting in the market structures of American capitalism. Emphasis is on the specific product price and specific amount of production in an efficient and profit-oriented competitive economic system.

ECON 348 3 credits

Intermediate Macroeconomics

Measurement and determination of national income, employment, and output; economic significance of consumption, saving, investment, foreign trade, money and prices, fiscal and monetary policy. Prerequisite: ECON 248.

ECON 349 3 credits

Intermediate Microeconomics

Theory and application of microeconomics; demand, supply, optimal consumer choice, production, cost, profit-maximizing pricing and output decisions, employment of resources, externalities, efficiency and welfare. Prerequisite: ECON 249.

ECON 352 3 credits

History of Economic Thought

Survey of economic ideas from Ancient Greece to present, emphasizing the changing focus and methodologies of economics relative to economic problems perceived at the time.

ECON 353 3 credits

Economic Justice and Judeo-Christian Conscience

Examination of economics and Judeo-Christian concern for justice. Topics include: the meaning of "economic justice" in economic development; North-South relationships; economic system theories; poverty and prosperity; business ethics and labor-management issues; issues related to economic faithfulness for individual Judeo-Christians.

ECON 432 3 credits

International Political Economy

The course emphasizes the nature of international trade and international economic theory, monetary and fiscal policies, and development. It will discuss the interplay between politics and economics. Current problems affecting international economic relations will be discussed.

EDUCATION

The teacher education program combines a sound liberal arts background, fieldwork, and studies in human growth and development. In addition, a concentrated focus on curriculum, methods, and materials serves to prepare candidates to work in a variety of educational settings.

Students are admitted into the Education Department and are fully accepted when the following criteria have been met:

- Successful completion of 48 credit hours
- Six (6) semester credit hours in college level mathematics
- Three (3) semester credit hours in college level English Composition
- Three (3) semester credit hours in college level English/American Literature
- Successful completion of the Pre-Service Academic Performance Assessment (PAPA) or Core Academic Skills for Educators (CORE) in Reading, Writing, and Mathematics.
- Minimum cumulative grade point average (GPA) of 3.0 or higher
- Application Form for Certification Candidacy

All education students complete three Field Experiences and a Student Teaching experience. Before the first Field Experience, the education student must obtain the following clearances: State Police Criminal Records Check (Act 34), the Child Abuse History Clearance (Act 151), and the Federal Criminal History Record (Act 114) and an annual TB test. These clearances must be obtained and submitted again before the Student Teaching semester. In all cases, the clearances must show no violations.

Prior to student teaching, the student must have the approval of the Education Department, completion of the required coursework, a GPA of 3.0 or higher, and have taken the appropriate Pearson and/or ETS content assessment. Achievement of a “C” or better in each required education course, and a minimum cumulative grade point average (GPA) of 3.0 or higher is required for certification.

Upon completion of the approved state program in education, and the successful completion of all PDE required assessments, the student may apply for Pennsylvania Certification. Applicants submit the required information and documentation through the Pennsylvania Teacher Information Management System (TIMS).

EARLY CHILDHOOD EDUCATION (GRADES PRE K-4)

The early childhood education program (Pre K-4) prepares teachers to serve a diverse group of young children and families in a variety of educational settings. The program prepares students for Pennsylvania Certification in Early Childhood Education focusing on the learning needs of children through age nine.

Total Program: 80-82 credits

General Education Core: The following are required as part of the General Education Core: MAT 105, PSY 101, HIS 112, BIO 102 or 109.

Professional Education: SPE 100, 315, ED 200, 204, 208, 209, 210, 270, 302, 310, 313, 314, 400, 402, 403, 404, 414, 436, 440, 470, 472

Related Requirement: MAT 106

EARLY CHILDHOOD EDUCATION (PRE K-4) AND SPECIAL EDUCATION (PRE K-8) CERTIFICATION

This program leads to a dual Pennsylvania Certification in both Early Childhood Education (Pre K-4) and Special Education (Pre K-8). The design of the dual certification program allows candidates to effectively teach students with special needs in the regular classroom, along with preparing them to teach students in most special education classrooms that are Pre K-8.

Total Program: 92-93 credits

Liberal Arts Core: The following are required as part of the Liberal Arts Core: MAT 105, PSY 101, HIS 112, BIO 102/109.

Professional Education: ED 200, 204, 208, 209, 210, 270, 302, 310, 313, 314, 400, 402, 403, 404, 414, 436, 440, 470, 472.

Special Education Requirements: SPE 100, 315, 335, 345, 410, 425.

Related Requirements: MAT 106

MIDDLE LEVEL EDUCATION (GRADES 4-8)

The Middle Level Program is grounded in adolescent development and prepares teachers to serve a diverse group of learners in a variety of educational settings. The program prepares students for Pennsylvania Certification in Middle Level Math and Middle Level (4-8) Math and Science concentrations.

SECONDARY EDUCATION (7-12)

Certification in Biology, Chemistry, English, Mathematics or Social Studies can be earned by Alvernia students who first complete their undergraduate degree in that content area and demonstrate content knowledge on Pennsylvania's required Praxis exam. The following coursework is required and can be started as early as the undergraduate senior year, and then completed as part of Alvernia University's post-baccalaureate program:

ED 203, ED 204, MED 505, MED 515, MED 545, MED 574, MED 615, MED 665, MED 670 and MED 672.

Interested students can earn secondary education teaching certification as well as a Master of Education degree with an additional 15 graduate credits:

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

MED 518: Quantitative Research Methods (3 credits)

MED 520: Educators as Researchers (3 credits)

MED 610: School Law (3 credits)

MED 680: Research Seminar (3 credits)

COURSE DESCRIPTIONS

**500 and 600 level courses are for the M.Ed. program. Core courses for this program are located in the Liberal Studies section of this catalog. See the Graduate Catalog for course descriptions.*

ED 200 3 credits

Fundamentals of Early Childhood Education

The purpose of this course is to provide prospective teachers with an introductory overview of the historical, philosophical, social and cultural foundations of early childhood education. Topics covered will include becoming a professional, curriculum models and approaches, and assessment and instructional practices for young children birth through age 8. Twenty (20) hours of required fieldwork in a PreK-4 classroom are embedded within this course.

ED 203 3 credits

Social Foundations for the Middle Learner (Grades 4-8)

This introductory course provides an overview of the historical, philosophical, social and cultural foundations of education. Topics covered include professionalism, ethical and legal issues and the philosophy of middle school education. Twenty (20) hours of required fieldwork in a 4-8 or 7-12 classroom are embedded within this course.

ED 204 3 credits

Human Development and Learning

This course explores the various theories and stages of human development. Physical, cognitive, social, personality, and moral development from birth to early adolescence are examined, as well as typical and atypical patterns of language development. Culture and socio-economic status are studied as they relate to human development and learning.

ED 208 1 credit

Health & Motor Development/Elementary School

This course addresses the developmental foundations of health, fitness and motor development. Content includes teaching strategies, selection of materials, and assessment to promote the development of movement concepts and ways to foster a positive attitude toward physical activity and healthy choices.

ED 209 3 credits

Planning, Instruction, & Assessment

Study of research-based teaching methods and education measures for students in diverse classrooms including lesson planning, implementation, and assessment.

ED 210 3 credits

Methods for the Elementary Inclusive Classroom

This course addresses the learning needs of exceptional and at-risk students, kindergarten through high school, and the needed instructional management strategies to be acquired by special education and regular education teachers who will teach these students in inclusive classroom settings. This course fulfills the human diversity graduation requirement. Prerequisite: ED 209, SPE 100.

ED 215 3 credits

Adolescent Development

This course explores the various and multi-dimensional elements of adolescent development, from ages 9 to 18, including social, emotional, physical, moral, cognitive, and academic. In addition, the individual's place in society and the role of peers will be addressed.

ED 270 3 credits

ESL for Teachers

This course will provide teacher candidates with information about English Language Learners (ELLs) in American classrooms. The course will address: principles of second language learning and teaching, English language acquisition, cultural diversity, lesson planning and delivery, PA English Language Proficiency Standards (ELPS), research-based teaching methods and varied assessments. Additionally, current federal, state and local regulations relative to ELLs will be presented. This course meets the Writing Enhanced requirement.

ED 302 3 credits

Principles of Writing Instruction

This course focuses on the theoretical knowledge and practical strategies for the teaching of language arts with an emphasis on writing. In-depth studies of handwriting, spelling strategies, grammar, developmental stages of writing, and the modes of writing including poetry. An additional focus will address the assessment of students' writing progress. Prerequisite: SPE 315.

ED 310 3 credits

Skills for Early Childhood Education

The skills for establishing a learning environment and advancing cognitive, physical, creative, communication, and social development in young children are covered in this course. These skills are derived from the original six competency goals refined by the Council for Early Childhood Professional Recognition sponsored by the National Association for the Education of Young Children. Time in this course will be dedicated to Early Childhood Praxis preparation.

ED 313 3 credits

Managing Classroom Learning Communities

This course will prepare teachers to be educational leaders who effectively manage their classrooms. It will focus on taking a pro-active approach to create a positive learning environment for all students. This course will operate from a perspective that it is the teacher's responsibility to bring an enhanced level of professionalism and strong sense of ethical behavior to the classroom. Special attention will be given to the recognition that today's classrooms are inclusive and contain students with a variety of needs and learning styles that need to be accommodated. A successful learning environment requires effective lesson plans and appropriate communication with students, parents, administration, and community resources. Twenty (20) hours of required fieldwork are embedded within this course.

ED 314 3 credits

Teaching the Arts in Elementary School

The purpose of this course is to look at the role of art and music, specifically in the child's physical, social, emotional, cognitive, musical, and creative development. The concepts of creativity and aesthetics, and their relationship to enriching the school curriculum content areas: language arts, math, science, and social studies will be explored. Topics will include teaching methods, planning and implementing dramatic play, puppetry, movement, and how to include multicultural holidays into the curriculum.

ED 333 3 credits

Literacy Methods for Middle and Secondary Inclusive Classrooms

This course is concerned with helping adolescents become more skillful with reading, writing, speaking, listening, viewing and performing in all content areas. Participants will explore strategies and methods to effectively improve literacy skills (comprehension, vocabulary, writing) of middle and secondary students within the context of demanding subject matter classes. Course content will include strategies to address students with special educational needs, English language learners and other diverse learning styles.

ED 400 3 credits

Assessment and Evaluation

Assessment and Evaluation is an introductory course in measurement and evaluation in education. It is an attempt to acquaint the student with the relationship between assessment and the teaching process. The student will be introduced to the testing process in schools, techniques for preparing teacher-made tests and interpreting standardized tests.

ED 402 1 credit

Professional & Legal Responsibilities for Teachers

This course focuses on the development of dispositions required in the teaching profession, as well as professional and legal issues that influence policy and procedures in public schools. The concept of professionalism will be defined and discussed in depth, as well as a thorough analysis of the Pennsylvania Code of Practice and Conduct for Educators.

ED 403 3 credits

Reading Methods for the Elementary Inclusive Classroom

Through engaging instructional experiences learners will explore current best practices in literacy instruction and balanced literacy development. Learners will acquire the skills, attitudes, and theoretical knowledge to integrate literacy standards for diverse student populations. Strategies designed to improve thinking skills and communication will help the learner to infuse comprehensive literacy strategies into his/her repertoires of teaching approaches. Co-requisites: ED 404, 440, 414, 436.

ED 404 3 credits

Teaching Mathematics in the Elementary School

Study of content, methods and materials for helping elementary school students develop mathematical concepts and problem-solving skills. Emphasis on strategies that take into account students' developmental levels and need for active participation in the learning process. Includes assessment of student outcomes. Co-requisites: ED 403, 440, 414, 436.

ED 414 3 credits

Teaching Social Studies in Elementary School

As an academic field for young children, social studies includes geography, history, economics, government, environmental science, and current events. The teaching skills covered in this course for creating an integrated social studies curriculum are derived from the Curriculum Standards for Social Studies. Co-requisites: ED 440, 403, 404, 436.

ED 426 1 credits

Field Experience IV

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.

Co-requisite: ED 402.

ED 436 3 credits

Field Experience III

This experience provides the candidate with the opportunity to apply theory to practice in learning, motivation and development through lesson plans, assessment and management. The experience will provide opportunity to develop lessons that include reading, math, science, social studies strategies.

This semester will provide students with practical classroom experience on a daily basis. Dual-major students will split the classroom experience between a special education setting and an inclusive general education setting. There will be supervised observations of the teacher candidates by school district and university personnel. The observations will emphasize teaching individual lessons. Co-requisite for Pre-K-4: ED 440, ED 403, ED 404, ED 414, Co-requisite for middle school: ED 460, ED 461, ED 463, ED 464.

ED 440 3 credits

Teaching Science in Elementary School

This course strengthens content background of the PreK-4 teacher candidates and models methods for presenting this content through hands-on, interactive learning experiences. Evaluation of student outcomes is studied. Topics include: earth and universe, weather, geology, oceanography, energy, matter and life

forms. Prerequisite: lab science requirement. Co-requisites: ED 403, 404, 414, and 436.

ED 460 3 credits

Teaching Literacy/Language Arts to Developing Readers

The purpose of this methods course is to provide teacher candidates with the strategies and skills needed to extend the literacy, language arts, and reading skills of students, ages 9-13. Course content will include an in-depth study of current research, methodology for teaching vocabulary and comprehension, use of assessments, and lesson planning for various instructional formats. Co-requisite: ED 436.

ED 461 3 credits

Social Studies Methods: Pennsylvania's Founding and the World

This course examines the historical and contextual development of Pennsylvania from 1683 to 1824. As a methodology course, it focuses on the types of research and methods of presentation within a classroom setting. Cross-listed with HIS 461.

ED 463 3 credits

Methods of Middle School Mathematics

This course is a comprehensive study of how to plan and deliver instruction in the areas of mathematics that are taught in today's middle schools. Topics include lesson planning and implementation, use of instructional media and materials including mathematical computer software, and learning theories in mathematics education. Co-requisite: ED 436.

ED 464 3 credits

Methods of Middle School Science

This course is a comprehensive study of how to plan and deliver instruction in the areas of science that are taught in today's middle schools. Topics include lesson planning and implementation, use of instructional media and materials (including science computer software), and learning theories in science education. Co-requisite: ED 436.

ED 470 10 credits

Student Teaching

Classroom instruction of early childhood, middle school, secondary, and/or special education students during a fourteen-week period. Prerequisite: Completion of all other coursework and Praxis Tests. Co-requisite: 472.

ED 472 2 credits

Student Teaching Seminar

Provides guidance in clinical experiences as well as review of current educational research and issues related to professional development. Co-requisite: ED 470.

SPECIAL EDUCATION COURSE DESCRIPTIONS

SPE 100 3 credits

Overview of Human Exceptionalities

Designed for prospective classroom teachers, this course surveys the process and provision of special education services for students with special needs. The causes and characteristics of individuals with mental retardation, learning disabilities, emotional and behavior disorders, autism, and sensory impairment, and the impact of disabilities on families are addressed. This course fulfills the human diversity graduation requirement.

SPE 315 3 credits

Teaching Reading/Language Arts to Students with Disabilities

This course addresses the causes, diagnosis, and learning needs of exceptional and at-risk students in the elementary grades, K-4. Specifically, the course focuses on phonological awareness, phonics, and fluency, as well as a variety of instructional strategies for teaching reading/literacy to these students in inclusive and/or special education classroom settings. Prerequisite: ED 209.

SPE 335 3 credits

High Incidence Disabilities

An overview of the historical and educational basis for development of programs for those students who have been identified as needing Learning Support is provided. Introduction to definitions, etiologies, classroom diagnostic procedures and remediation techniques will be addressed. Prerequisite: SPE 100.

SPE 345 3 credits

Low Incidence Disabilities

The education of persons with mental retardation, autism and multiple disabilities is addressed as a collaborative effort of various individuals whose shared goal is meeting these children's unique learning needs across the life span. The use of adaptive equipment, assistive technology and issues of inclusion with these populations are explored in this course.

SPE 410 3 credits

Evaluation and Progress Monitoring with Special Needs Students

An overview of the historical foundation and major contributions to the field of progress monitoring will be presented. Introduction to definitions, etiologies and theoretical approaches to curriculum-based management systems and forms of progress monitoring are given. Students will learn about various systems for data collection, charting, and reporting classroom performance as they drive planning and implementation of remediation and intervention programs.

SPE 425 3 credits

Legal and Professional Practices in Special Education

This course will focus on understanding the legal statutes and regulations regarding students with disabilities and the resulting impact on the delivery of services and educational programs. Skills in development and delivery of the Individualized Education Plan, from age 3-21, including effective communication and collaboration, will be addressed. Discussion of professional dispositions and ethical behaviors of effective special educators will be reviewed. Teacher candidates will become thoroughly familiar with the evaluation instrument used to assess teacher competence and professionalism in Pennsylvania public schools.

ENGLISH

The primary focus of the English program is the study and appreciation of literature. A traditional liberal arts major, English has always offered its students opportunities for self-knowledge and growth as they explore the ideas of great writers of the past and present. However, the English major is also a practical choice. Because English courses encourage critical thinking, clear writing, and effective communication, students electing this major often choose careers in teaching, law, management, journalism, library science, government service and other fields. The English program also offers students the opportunity to prepare for graduate study.

Major Courses Required: complete at least 39 credits according to one of the following sequences:

English Major Sequence: ENG 202, 302 or 303, 406. Three credits of intensive study of a major writer or period; 6 credits each in British, American and world literature; and 9 credits of electives in literature and communication.

English Secondary Education Certification

Secondary Education (7-12) Certification in English can be earned by Alvernia students who first complete their undergraduate degree in English and demonstrate content knowledge in this area on Pennsylvania's required Praxis exam in English. The following coursework is required and can be started as early as the undergraduate senior year, then completed as part of Alvernia University's post-baccalaureate program:

ED 203, ED 204, MED 505, MED 515, MED 545, MED 574, MED 615, MED 665, MED 670 and MED 672.

English Minor

Students majoring in other fields, particularly those in which communication skills are valuable assets, may wish to consider an English minor attained by completing 18 credits in English and/or communication with a maximum of 6 credits in communication. COM 100 and 101 cannot be applied toward the minor.

Seniors may not register for a 100 level English or communication course without the permission of the Department Chair.

Theatre Minor

Students interested in the theatre minor should see the communication section of this catalog.

COURSE DESCRIPTIONS

ENG 103 3 credits

Introduction to Poetry

Introduction to the basic forms of poetry, surveying primarily British and American poets of the last three centuries.

ENG 106 3 credits

Short Story

Introduction to the short story genre through a critical and analytical interpretation of selected stories from world literature.

ENG 202 3 credits

Critical Approaches to Literature

Study of world literature and other cultural artifacts using a variety of critical theories. This course meets the Writing Enhanced requirement.

ENG 203 3 credits

Early American Poetry

Study of early American poetry from Colonial period through 19th century. Poets include Taylor, Bryant, Poe, Emerson, Whitman, Melville, Dickinson, Crane and others.

ENG 204 3 credits

Modern American Poetry

Study of selected American poets of 20th Century, including Frost, Eliot, Stevens, Cummings, Wilbur, among others.

ENG 205 3 credits

Early British Literature

Study of early British literature before the eighteenth century, including Chaucer, Spenser, Shakespeare (poetry), Jonson, Donne and Milton.

ENG 206 3 credits

Modern British Poetry

Select British poets of Modern period.

ENG 207 3 credits

Contemporary Fiction and Drama

Study of selected short novels, stories and plays drawn from world literature of the last 30 years. This course fulfills the human diversity graduation requirement.

ENG 209 3 credits

Adolescent Literature

The study of literature for young adults, with a particular emphasis on how to teach such works in the middle and secondary schools. Course is restricted to students majoring in education or English or with permission of the instructor.

ENG 213 3 credits

Modern Drama

Study of the major trends in the 19th and 20th centuries with a concentration upon representative American, British, and continental dramatists.

ENG 216 3 credits

Women in Literature

Study of the varying images of women as portrayed in writing by and about women. Topics vary from semester to semester. May be repeated under different topics. This course fulfills the human diversity graduation requirement.

ENG 302 3 credits

Shakespeare: Histories and Comedies

Study of Shakespeare's development as a writer of historical dramas and comedies.

ENG 303 3 credits

Shakespeare: Tragedies and Romances

Study of Shakespeare's development as a writer of tragedies and romances.

ENG 304 3 credits

Satire and Sentiment

Exploring drama, fiction, and poetry by major eighteenth-century writers including Dryden, Sheridan, Defoe, Pope, Swift, and Dr. Johnson.

202

ENG 305 3 credits

Early American Fiction

Analysis of trends in American prose literature with emphasis on significant novelists and short story writers from early 19th century to 1900.

ENG 306 3 credits

Modern American Fiction

Study of significant American novelists and short story writers from 1920s to the present, including Fitzgerald, Hemingway, Steinbeck, Salinger, Heller and others.

ENG 307 3 credits

The English Novel

Development of the novel as a genre, with emphasis on selected British novelists of the 18th and 19th centuries.

ENG 309 3 credits

World Literature

Study of world literature in translation, excluding American and British works. This course fulfills the human diversity graduation requirement.

ENG 310 3 credits

Modern Novel

Study of selected novels from world literature to illustrate techniques and developments in the genre in the modern period.

ENG 321 3 credits

Ethics and Tragedy

Study of ethics in context of tragic literature. Focus on Aristotle's understanding of the ethical content of tragedy by examining connections between his works on moral psychology (Ethics, Rhetoric) and his analysis of tragedy in the Poetics. Readings also include plays of Sophocles, Euripides, Shakespeare, Racine and others.

ENG 355 3 credits

Theatre History

A comprehensive study of the history of theatre from its origins through the Renaissance. Cross-listed with COM 355 and THR 355.

ENG 356 3 credits

Theatre History II

A comprehensive study of the history of theatre from the neo-Classical era through today. Cross-listed with COM 356 and THR 356.

ENG 401 3 credits

Romantic and Victorian Writers

Study of major poets and prose writers of the British Romantic and Victorian periods.

ENG 404 3 credits

History of the English Language

Study of English language with emphasis on exploring its historical and structural development, including grammar and semantics. Students also study basic linguistics. This course includes the study of early English literature and counts as a literature elective for the core requirement.

ENG 406 3 credits

Research Seminar

Concentration on a research area selected by consultation with the academic advisor. Required of English majors.

GENERAL SCIENCE

The General Science program aims to develop in the student insight into the intellectual and philosophical nature of science. This program helps the student to develop the ability to select, adopt, evaluate and use strategies and materials for the teaching of science and preparing for graduate study and professional programs.

GENERAL SCIENCE

Major: 41 credits

BIO 103, 104; CHE 104, 105, 107, 110, 111; SCI 402; MAT 131, 209; PHY 103, 110, 111; 3 credits in research and independent study; CIS 114.

Electives: 10-14 credits

To be chosen in one area of concentration: biology, chemistry, or physics.

Minor: 19-23 credits

Complete two courses from each discipline (biology, chemistry, physics): BIO 103, 104, 109, 203; CHE 102, 103, 106; PHY 103, 106, 110, 111. Other courses from these disciplines may be substituted with the assistance of the student's academic advisor.

HEALTHCARE SCIENCE

The purpose of the healthcare science program is to provide a rigorous curriculum, which will prepare graduates for meaningful roles and careers in our current healthcare environment. Consistent with the university's Franciscan values, students will become broadly educated, life-long learners who will engage with their communities. Utilizing a strong interdisciplinary design, this program encourages service and the promotion of healthy lifestyles for all persons of all abilities, income levels and social/cultural backgrounds. The Healthcare Science program creates advocates for individuals and communities that are underserved or under-informed on issues related to health and wellness, health systems policies and health management. Students with a healthcare science degree will graduate prepared to work in healthcare agencies, businesses, and various medical care settings.

Academic Quality

The healthcare science program is an excellent mid-degree opportunity for transfers or new applicants with associate degrees as occupational therapy assistants, physical therapy assistants, medical imaging professionals, dental hygienists, and respiratory therapists. Students in the healthcare science program are concerned with the well-being of all people. Completing the healthcare science program requires a mastery of science, the ability to engage in critical appraisal, and the desire to serve the community. In addition to taking the required courses in healthcare science, students are able to study in an area of concentration such as business, communication, biology, etc.

Career Success

The healthcare science program prepares students for work in healthcare agencies, businesses, and medical care settings as healthcare educators, healthcare advocates, or healthcare managers. Emphasis on health behavior theories through educational programming and experience with practical applications through volunteer service in the health field will provide students with a variety of educational tools and techniques to use in their professions. Healthcare program graduates could enter the healthcare field as health counselors or advocates, science and health writers, or policy analysts. In addition, graduates from the healthcare science program may find positions in government organizations, consumer groups, healthcare agencies, scientific research or consumer institutes.

HEALTHCARE SCIENCE

Major: 30 credits

Required Healthcare Science Courses: HCS 200, 300, 310, 320, 330, 340, 400, 410, 420, 430. A grade of C or higher is required in all HCS courses.

Related Requirements: BIO 100 level with Lab (recommended):

BIO 107/117, 115/116, or 109), BIO 216, SOC 111, PSY 101, PSY 208

Doctor of Physical Therapy (DPT) Program:

The healthcare science major can be followed as a 3+3 year curricular track leading to potential matriculation into the DPT Program in the senior year. That healthcare science curricular track and the 8 semester plan for the 3+ 3 year curricular track are specifically detailed and differ from the 8 semester plans for the 4 year undergraduate major in healthcare science. For further information about the accelerated 3+3 year Healthcare Science/DPT Program curricular track, visit <http://www.alvernia.edu/dpt> or contact the DPT Program Director, Dr. Christopher Wise, at christopher.wise@alvernia.edu.

COURSE DESCRIPTIONS

HCS 200 3 credits

Foundations of Healthcare Science

This course will identify current information in healthcare science and how it relates to different healthcare science professions. Various topics covered include medical ethics, legal obligations, the human body and wellness. Medical terminology is discussed as well as the importance of evidence-based research.

HCS 300 3 credits

Writing for Healthcare Science

This required course emphasizes how to think critically and write effectively within the field of healthcare science. The approach focuses on the role of the healthcare science professional as an informed consumer of research and other evidence for the best practices within the healthcare industry. Evidence-based principles are viewed as a lens through which all information is critically analyzed. Students review and analyze the research of others with an emphasis on adequacy of design, appropriateness of the analysis, and generalization of the results. Quantitative and qualitative approaches to the study of healthcare presented and compared, and the course stresses the importance of critical evaluation. Professional writing is designed to introduce students to a set of advanced intellectual and rhetorical skills. Various forms of writing for healthcare science professionals are practiced including research reports, data-driven summaries, literature reviews, the development of educational brochures and materials and grant writing. This course meets the Writing Enhanced requirement.

HCS 310 3 credits

Health & Wellness over the Life Span

This course focuses on the issues of health and wellness throughout the life span. Students learn various challenges concerning health and wellness including sociological, psychological, and economic factors that can impact their overall health. Motivational strategies, techniques, and plans for designing

age-appropriate exercise and fitness programs will be discussed and implemented. Current research in health and wellness programs will be studied and evaluated for effectiveness.

HCS 320 3 credits

Healthcare Science and Cultural Competency

This course focuses on the healthcare beliefs in a variety of cultures that interact with the healthcare system in the United States. The myriad of factors presented by diverse individuals and communities will be examined including: geographical, societal, economic, political and spiritual factors. Cultural competency for the healthcare science professional will be defined, modeled and practiced. This course fulfills the human diversity graduation requirement.

HCS 330 3 credits

Healthcare Literacy and Advocacy

This course will focus on the value of health literacy as an ideal for our country. Students will discuss the present barriers to that ideal and propose strategies for overcoming them. The requirements for health literacy for patients, providers, communities and society will be explored and strategies propose to contribute to health literacy at each level. Current national, state and local initiatives to address health literacy will be described and explored. The ethical principles of healthcare will be used as course themes to establish this need for literacy, advocacy for individuals and communities and healthcare reform.

HCS 340 3 credits

Healthcare Science Management

This course examines the organizational principles, practices, and pertinent management of health service organizations. Topics covered include quality improvement, risk management, strategic planning, financial planning and control, medical terminology, and medical ethics. Managerial implications of emerging issues in healthcare area also discussed.

HCS 400 3 credits

Healthcare Systems and Policy

This course introduces students to the U.S. health services system, describing healthcare institutions and the variant strengths and challenges of those systems, providers, payment practices, and significant health legislation. It examines current trends and perspectives against a historical background. This course focuses on healthcare delivery systems, including practice models and multi-level methods of intervention for effective service in healthcare, including health promotion, disease prevention, assessment, treatment, rehabilitation, continuing care, and discharge planning. Examples of topics covered include the use of current ICD system in assessment, screening and intervention including workplace health promotion and community crisis intervention. The impact of differences in ability, age, class, color, culture, ethnicity, family structure,

gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation will be examined, as these relate to various health practices, policies and services. This course will help the student analyze the various components of American healthcare policy, including political and economic policy, as well as the process of policy formulation. Current medical legal and ethical questions are examined.

HCS 410 3 credits

Community Health Organization and Administration

This course explores the healthcare system and its evolution in the United States. Provides a review of health related study of the US healthcare system and its structure, finance, governance, personnel, and cultural values. Economic, political, and social forces are observed.

HCS 420 3 credits

Current Issues in Healthcare Science

This course focuses on the current issues in healthcare science/healthcare related to society. The focus on wellness and healthcare at the individual, community and global perspective will be explored. Investigation of emerging trends, practices and procedures including current research and implications will be discussed in the healthcare science/healthcare fields will be explored.

HCS 430 3 credits

Healthcare Science Capstone

The purpose of this course is to guide and facilitate the final development of the professional attitudes, practices and skills necessary for effective leadership within the healthcare sciences, with an emphasis on the roles and functions of those in leadership positions. Competencies and roles covered in the course include those related to motivation, accountability, organizational awareness, conflict resolution, negotiation, critical thinking and analysis, innovation, professionalism, change management, collaboration, influence, and communication. The overall outcome of this course is to develop and present a capstone project in the area of healthcare science, in alignment with the student's professional goals and aspirations. Senior status healthcare science major only.

HISTORY

History is the story told of our past. It informs us of who we were, who we are, and from where we came. It is a foundation of the liberal arts and is essential to understand not only ourselves, but also the world around us. History hones the tools all students need to move upward in their professions — cultural literacy, reading, writing and research skills. History majors can plan, design, and think critically. They are ready for numerous professional paths, including teaching,

the law, and government service. The Department of the Humanities, in conjunction with education, supervises student preparations for Pennsylvania teacher certification.

HISTORY

Major: 36 credits

HIS 110, 112, 303, 426, 493; 6 credits of American: HIS 300, 308, 322, 334, 344, 352, 364; 6 credits from European sequence: HIS 307, 319, 323, 337, 349, 353; 9 additional elective history credits at the 200 level or higher.

Minor: 18 credits

The minor in history is designed to give students a chance to develop their talent and interest in historical study within a flexible schedule of courses. Students may select any 6 3-credit HIS courses to earn this minor.

COURSE DESCRIPTIONS

HIS 110 3 credits

World Civilizations

An introduction to some of the major civilizations of the past 4000 years of human history, including ancient and modern civilizations in China, India, the Middle East, Africa, Europe, and the Americas. Particular attention will be paid to the sources and documents of these peoples, as well as their cultural, social, and economic interactions. This course fulfills the human diversity requirement.

HIS 112 3 credits

The Study of American History

Introduces students to the chronology of American history, a broad selection of key documents, appropriate secondary reading materials, and descriptions of selected key events in the evolution of American history.

HIS 121 3 credits

The Study of European History

Introduces students to chronology of European history, a broad selection of key documents, appropriate secondary reading materials, and descriptions of selected key events in the evolution of European history.

HIS 230 3 credits

Women in History

Focused study of women in history through analyses of women's roles or comparative studies between cultures or biography. This course fulfills the human diversity graduation requirement.

HIS 240 3 credits

Topics in Global History

The study of non-Western culture and history. Potential topics include: East Asian, Middle Eastern, Latin American, and African histories. This course fulfills the human diversity graduation requirement. Course may be repeated for credit with different topics.

HIS 245 3 credits

Topics in Native American History

Study of the different aspects of the past of the indigenous peoples of the Americas. Emphasis is placed on introducing students to the very different cultures which have occupied the American continents for tens of thousands of years and which continue to influence Euro-American cultures to an extraordinary degree. This course fulfills the human diversity graduation requirement.

HIS 250 3 credits

Interdisciplinary History

Introduction to the historical aspects of a particular discipline such as business, economics, social work or criminal justice.

HIS 255 3 credits

Historical Biography

The study of a prominent individual or individuals in order to understand not just their lives, but the issues and contexts with which they had to deal. The course also seeks to understand the challenges which all people, not just historians, face in reconstructing past events and evaluating them.

Some possible lives to study include: Adolf Hitler, Joseph Stalin, Mahatma Gandhi, Martin Luther King, Florence Nightingale, or Queen Elizabeth I.

HIS 260 3 credits

Pennsylvania and Local History

Traces and coordinates Pennsylvania and local history by following the key events of state and local histories; the goal of the course is to familiarize the student with both the historical nature of their local environment and provide insights into that history.

HIS 281 3 credits

Topics in Military History

The study of war and military history. The course looks at the battles and fighting and investigates the underlying economic, social, and cultural factors that have driven and influenced war over the centuries. Topics may vary from semester to semester. May be repeated under different topics.

210

HIS 300 3 credits

Colonial America

Traces Anglo-Spanish and Anglo-French struggles for control of North America, the transplanting of European peoples and institutions to the original 13 British colonies, and development of those 13 colonies into semi-independent states before 1763. Prerequisite: HIS 112 or junior-level standing.

HIS 303 3 credits

20th Century World History

This course covers world history in the 20th century, focusing on major changes from the end of World War I to the present.

HIS 307 3 credits

Greco-Roman Civilization

Covers the growth of the classical civilizations of the West, from the Minoan/Mycenaean civilization through the rise of Greece, the transformation of Greek civilization into the Hellenistic civilizations, and the triumph and decline of Rome. Prerequisite: HIS 121 or junior-level standing.

HIS 308 3 credits

American Revolution and Constitution

Examines late colonial era including causes of the Revolutionary War, emergence of the United States under the Articles of Confederation, and special emphasis on origins and ratification of the Constitution. Prerequisite: HIS 112 or junior-level standing.

HIS 319 3 credits

Late Antiquity and Early Medieval

Traces fusion of classical civilization, Christianity and German tribes into the first Europe. Emphasizes understanding the transition from the Ancient World to the birth of European civilization of the High Middle Ages. Prerequisite: HIS 121 or junior-level standing.

HIS 322 3 credits

Early National & Jeffersonian America

Follows development of American society and culture as Americans sought to define precisely what their revolution had won for them and what an “American” was. Traces Federalist, and Jeffersonian periods and the emergence of the Jacksonian age. Prerequisites: HIS 112 or junior-level standing.

HIS 323 3 credits

The High and Late Middle Ages

The High Middle Ages was the burst of development, which formed Western European civilization. It was followed by a partial collapse known as the Late Middle Ages, which served as the transition to the Renaissance and to modern

Europe. Traces this coalescing of Western European civilization and the period of collapse. Prerequisite: HIS 121 or junior-level standing.

HIS 334 3 credits

Jacksonian and Ante-Bellum America

Traces development of America from the Battle of New Orleans to the sectional breakdown of the early 1850s. Covers late Jeffersonians, age of Jackson, era of Manifest Destiny, Mexican War, and the growth of the North/South conflict after the Mexican War. Also examines the old South. Prerequisite: HIS 112 or junior-level standing.

HIS 337 3 credits

Early Modern Europe

From the Renaissance to the Elizabethan Age to the court of Louis XIV, this course follows fragmenting of the medieval world and emergence, through upheaval, of new religious, political and intellectual styles. Prerequisite: HIS 121 or junior-level standing.

HIS 344 3 credits

The Era of the Civil War

Covers the development of the sectional crisis from the Compromise of 1850, through the crisis of the 1850s, to the Civil War itself, and to the passing of Reconstruction. Course ends with the disputed election of Hayes and the North's abandonment of Reconstruction. Prerequisite: HIS 112 or junior-level standing.

HIS 349 3 credits

The Age of Revolutions (1610-1815)

Traces political, intellectual, and socio-economic upheavals associated with such figures as Galileo, Newton, Cromwell, Louis XIV, Locke, Montesquieu, Washington, Franklin, Jefferson, Adam Smith, Voltaire, Robespierre and Napoleon. Concentrates on interplay of individuals and trends. Prerequisite: HIS 121 or junior-level standing.

HIS 352 3 credits

America's Industrial Revolution and the Age of Reform

Examines America's Industrial Revolution, westward expansion, immigration, urbanization, and attempts to control rapid change through reform. Also covers America's growing involvement in world affairs through World War I and the Versailles Treaty. Prerequisite: HIS 112 or junior-level standing.

HIS 353 3 credits

The European Century (1763-1914)

Follows Western European civilization as it approached its apogee and spread across the world. Focuses on European civilization as it developed its mature

forms of political, intellectual, and socio-economic thought. Prerequisite: HIS 121 or junior-level standing.

HIS 364 3 credits

America's Trial: The Depression through the Korean War
Studies 24 years that covered Great Depression, New Deal, World War II, the Cold War, and the Korean War, and how these years affected American institutions. Examines upheavals of the "Jazz Age" and the 1920s. Prerequisite: HIS 112 or junior-level standing.

HIS 426 3 credits

Research Seminar

Intensive study in research methodology followed by a major research paper on a topic approved by the department chairperson.

HIS 461 3 credits

Social Studies Methods: Pennsylvania's Founding and the World

This course examines the historical and contextual development of Pennsylvania from 1683 to 1824. As a methodology course, focus is on types of research and methods of presentation within a classroom setting. Cross-listed with ED 461.

HIS 493 3 credits

Contemporary Historiography

This course examines the processes by which history is written and created. In particular, it looks at the theories, ideas, and beliefs that underpin the study of history itself, using such thinkers as Foucault, Thucydides, Genovese, and Partha Chatterjee.

HONORS

The Honors Program offers students the opportunity to challenge themselves through innovative and imaginative curricula. Students are encouraged to excel academically, to prepare for graduate and professional school, and to participate in leadership and service opportunities. The program provides co-curricular activities, service opportunities, and intellectual and social support, adding significant dimension to the student's academic program.

HNR 160 3 credits

First Year Honors Seminar (FYHS)

Introduces students to intellectual inquiry, orients them to campus life (includes Honors Program), assists in development of academic and personal goals, and introduces preparation for graduate and professional school. Students learn to use various methods of inquiry to explore questions, collect evidence, critically

evaluate and synthesize information, construct reasoned arguments, and communicate results to others both orally and in writing. Builds on classroom learning through related co-curricular activities and field experiences. Generates collaboration and builds intellectual community among students and faculty. Course is team taught by faculty in diverse areas; students lead discussion and complete individual and group projects. Satisfies FYS 101 requirement.

HNR 260/360 3/3 credits

Interdisciplinary Honors Colloquia

Honors Colloquia build on the foundation established in the First Year Honors Seminar. An interdisciplinary approach is taken, emphasizing integration of methods from both the arts and the sciences to approach complex questions. The course topic is used as a context within which methods of investigation, synthesis and expression will be further developed. Topics are based on expertise of faculty members in diverse areas, and on student interest. In the course students lead discussion, complete individual and group projects, and participate in co-curricular activities and field trips. Recent colloquia examples: Titanic: Myth and Reality; Good and Evil in Fact and Fiction; and Leaders: Born, Made & Portrayed.

HNR 460 6 credits*

Honors Thesis

Working closely with a faculty mentor, students complete a thesis, which involves identifying and solving a scholarly problem or developing a creative work. Project must be interdisciplinary, and students must successfully defend a proposal and final project to the Honors Advisory Board and present to the college community. *May be taken in one semester for 6 credits or two semesters for 3 credits each.

LIBERAL STUDIES

Rationale

The liberal studies major is a self-designed major available for students to develop a program of study that is not currently offered at the university. Whether the student is seeking an opportunity to broaden intellectual and cultural awareness, or whether the student is preparing for specific graduate pursuits, liberal studies will provide both a solid foundation and a program tailored to the student's individual goals.

Purpose

The purpose of the liberal studies major is to provide students the flexibility to explore a wide range of subjects while tailoring their studies to career or

educational goals. This individualized program can be more meaningful and practical to the individual with specific professional or intellectual interests.

Restrictions

Students who have not yet earned 75 credits should discuss their planned course of study with the relevant department chairs. Students then submit a proposal, including a rationale for pursuing the liberal studies major and a program of studies with the courses that constitute this major. Once the proposal has been approved by the chairs of the two relevant academic departments* and by the Dean of Arts & Sciences, the Registrar will be informed of the student's intent to pursue a liberal studies major and will keep the signed and approved proposal on file.

LIBERAL STUDIES

Major Requirements:

Bachelor's Degree: 37 credits

1. Students should declare their intention to pursue the liberal studies major and submit a rationale for their program of studies and the courses that will constitute it before they earn 75 credits.
2. This proposal must be approved by the **two** department chairs* who have agreed to sponsor the major. An advisor will be appointed from one of the departments.
3. A minimum of 15 credits must be taken in each of the two departments or programs. A minimum of 18 credits must be taken at the 300/400 level.
4. Students must complete a one credit capstone course, COL 400, supervised by their advisor.
5. All major requirements are in addition to those required by the university core. Area II courses may not be fulfilled by courses from either of the two selected disciplines.

**If the two areas of study are within the same department, then the department chair and a faculty member who teaches in one of the specific areas are asked to approve the proposal.*

MASTER OF ARTS IN LEADERSHIP FOR SUSTAINABLE COMMUNITIES

The Master of Arts in Leadership for Sustainable Communities is an interdisciplinary program founded in the liberal arts tradition and designed for

leadership in sustainable community development. The MALS degree program prepares professionals who will excel in positions of leadership in public and private settings. For the purposes of this program, leadership for sustainability is defined in cultural, economic and environmental terms. The MALS program helps students become agents of social change through critical discussion and analysis of community issues and the creation of graduate level service and/or research projects to mitigate community challenges.

MATHEMATICS

The mathematics program is designed to provide students with sufficient background into mathematical theory and practice so they may pursue graduate work, research, teaching in the secondary schools and various types of work in industry.

MATHEMATICS

Major: 53-57 credits

Core: 27-30 credits

MAT 230, 231, 307, 332, 401, 415, either SCI 480 or SCI 406/407, **MAT 131** recommended.

Related area: 14 credits

CIS 115, 152; PHY 200, 201.

Electives: **4 courses** from: MAT 204, 209, 210, 240, 304, 308, 403.

Mathematics Secondary Education Certification

Secondary Education (7-12) Certification in Mathematics can be earned by Alvernia students who first complete their undergraduate degree in Mathematics and demonstrate content knowledge in this area on Pennsylvania's required Praxis exam in Mathematics. The following coursework is required and can be started as early as the undergraduate senior year, then completed as part of Alvernia University's post-baccalaureate program:

ED 203, ED 204, MED 505, MED 515, MED 545, MED 574, MED 615, MED 665, MED 670 and MED 672.

Minor: 17-18 credits

MATH 209, 230, 307. Two from 204, 231, 240, 304, 308.

COURSE DESCRIPTIONS

MAT 100 3 credits

Elementary Algebra

Designed for students who need to develop their algebraic skills. Topics include review of arithmetic, real number concepts, linear and quadratic equations and inequalities. It carries transcript credit, but does not count in the credits applied toward graduation.

MAT 101 3 credits

Survey of Mathematics

Survey of modern concepts of mathematics. Topics include set theory, logic, mathematical system, systems of numeration, counting methods, probability and statistics. Fulfills the general education requirement for non-math or non-science students. Prerequisite: satisfactory score on Mathematics Placement Test.

MAT 102 3 credits

Algebra II

This course is designed to prepare science or mathematics major for pre-calculus. Topics include algebra of polynomials, roots, radicals and exponents, relations and functions and their graphs, systems of equations and logarithms. Prerequisite: MAT 100 or satisfactory score on Mathematics Placement Test.

MAT 105 3 credits

Mathematics for Teachers I

An introduction to the fundamentals of teaching mathematics in the elementary school. Topics include: sets, functions, logic, numeration systems, number theory, properties of number systems, introduction to statistics. Open only to education students or by permission of instructor. Students may not take both MAT 105 and MAT 101 for credit. Prerequisite: satisfactory score on the Mathematics Placement Test.

MAT 106 3 credits

Mathematics for Teachers II

An introduction to the fundamentals of teaching mathematics in the elementary school. Topics include: probability, statistics, geometry in 2 and 3 dimensions, measurement concepts, problem solving strategies, technology and mathematics. Open only to EDU students or permission of instructor.

MAT 110 3 credits

Business Mathematics

This course is designed to provide a secure foundation in the fundamentals of business mathematics. Topics include: interest calculations, depreciation, statistical data and graphs, algebra of polynomials, roots, radicals and exponents, relations and functions, exponential functions and their graphs. Prerequisite: Satisfactory score on the Mathematics Placement Test.

MAT 131 3 credits

Precalculus Mathematics

This course is an introduction to relations and functions including polynomial, rational, trigonometric, exponential and logarithmic functions and their graphs.

Prerequisite: two years of high school algebra and satisfactory score on the Mathematics Placement Test.

MAT 204 3 credits

Introduction to Mathematical Logic

This course is an introduction to basic properties and operation of sets, functions and relations. A discussion of set cardinality, ordered sets, ordering theorems, set paradoxes, algebra of proposition and Boolean algebra. Number theory topics include: factorization, divisibility theory, congruencies, and Diophantine equations.

MAT 205 3 credits

Mathematics for Teacher III

A survey of concepts required of middle school teachers. Topics include: Algebra, exponential and logarithmic functions, trigonometry, and discrete mathematics. Prerequisite: MAT 106.

MAT 208 3 credits

Introductory Statistics

This course in applications of statistics and probability is designed for such areas as sociology, business, economics, medicine and psychology. Topics include descriptive statistics, data organization and graphical methods, laws of probability, rules review of probability, linear correlation and regression, binomial and normal distributions, sampling and statistical inference. Varied computer applications, using the statistical software package SPSS, are required. Not open to math or science majors. Students earning credit for this course cannot earn credit for MAT 209. Prerequisite: satisfactory score on the Mathematics Placement Test.

MAT 209 3 credits

Probability and Statistics

This course covers theoretical principles and methods of probability and statistical analysis useful for natural science and education majors. Includes organization and analysis of data, descriptive statistics, laws of probability, binomial and normal distribution, random sampling, statistical inference, estimation and tests of hypotheses for large samples. Computer applications, using statistical software package SPSS, are required. Students earning credit for this course cannot earn credit for MAT 208. Prerequisite: satisfactory score on the Math Placement Test.

MAT 210 3 credits

Inferential Statistics

A study of correlation and regression from applied and theoretical points of view, bivariate normal distribution and small sample theory. Student's t-, F, and chi square distributions, analysis of enumerative data, analysis of variance and nonparametric methods. Varied computer applications, using the statistical software package SPSS, are required. Prerequisite: MAT 209.

MAT 220 1 credit

Math/Statistics Computer Lab

This lab will offer hands-on instruction in the use of computers and software to calculate, graphically display and analyze data of mathematical, statistical or scientific interest. The use of computer plotting software to visually represent mathematical equations with one or more variable functions will be emphasized through the appropriate input of computationally logical mathematical formulas.

MAT 225 3 credits

Business Calculus

This course reviews relations and functions, exponential functions and graphs. An introduction to limits, continuity, basic differentiation and integration with emphasis on business applications. Prerequisite: MAT 110 or satisfactory score on the Mathematics Placement Test.

MAT 230 4 credits

Calculus I

This course is an introduction to limits, continuity, differentiation, integration and their applications. Prerequisite: MAT 131 or satisfactory score on the Mathematics Placement Test.

MAT 231 4 credits

Calculus II

This course includes applications and techniques of integration, derivatives and integrals of trigonometric, exponential and logarithmic functions. Techniques of integration. Prerequisite: MAT 230.

MAT 240 3 credits

Linear Algebra

This course introduces the theory of matrices with applications using systems of equations, discussion of determinants, transformations and properties of vector spaces. Prerequisite: MAT 231.

MAT 304 3 credits

Numerical Analysis

A study of numerical methods necessary in the computer sciences including methods for evaluating zeros of a function, solving systems of linear equations,

polynomial approximations, matrix computations, rounding errors and other error types. Prerequisite: CIS 151.

MAT 307 3 credits

Abstract Algebra

A study of group theory, permutations and cyclic groups, factor groups, rings, fields, integral domains, ideals, polynomial rings and vector spaces.

MAT 308 3 credits

Modern Geometry

A study of transformations in the Euclidean plane, affine spaces and their transformations, projectives and their groups and axiomatic plane geometry.

MAT 332 4 credits

Calculus III

A study of vectors in the plane, polar coordinates, infinite series, vectors in solid analytic geometry, functions of several variables, partial derivatives, multiple integrals and their applications. Prerequisite: MAT 231.

MAT 401 3 credits

Real Analysis

A study of some of the basic theorems of real analysis including sequences and series, vectors, multiple integrals, techniques of differential and integral calculus and implicit function theorems. Prerequisite: MAT 332.

MAT 403 3 credits

Complex Variables

This is an introduction to the theory of functions and complex variables, elementary transformations, complex differentiation and integration, Cauchy theory of integration and complex power series. Prerequisite: MAT 332.

MAT 415 3 credits

Mathematics Seminar

This is a program of individual reading, discussion and student presentation of oral and written papers on selected topics in mathematics. Topics include history of mathematics as well as other areas not discussed in any of the student's previous mathematics courses. Prerequisite: junior or senior standing.

MEDICAL IMAGING

The medical imaging (MI) program leading to an Associate of Science degree is a cooperative degree program between The Reading Hospital School of Health Sciences (RH-SHS) and Alvernia University. In addition to the Associate in Science degree, graduates will receive a Certificate in Radiologic Technology from RH-SHS. The MI program meets the 2011 Radiology Curriculum Standards set forth by the American Society of Radiology Technologists and is 2 ½ calendar years in length. In addition, it is fully accredited by the Joint Review Committee on Education in Radiology Technology (JRCERT) and approved by the Pennsylvania Department of Education. Graduates of the MI program are eligible to take the national examination administered by the American Registry of Radiology Technologists (ARRT) to become Registered Technologists.

The medical imaging program is committed to helping students view themselves as integral members of a healthcare team whose function is to collectively provide the highest quality patient care achievable. The academic and clinical curricula of the medical imaging program are purposefully designed to educate entry-level practitioners who are well prepared to provide compassionate, ethical and evidence-based patient care when delivering medical imaging services. Students learn to meet the total needs of the patient, with emphasis placed upon the core values of the medical imaging program (compassion, integrity, precision, accountability and respect) as well as the Franciscan tradition at Alvernia University (service, humility, peacemaking, contemplation and collegiality).

Medical Imaging Student Learning Outcomes:

1. Synthesize knowledge and skills essential to the successful practice of diagnostic medical imaging.
2. Practice competently as an entry-level Radiologic Technologist.
3. Communicate effectively with individuals, families and communities.
4. Provide diagnostic-imaging services ethically and compassionately.
5. Utilize the problem solving process effectively.
6. Embrace the need for ongoing professional growth and development.

Admission Requirements

The MI program student admission is the responsibility and at the discretion of the Reading Hospital School of Health Sciences. Admission standards meet and/or exceed Alvernia University's admission standards. Admission to the MI program is competitive and the selection of students will be based on personal composition, academic ability, references, interview performance, aptitude tests, writing samples, and previous healthcare experience. Refer to the RH-SHS Admission Office for details.

MEDICAL IMAGING PROGRAM LEADING TO AN ASSOCIATE OF SCIENCE DEGREE

Minimum Credits:	78 credits
Total MI Credits:	49 credits
General Education/Core:	25 credits
Related Requirement:	4 credits

Required MI Courses: MI 110, 115, 120, 015, 130, 025, 235, 035, 240, 045, 260, 055, 275, 065

Related Requirements: The following are required as part of or in addition to the General Education/Core: BIO 107, 117, 108, 118, COM 101, MAT 102, PHI 105, THE 210, SOC 306. Two liberal arts electives: 3 credits COM (in addition to COM 101) and 3 credits from art, music, theatre, or literature.

COURSE DESCRIPTIONS

MI 110 1 credit

Introduction to Medical Imaging

This course provides a broad, general introduction to the foundations in the radiography practitioner's role in the healthcare delivery system. Principles, practices and policies of the healthcare organization(s) will be examined, in addition to the professional responsibilities of the radiographer. Students will be oriented to the administrative structure of the Radiology Department and to professional organizations significant to radiology. Students will be oriented to the mission of Alvernia University, The Reading Hospital School of Health Sciences and the medical imaging program.

MI 115 3 credits

Patient Care and Pharmacology for Medical Imaging Professionals

This course addresses the basic concepts of patient care and underscores the physical and emotional needs of the patient and family. Routine and emergency patient care procedures will be described, as well as infection control procedures utilizing standard precautions. The role of the radiographer in patient education will be identified. Prerequisites: BIO 107, 117, COM 101, MAT 102, FYS 101/MI 110.

MI 120 2 credits

Radiation Protection & Medical Terminology

This introductory course provides theory and application to the elements of medical terminology. A word-building system will be introduced and abbreviations and symbols will be discussed. Also introduced will be an orientation to the understanding of radiographic orders and interpretation of diagnostic reports. Related terminology is addressed. This course will introduce

an overview of the principles of radiation protection, including the responsibilities of the radiographer for patients, personnel and the public. Devices used for protection will be presented. Radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies and healthcare organizations are incorporated. Prerequisites: BIO 107, 117, COM 101, MAT 102, FYS 101/MI 110.

MI 121 1 credit

Clinical Seminar I Clinical Orientation

Clinical Seminar I is designed to support the foundation necessary to perform standard radiographic procedures. The fundamental skills necessary to adapt studies to specific patient needs will be introduced as well as concepts related to pathology with emphasis on radiographic appearance. Laboratory and clinical experience will be used in conjunction with seminars to facilitate mastery of skills necessary for the beginning medical imaging student. (RSHS MI 015) Prerequisites: BIO 107, 117, COM 101, MAT 102, FYS 101/MI 110.

MI 130 3 credits

Imaging Principles and Equipment

This course establishes the relationship between radiation production and characteristics, radiographic equipment, and factors that govern the image production process. The basic knowledge of atomic structure and terminology, nature and characteristics of radiation, x-ray production, the fundamentals of photon interactions with matter, and the design and function of the radiographic equipment are explored. The concepts of radiographic density, contrast, latitude, detail and distortion are analyzed with respect to how they affect the image production process. Ideal technique formulation and selection, troubleshooting and error correction is examined. (Mathematics involved) Prerequisites: MI 115, 120, 121, MAT 102.

MI 131 5 credits

Clinical Seminar II Chest, Distal Extremities

Clinical Seminar II is designed to support the foundation necessary to perform standard radiographic procedures. Chest radiography and distal portions of the appendicular skeleton will be included. The skills necessary to adapt these studies to specific patient needs will also be introduced. Demonstration of optimal diagnostic examinations and radiographic image evaluation will be included; pathological effects and recommendation for improvement of image quality will be discussed. Laboratory and clinical experience will be used in conjunction with seminars to facilitate mastery of skills necessary for the beginning medical imaging student. (RSHS MI 025) Prerequisites: BIO 108, 118, MI 115, 120, 121.

MI 235 4 credits

Medical Image Acquisition & PACS

This course is designed to impart an understanding of the components, principles, and operation of imaging systems found in diagnostic radiology. Factors that impact image, image acquisition, display, archiving and retrieval are discussed. Guidelines for selecting exposure factors and evaluating images within an imaging system assist students to bridge between film-based and digital imaging systems. Principles of quality assurance and maintenance are presented. Prerequisites: MI 130, 131.

MI 236 5 credits

Clinical Seminar III; Proximal Extremities, Shoulder Girdle, Mobile & Surgical
Clinical Seminar III is designed to support the foundation necessary to perform standard radiographic procedures. Proximal Extremity, Shoulder Girdle, Mobile/Surgical Radiography and Trauma Radiography. The skills necessary to adapt these studies to specific patient needs will also be introduced.

Demonstration of optimal diagnostic examinations and radiographic image evaluation will be included; pathological effects and recommendation for improvement of image quality will be discussed. Laboratory and clinical experience will be used in conjunction with seminars to facilitate mastery of skills necessary for the beginning medical imaging student. (RSHS MI 035)
Prerequisites: MI 130, 131, THE 210.

MI 240 2 credits

Radiation Biology

This course is designed to provide an overview of the principles of the interaction of radiation with living systems. Radiation effects on molecules, cells, tissues, and the body as a whole are presented. Factors affecting biological response are presented, including acute and chronic effects of radiation.
Prerequisites: MI 235, 236.

MI 241 5 credits

Clinical Seminar IV Bony Thorax, Pelvic Girdle and Vertebral Column
Clinical Seminar IV is designed to support the foundation necessary to perform standard radiographic procedures. Instruction of radiography of the bony thorax, pelvic girdle and vertebral column will be included. The skills necessary to adapt these studies to specific patient needs will also be introduced.

Demonstration of optimal diagnostic examinations and radiographic image evaluation will be included; pathological effects and recommendation for improvement of image quality will be discussed. Laboratory and clinical experience will be used in conjunction with seminars to facilitate mastery of skills necessary for entry level medical imaging professionals. (RSHS MI 045)
Prerequisites: MI 235, 236.

MI 260 4 credits

Introduction to Computed Tomography and Cross Sectional Anatomy

This course is provided to further continue the study of the gross anatomy of the entire body through cross sectional imaging. Detailed study of gross anatomical structures will be conducted systematically for location, relationship to other structures, and function. Content will also provide entry-level radiography students with principles related to computed tomography (CT) imaging. Basic principles of linear tomography will be studied in relation to the patient care setting. Prerequisites: MI 240, 241.

MI 261 8 credits

Clinical Seminar V Abdomen, Fluoroscopy, Cranium,

Clinical Seminar V is designed to support the foundation necessary to perform standard radiographic procedures. Instruction of abdominal radiography, fluoroscopy studies, and imaging procedures associated with the cranium will be included. The skills necessary to adapt these studies to specific patient needs will also be introduced. Demonstration of optimal diagnostic examinations and radiographic image evaluation will be included; pathological effects and recommendation for improvement of image quality will be discussed. Laboratory and clinical experience will be used in conjunction with seminars to facilitate mastery of skills necessary for entry level medical imaging professionals. (RSHS MI 055) Prerequisites: MI 240, 241, SOC 306.

MI 275 1 credit

Achieving and Advancing Professional Standing

This course provides students with necessary information as they prepare to take the national credentialing examination administered by the American Registry of Radiologic Technologists (ARRT). The application process utilized by the ARRT is explained and continuing education requirements for ongoing registry maintenance are discussed. Students prepare for the credentialing examination through participation in standardized exams, investigate a variety of professional growth opportunities and design a career pathway. Prerequisites: MI 260, 261.

MI 276 5 credits

Clinical Seminar VI Special Studies

Clinical Seminar VI is designed to support the foundation necessary to perform specialty radiographic procedures. Instruction of specialized radiographic projections and protocols will be included. The skills necessary to adapt these studies to specific patient needs will also be introduced. Demonstration of optimal diagnostic examinations and radiographic image evaluation will be included; pathological effects and recommendation for improvement of image quality will be discussed. Laboratory and clinical experience will be used in conjunction with seminars to facilitate mastery of skills necessary for entry level medical imaging professionals. (RSHS MI 065) Prerequisites: MI 260, 261.

MUSIC

Music offerings seek to serve students by presenting the basics of music and the relationship of music to other areas of human endeavor. Skills courses seek to develop the student as a performer to foster self-expression and enjoyment of the art of music. Performance groups include chorus, band and ensembles. A minor is available.

Minor: 18 credits

A student pursuing another discipline may choose electives to form a music minor. Credit distribution is as follows: MUS 135, 235, 051 (repeated), 010 or 020 (repeated); six credits in other music courses.

COURSE DESCRIPTIONS

MUS 010 1 credit

Chorus

Open to all students. Meets two hours a week. Practical experiences in part-singing; advancing choral literature; public performances. May be repeated.

MUS 020 1 credit

Instrumental Ensemble

Open to all students by audition. Meets two hours a week. Practical experiences in attaining blend, maintaining precision, furthering musicianship. May be repeated.

MUS 051 1 credit

Private Instruction

Private lessons in piano, voice, organ or any other instrument for which an instructor can be made available on request. One half-hour lesson per week per credit. Additional fee required. May be repeated for credit.

MUS 121 3 credits

Introduction to Music

Presentation of basic elements of music, important forms, types and representative styles and works. Promotes more intelligent listening to music, especially classical music.

MUS 123 3 credits

American Popular Music

Presents basic elements of music with special emphasis on growth and development of American popular music, rock and jazz. Listening lessons, independent projects and class discussions that encourage active participation and develop an appreciation for our rich heritage of music and the arts.

MUS 130 3 credits

Sing Broadway

Introduces the student to basic vocal technique, song preparation and performance. Song literature will emphasize, but not be limited to, Broadway Musical Theatre. The class will include live performance, lecture, directed listening, demonstration, discussion, and audio-visual materials. Observations, interactions and discussions are encouraged. Practice outside of class is expected.

MUS 131 3 credits

Music Fundamentals via Piano

Elements of notation, scales, intervals, triads, functional keyboard, elementary sight singing, and ear training.

MUS 132 3 credits

Music Fundamentals via Guitar

Elements of music notation, scales, chords and transposition with special emphasis on how these apply to guitar. Good playing skills stressed. Instrument required. (Limited number of instruments available for rental.)

MUS 135 3 credits

Music Theory

Correlates harmony, keyboard experience, ear training, sight singing and analysis. Major and minor scales, intervals, triads, inversions. Musical background not necessary.

MUS 220 3 credits

Music and Health

Basic music course in the theories and techniques of music as an agent of wellness. Explores music therapy, recent research, and healing practices of non-Western cultures as they relate to music. Especially recommended for students planning a career in healthcare or human services. No prerequisites, no prior musical experience or performance required.

MUS 221 3 credits

American Music

In-depth study of origins of music in America from early settlements through the present day. Emphasis on contributing cultural factors as well as study of style and form. Folk, dance, religious, stage, and art music is included.

MUS 222 3 credits

Multicultural Music

Study of musical diversity of the world. Emphasis on interrelationship of music and cultural traditions. Topics: music of Africa, Europe, and the Americas, including their influence on American music. Lecture, discussions, video and

extensive use of recorded material. This course fulfills the human diversity graduation requirement.

MUS 224 3 credits

Broadway Musicals

Survey of musical theatrical productions with emphasis on the development of the American musical theatre.

MUS 235 3 credits

Harmony

Part writing of figured bass exercises tonic triads and seventh chords; some keyboard harmony. Prerequisite: MUS 135 or instructor permission.

MUS 322 3 credits

World Music

Study of musical diversity of the world. Emphasis on interrelationship of music and culture. Topics: music of India, Middle East, Indonesia, China, Japan, Southeast Asia, Pacific Rim and Pacific Islands, and Australia, including their influence on American music and vice-versa. Lecture, discussion, group project, videos, and extensive use of audio material. Fulfills the human diversity requirement.

MUS 331 3 credits

Women in the Arts

A culture-based survey of the contributions by women of the Western world to the fields of music, visual arts, dance, and theater. Significant attention also to women in African-based arts, including African-American women. Previous artistic experience is helpful. No prerequisite. This course fulfills the human diversity graduation requirement.

MUS 333 3 credits

Music History

In-depth exploration of origins of Western musical practice. Covers music from Medieval to Modern. Emphasis is on evolution of style and form. Learn through lecture, score analysis, reading assignments, oral reports and directed listening.

NURSING

The purpose of the Bachelor of Science in Nursing program is to offer a high quality professional nursing education in a Christian-oriented environment. The BSN graduate functions as a generalist practitioner in a variety of healthcare environments. Alvernia's BSN graduate is prepared to deliver healthcare to persons of all ages, families and community groups with sensitivity to cultural and environmental factors.

The Alvernia University Bachelor of Science in Nursing program is fully approved by the Pennsylvania State Board of Nursing. The successful graduate is eligible to apply for RN Licensure by taking the National Council Licensure Examination (NCLEX-RN).

The BSN program is designed to prepare the students for professional practice, summarized by the following nine outcomes expected of our graduates. Upon graduation, the nursing student will be able to:

1. Demonstrate a solid base in liberal education – humanities, social sciences, and natural sciences – to inform generalist nursing practice.
2. Assume an ethical leadership role to improve quality and safety of clients' care within a variety of healthcare settings.
3. Integrate reliable evidence to inform practice and make clinical judgments.
4. Demonstrate skills in information technology and client care technologies to facilitate ethical and safe care.
5. Recognize local, state, national, and global trends in health policy and regulation and its effect on nursing practice.
6. Use professional communication and collaboration skills to deliver safe and evidence-based, client-centered care.
7. Use evidence-based disease prevention and health promotion practices across the life span.
8. Demonstrate the professional standards of moral, ethical, and legal conduct.
9. Synthesize core knowledge and skills for generalist nursing practice across the life span in a variety of healthcare settings.

Graduates of the BSN program are expected to perform according to the American Nurses Association (ANA) Standards of Practice, The Essentials of Baccalaureate Education for Professional Nursing Practice, The ANA Code of Ethics, and the Pennsylvania Nurse Practice Act.

The Alvernia University Bachelor of Science in Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE). Accreditation is an indication of public approbation, attesting to the quality of the educational

program and the continued commitment of the sponsoring institution to support the program. For further information about the accreditation of the BSN program, please contact the Commission on Collegiate Nursing Education at the following address: Commission on Collegiate Nursing Education: One Dupont Circle NW, Suite 530, Washington, D.C., 20036, 202-887-6791.

Admission Requirements

Admission to the Alvernia University Bachelor of Science in Nursing program is determined on an individual basis at each entry level. The total number of students admitted to the program is based upon available facilities and faculty. Students are admitted throughout the calendar year until all spaces in the class are filled. All students admitted to the Pre-licensure Bachelor of Science in Nursing Program are designated as Pre-NUR until three of the four foundational science courses have been passed with a final course grade of “C” or better (see Progression Policies). Students may repeat no more than three total required science courses at Alvernia or any/all previous institutions they have attended. When a student meets the progression requirements to move to sophomore level nursing courses, their status is changed from Pre-NUR to NUR.

Admission Requirements for Freshman Level

This level is for all first-time college students and for college students who have less than 29 credits of college level work or students who do not have prerequisite college level science courses.

- First-time college students must meet the general admission requirements of Alvernia University.
- First-time college students with less than 12 credits of college work must have a composite score from the critical reading and math sections on the SAT of 950 or greater and a high school grade point average of 3.0 or higher, with consideration given to college preparatory courses of study.
- Two letters of reference.

As required by the Pennsylvania State Board of Nursing, applicants shall have completed work equal to a standard high school course with a minimum of 16 units, including 4 units of English, 3 units of social studies, 2 units of mathematics (1 of which is algebra) and 2 units of science with a related laboratory or the equivalent.

Transfer Students at the Sophomore Level

This level is for students who have completed at least 30 credits of college level work including the prescribed science courses for the freshman year. To be eligible for admission to the nursing program at the sophomore level applicants must:

- Meet the general admission requirements of Alvernia University

- Provide official transcripts of completed college work and courses in progress
- College students must have a grade point average of at least a 2.75 with consideration given to individual courses. Science course grades of C+ or higher are ordinarily required for admission. Grades and credits from developmental courses are not considered.
- Not have repeated any required science course more than one time for a passing grade and may have repeated no more than three total required science courses at any/all previous institutions they have attended.
- Demonstrate successful completion of three of four of the required sciences, two of which must be Anatomy and Physiology I and II.
- Submit two letters of reference from academic or workplace contacts.

Students Transferring From Other Nursing Programs

Students wishing to transfer to Alvernia University from another institution of higher education must meet the general admission requirements of Alvernia University and have a minimum cumulative grade point average of 2.75. A grade of C+ or higher is expected for transfer science courses. Students transferring from another nursing program may not have repeated any required science course more than one time for a passing grade and may repeat no more than three total required science courses at any/all institutions they have attended, including Alvernia. Transferability of nursing courses is judged in relation to the Alvernia University nursing courses and curriculum sequence. Evaluation of transfer courses is completed in the Registrar's Office and will follow university policy. Students transferring from another nursing program must submit two letters of reference, at least one of which is written by an administrator or faculty member of the previous nursing program. Final decisions regarding transfer into the nursing major are made by the Nursing Department Chair. Applicants accepted into the nursing program may be required to successfully complete NUR 098 to demonstrate theoretical knowledge and clinical proficiency.

Returning and Readmitted Students

Returning students who have not been enrolled in a clinical nursing course for one or more semesters and students who apply for readmission to the program are required to successfully complete NUR 098 to demonstrate theoretical knowledge and clinical proficiency.

Progression Policies

- Achievement of a "C+" or better in each nursing course. Students may repeat/delete only one nursing course throughout the nursing program.
- Students who receive a grade of less than a "C+" in a nursing course may not progress in nursing courses for which that course is a prerequisite.

- Achievement of a “C” or better in each required science course. Students may repeat no more than three required foundational science courses (including BIO 107, BIO 117, BIO 108, BIO 118, CHE 106, CHE 109, and BIO 220) in order to earn a passing grade of at least a “C” and may repeat no single science course more than one time.
- Students who receive a grade of less than “C” in a required science course may not progress in nursing courses for which that science is a prerequisite.
- 90% or better on the Medication Administration/Math Calculation Examinations given in specified clinical courses.
- Students may not withdraw from any single NUR course more than one time and may not withdraw (without receiving a grade) from more than two total NUR courses during the time they are enrolled in the nursing program.
- Maintain a cumulative GPA of 2.5.
- Successful completion of ATI Computer Assessments as specified in course syllabi.
- Students must display professional, ethical behavior in the classroom and clinical setting as outlined in the Nursing Student Handbook.
- Adhere to policies found in the Nursing Student Handbook, the Alvernia University catalog and the Undergraduate Student Handbook.

Other Requirements

In addition to Alvernia University’s health policies, nursing students are required to adhere to clinical facility health requirements. Documentation of receiving all required and recommended immunizations is required. Prior to entering the first nursing clinical course (NUR 220), certification in CPR (adult, child, and infant), HIPAA and the required background clearances must be completed.

Drug Testing

Nursing students are required to undergo a substance abuse test for the presence of drugs or controlled substances immediately prior to clinical rotations. Policies regarding random drug screening and screening for cause are described in the Nursing Student Handbook.

Additional Fees

Nursing students are responsible for additional expenses, which include, but are not limited to: lab fees, uniforms, CPR, child abuse clearance fees, tuberculin skin test, college identification, transportation/parking associated with clinical practice and applications for NCLEX and licensure.

BACHELOR OF SCIENCE IN NURSING

Minimum credits: 123 credits

Total Nursing Credits: 61 credits

Required Nursing Courses: NUR 209, 210, 218, 220, 311, 312, 315, 317, 408, 409, 410, 412, 417, 418.

Related Requirements: The following are required as part of or in addition to the General Education Core: PSY 101, BIO 107/117, BIO 108/118, BIO 216, BIO 220, BIO 410; CHE 106/109; THE 210; MAT 100*, MAT 208.

**MAT 100 may be waived by achieving a passing score on college-wide placement exam in mathematics. Guidelines for transfer students are available from the Admissions Office.*

COURSE DESCRIPTIONS

NUR 098 0 credit

Assessment of Professional Nursing

This seminar is designed to facilitate the return, readmission and/or transfer of the nursing student into the professional baccalaureate nursing program. Various processes, as listed in the course syllabus, are used to assess the student's theoretical knowledge and clinical competency to determine the readiness of the student to progress to a sequential clinical nursing course. The course is individualized based on the student's previous coursework. Graded as pass/fail.

NUR 110 .5 credits

Introduction to Experiential Nursing Science I

Learning styles are assessed in order to facilitate success in nursing science. Learning tools to develop higher level thinking skills are applied. Cognitive, social, emotional and spiritual support systems are explored. Graded as pass/fail.

NUR 111 .5 credits

Introduction to Experiential Nursing Science II

This course provides essential tools for success in professional nursing. Foundational proficiencies in medical math and professional writing are explored. Opportunities and options for advancement in nursing practice, as well as exploration of nursing specialties are identified. Graded as pass/fail.

NUR 209 5 credits

Foundations of Professional Nursing Skills

This course introduces students to essential nursing skills, which are fundamental to nursing care delivery across all ages and practice settings. The exploration of concepts and practices basic to nursing care are studied.

Theoretical knowledge is integrated with prior knowledge of human anatomy and physiology. Acquisition of basic nursing skills prepares students to deliver safe and appropriate care in accordance with standards of professional nursing practice. This course includes both scheduled and self-directed clinical simulation experience. Prerequisites: BIO 107/117, 108/118.

NUR 210 3 credits

Introduction to Nursing Practice: Roles and Responsibilities

This course prepares pre-licensure nursing students to access, manage, utilize, and communicate information from a variety of sources in a professional, legal, and ethical manner. Essential aspects of the professional nursing role are introduced, including written and oral communication, healthcare informatics, teaching/learning principles, basic legal and ethical considerations, and advocacy. Information literacy skills are developed through the exploration of topics related to nursing history, concepts and theories, healthcare delivery systems, and professional roles. Skills provide a foundation for safe clinical nursing practice and participation in nursing scholarship. This course meets the Writing Enhanced requirement. Prerequisites: nursing major eligible for sophomore level nursing courses or permission. Co-requisite: NUR 209 or department permission.

NUR 218 3 credits

Pharmacology and the Nursing Process

The course will provide an overview of the basis of pharmacologic therapy for treatment of a wide variety of health conditions. Major drug classes and principles of pharmacodynamics are addressed, within a holistic, nursing process framework. Nursing responsibilities for medication administration and medication safety are discussed, with an emphasis on client and family education. Complementary therapies are introduced. Prerequisite: NUR 209 and 210. Co-requisite: NUR 220.

NUR 220 5 credits

Nursing in Health and Illness I: Adult Medical-Surgical Clients

This course introduces the student to professional nursing practice. Students have the opportunity to apply the nursing process to adult clients who are experiencing medical-surgical health alterations. Concepts related to patient-centered care and safety are integrated. Students will be responsible to demonstrate critical thinking skills in implementing and evaluating appropriate nursing interventions. This course includes both scheduled and self-directed simulation experiences in addition to placement in clinical settings. Three classroom hours and eighty-four clinical practice hours. Prerequisites: BIO 107/117 and BIO 108/118; NUR 209 and 210: completed Health and Immunization Records, Professional CPR Certification, completed FBI clearance, completed Pennsylvania Child Abuse History Clearance, Criminal Record Check and Drug Screen. Co-requisite: NUR 218.

NUR 311 3 credits

Health Assessment Across the Life Span

The nursing process guides the introduction of skills of development, psychosocial, cultural and physical assessment. Learning activities are designed to facilitate acquisition of theory and skills necessary to perform health assessment of the individual throughout the life span. Two class hours, two lab hours. Prerequisite: PSY 101; BIO 107, 108, 117, 118, 220; CHE 106/109 or CHE 104/110; NUR 218, 220. Co-requisite: NUR 315.

NUR 312 3 credits

Transcultural Nursing

Focuses on healthcare practices and beliefs in a variety of cultures. Political, economic, spiritual and geographic factors affecting healthcare are explored within the context of cultural systems and the client's perception of health, illness and care. Client education and nursing research are integrated with accepted anthropological and sociological concepts and theories. This course fulfills the human diversity graduation requirement. Prerequisites: NUR 311, 315.

NUR 315 9 credits

Nursing in Health and Illness II: Birth and Childhood to Adulthood

This course focuses on nursing practice for common health concerns of adults and childbearing families. Growth and development principles throughout the lifespan are emphasized as they relate to evidence-based healthcare. Intermediate level nursing skills are practiced in a variety of acute care and community settings. Six classroom hours and 126 clinical practice hours. Prerequisites: PSY 101; BIO 107/117, 108/118, 220; CHE 106/109 or CHE 104/110; NUR 218, 220. Co-requisite: NUR 311.

NUR 317 5 credits

Nursing in Health and Illness III: Behavioral Health and Chronicity

Focuses on using the nursing process to facilitate optimal health for individuals with chronic illnesses and their families. Discussed are nurses' various roles and responsibilities when designing and implementing a comprehensive plan of care for clients with acute and chronic behavioral health problems and medical-related chronic illnesses. Principles of psychopharmacology and evidence-based practice are integrated throughout the course. Students have the opportunity to utilize the nursing process while establishing therapeutic alliances within a variety of acute care, chronic care, and community-based settings. Three classroom hours and eighty-four clinical practice hours. Prerequisites: NUR 218, 220, 311, 315; PSY 101; BIO 107/117, 108/118, 220; CHE 106/109 or CHE 104/110.

NUR 408 3 credits

Introduction to Research Methods

This course serves as an introduction to the methodologies and design of nursing research. Opportunity is given to develop critical thinking skills and apply these skills to understanding research and the research process. As a basis for professional practice, students will analyze and discuss the clinical relevance of study findings and their implications for nursing practice. Prerequisite NUR 312 and 317. Pre- or Co-requisite: MAT 208 or 209, or permission of instructor.

NUR 409 3 credits

Leadership and Ethical Dimensions for Nursing Practice

Provides the professional nurse graduate with knowledge and skills essential to be a healthcare designer, coordinator and manager within a personal and professional ethical framework. Skills essential to this role are leadership, communication, collaboration, negotiation, coordination and evaluation of interdisciplinary healthcare teams for the purpose of outcome based practice. Prerequisites: NUR 408, 410, 412. Co-requisites: NUR 417, NUR 418.

NUR 410 5 credits

Nursing in Health and Illness IV: Adult and Geriatric Clients

This course addresses changes that accompany the aging process and relates these changes to adult human responses to selected health problems. Students apply the nursing process to complex health problems, integrating knowledge of nursing research, ethical-legal issues, and economics as they influence client health outcomes. The course presents concepts and applications for adults in later life, including grief and loss, palliative care, and death and dying. Three classroom hours and 108 clinical practice hours. Prerequisites: NUR 311, NUR 315, NUR 317, BIO 410.

NUR 412 5 credits

Nursing of the Family and the Community

This course focuses on the synthesis of public health promotion and maintenance principles within the nursing framework and the role of the professional nurse in various community settings. Family systems are explored. Students demonstrate the application of community health concepts with integration of wellness and health promotion programs for individuals, families and community groups. Three classroom hours and eighty-four supervised clinical practice hours. Prerequisites: NUR 311, NUR 312, NUR 315, NUR 317.

NUR 417 6 credits

Nursing Role Synthesis Practicum

As a capstone course, the focus is on implementing the coordination role of the professional nurse with groups of clients and caregivers to participate in management activities. Theories of leadership and management and related research are identified and applied to professional nursing within a variety of

healthcare systems. Focus is on refinement of critical thinking skills important to the entry-level role of the professional nurse. One-hour class and 15 hours clinical practicum. Prerequisites: NUR 408, 410, 412. Co-requisites: NUR 409, NUR 418.

NUR 418 3 credits

Nursing of the Acute and Critically Ill

Focuses on nursing care of all ages responding to potential and actual complex alterations in health related to neurological cardio-vascular, endocrine and respiratory systems. The student is afforded the opportunity to increase nursing knowledge to provide care in complex acute and long-term healthcare needs.

Critical care concepts are addressed. Prerequisite: NUR 410. Co-requisite: NUR 417.

NURSING

RN TO BSN COMPLETION PROGRAM

The purpose of the Bachelor of Science in Nursing (BSN) program is to enhance the professional competency of the Registered Nurse within a Christian-oriented environment. The RN to BSN Completion Program is designed for Registered Nurses who are graduates of diploma or associate degree nursing programs, or new graduates anticipating taking the NCLEX-RN examination. The primary goal of the RN to BSN Completion Program is to prepare graduates to integrate values, skills, knowledge, and ethical standards of the nursing profession into their nursing practice. The graduates will develop and enhance their expertise to deliver healthcare to individuals across the lifespan, families, and community groups in a wide range of healthcare environments. Based upon transfer credits and completion of general education and nursing courses, students can complete the program in approximately 2 1/2 years part time.

The BSN program is designed to prepare the students for professional practice, summarized by the following nine outcomes expected of our graduates. Upon graduation the RN to BSN nursing student will be able to:

1. Demonstrate a solid base in liberal education – humanities, social sciences, and natural sciences – to inform generalist nursing practice.
2. Assume an ethical leadership role to improve quality and safety of clients' care within a variety of healthcare settings.
3. Integrate reliable evidence to inform practice and make clinical judgments.
4. Demonstrate skills in information technology and client care technologies to facilitate ethical and safe care.
5. Recognize local, state, national, and global trends in health policy and regulation and its effect on nursing practice.

6. Use professional communication and collaboration skills to deliver safe and evidence-based, client-centered care.
7. Use evidence-based disease prevention and health promotion practices across the life span.
8. Demonstrate the professional standards of moral, ethical, and legal conduct.
9. Synthesize core knowledge and skills for generalist nursing practice across the life span in a variety of healthcare settings.

The RN to BSN Completion Program adopts the American Nurses Association (ANA) Code of Ethics and the Pennsylvania State Board Professional Conduct Standards as guides for professional nurse behavior. These standards are based on an understanding that to practice nursing as an RN, the student agrees to uphold the trust that society has placed in the nursing profession. The statements of the Code and Standards provide guidance for the RN student to develop ethical foundations for practice and assist in the holistic development of the nurse.

The RN to BSN Completion Program is approved by the Pennsylvania Department of Education and accredited by the Commission on Collegiate Nursing Education (CCNE). Accreditation is an indication of public approbation, attesting to the quality of the educational program, and the continued commitment of the sponsoring institution to support the program. For further information about the accreditation of the BSN program, please contact the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036-1120, www.aacn.nche.edu/ccne-accreditation. The curriculum reflects current national recommendations to increase diversity, safety, technology, and evidenced-based practice for the purpose of improving healthcare outcomes.

Admission Requirements

Students are admitted to Alvernia University and are fully accepted in the RN to BSN Completion Program when the following documentation is submitted:

- RN to BSN Completion Program application
- Official transcript of high school grades or GED scores
- Photocopy of a current Pennsylvania Registered Nurse License (submit after NCLEX is completed). Students may be admitted to the RN to BSN Completion Program prior to passing the NCLEX; however, students are not permitted to progress and register for the two clinical courses (NUR 403 and 405) without a *current and valid* RN license.

Course Sequence

Courses are predominantly designed to be taken non-sequentially. However, it is strongly recommended that students take 300 before 400 level nursing courses

because generally 400 level courses build on knowledge and skills obtained in 300 level courses. Students typically plan to take the two clinical courses (NUR 403 and 405) back-to-back in fall and spring semesters. NUR 411 and 419 are designed as culminating courses in the RN to BSN Completion Program and should be completed within the last 12 credits prior to graduation.

Progression Policies

- 123 credits required for Bachelor of Science in Nursing degree
- 45 of the last 60 credits must be taken at Alvernia University
- Minimum of 30 credits at the 300/400 level
- Community service and human diversity requirements met in major
- Both theoretical and clinical components of the professional nursing courses must be satisfactorily completed
- A grade of “C” or better in all nursing courses is required to progress in the RN to BSN Completion Program
- Some liberal arts courses may be challenged by the College Level Examination Program (CLEP)
- Maintain a cumulative GPA of 2.0
- Adhere to the Alvernia University Catalog, Student Handbook, and Nursing Department RN to BSN Completion Program Student Handbook policies

BACHELOR OF SCIENCE IN NURSING

Curriculum Overview

Each student will be personally advised on what applies to Alvernia University’s graduation requirements.

Credit Breakdown:

Diploma or ADN	67-75 credits
Alvernia’s Course Requirements	48-56 credits

Minimum credits: 123 credits

Total Nursing Credits: 31 credits

Required Nursing Courses: NUR 303, NUR 307, NUR 316, NUR 318, NUR 320, NUR 403, NUR 405, NUR 411, NUR 419

Related Requirements: The following are required as part of or in addition to the liberal arts core: Composition and Research (3 credits), Communication (3 credits), Art/Music/Theatre (3 credits), Literature (3 credits), Mathematics - statistics required (3-4 credits), History or Social Science (3 credits), Philosophy (3 credits), Philosophy/Theology (3 credits), and Medical Moral Theology (3 credits).

COURSE DESCRIPTIONS

NUR 303 1 credit

Preparation for Professional Writing

This course is designed for students to develop proficiency in information access and evaluation skills. The principles and techniques of academic writing along with other types of writing used by professional nurses will be introduced. Students will transform information into clear and concise narratives.

NUR 307 3 credits

Concepts and Theories

The course provides an overview of historical aspects, contemporary issues, and future trends in nursing practice within a legal, moral, ethical, and political framework. The course introduces practicing nurses to multiple nursing theories, philosophies, and conceptual models with application to practice. This course is limited to professional RNs. Pre or co-requisite: NUR 303.

NUR 316 3 credits

Health Assessment across the Lifespan for Professional Nurses

The nursing process guides the enhancement of skills for the systematic collection, organization, interpretation, integration, and communication of data reflecting the health status of individuals. Building upon skills obtained in nursing practice, learning activities within the classroom and clinical laboratory are designed to facilitate acquisition of theory and skills necessary to perform a holistic assessment of individuals across the lifespan. This course includes classroom and laboratory components and is limited to professional RNs.

NUR 318 3 credits

Developing Cultural Competency and Global Awareness

This course focuses on improving the safety and quality of nursing practice in the light of our country's cultural pluralism. Healthcare practices and beliefs of selected cultures in the United States, as well as legal, moral, ethical, political, economic, spiritual, and geographical factors impacting healthcare in a pluralistic society are explored. Client education and nursing research are integrated with accepted anthropological and sociological concepts and theories. This course fulfills the human diversity graduation requirement. This course is limited to professional RNs. Pre or co-requisite: NUR 303.

NUR 320 3 credits

Introduction to Healthcare Informatics

This course introduces the student to an overview of the basic concepts of healthcare informatics. This course integrates nursing science with computer technology and information science used to enhance the student's use of information technology for developing, evaluating, and disseminating healthcare

information. This course is limited to professional RNs. Pre or co-requisite: NUR 303.

NUR 403 6 credits

Health Restoration in the Aging Population

The nursing process is utilized to explore theories of health restoration in the aging population with chronic illness. Various cultural and complementary modalities used in health restoration are introduced with a focus on family support and community resources. Research studies are reviewed that relate to nursing care of aging patients in the community and hospital setting. Provided is an overview of holistic care for individuals and family members that assures quality end-of-life care. This course includes a clinical component and is limited to professional RNs.

NUR 405 6 credits

Health Promotion in Families and Communities

This course introduces varied aspects of community and public health nursing through the nursing process. Strategies will be utilized for health maintenance, health promotion, and disease prevention for clients of all ages, their families, the community, and multicultural populations. This course includes a clinical component and is limited to professional RNs.

NUR 411 3 credits

Nursing Leadership and Management

Provides the professional nurse with knowledge and skills essential to be a coordinator, manager, and leader within a personal and professional ethical framework. Skills essential to this role are leadership, communication, collaboration, effective time-management, appropriate negotiation, coordination and evaluation of interdisciplinary healthcare teams for the purpose of outcome-based practice. This course is limited to professional RNs. Pre or co-requisite: NUR 303.

NUR 419 3 credits

Research Methods for Professional Nurses

This course provides a comprehensive introduction to principles and practices underlying nursing research. Professional nurses are prepared to analyze, critique, interpret and apply evidence-based research to nursing practice. Nurses relate the value of using evidence-based data in their nursing practice. This course builds on nurses' experience and expertise by introducing quality improvement principles and tools that support a culture of improvement. The underpinning of the course shows professional nurses how to enhance a culture of improvement and use evidence-based research with the goal of improving patient/client outcomes. This course is limited to professional RNs. Pre or co-requisite: MAT 208 or 209. Pre or co-requisite: NUR 303.

NUR 421 1 credit

Altered Senses Across the Lifespan

This course is designed to provide awareness of clients across the life span exhibiting sensory deficits and/or those with altered senses from disabilities. Current treatment and available resources are explored. Problem analysis and specific nursing interventions to accomplish goals are introduced through case scenarios. Sensory alterations may be further explored through review of the literature, current research, and evidence-based clinical practice. Students will not receive credit for both NUR 421 and 422.

NUR 422 2 credits

Altered Senses Across the Lifespan

This course is designed to provide awareness of clients across the life span exhibiting sensory deficits and/or those with altered senses from disabilities. Current treatment and available resources are explored. Problem analysis and specific nursing interventions to accomplish goals are introduced through case scenarios. Sensory alterations may be further explored through review of the literature, current research, and evidence-based clinical practice. Students will not receive credit for both NUR 421 and 422.

MASTER OF SCIENCE IN NURSING (MSN)

The MSN program is designed for professional nurses and offers two tracks: Nursing Education and Nursing Leadership and Healthcare Administration. The Nursing Education track offers in-depth study in the area of nursing education and a selected clinical practice focus. The Nursing Leadership and Healthcare Administration track is designed to develop qualities and skills to be effective leaders within local, regional, or national healthcare settings. The MSN program allows students to apply theory and research principles in a capstone project.

Multiple teaching-learning formats will help students excel in graduate studies. Courses are dynamic and utilize cutting edge distance-education technology to compliment supportive classroom environments. Alvernia University's Nursing Department has four Clinical Simulation Laboratories that are advanced and offer superb opportunity for the MSN student to practice teaching-learning in a state-of-the-art environment.

OCCUPATIONAL THERAPY

The mission of the Alvernia University Occupational Therapy Department is to engage students in learning the knowledge, skills, and values of occupational therapy. The core values of the American Occupational Therapy Association (altruism, equality, freedom, justice, dignity, truth and prudence) and those of Alvernia University (service, humility, peacemaking, contemplation and collegiality) are complementary beliefs that value service to others. In harmony with the mission of the university, the Occupational Therapy Department seeks to prepare graduates who will be reflective practitioners, life-long learners, and ethical leaders engaged in their communities.

The five year combined Bachelor of Science in Health Science and Master of Science in Occupational Therapy degree programs are 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 of Certification in Occupational Therapy (NBCOT). After successful completion of the NBCOT exam, the individual becomes 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. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. For current information and updates, please refer to the university webpage for the occupational therapy program.

Admissions Requirements

Admission requirements of the university must be met before applications to the program are considered. Students accepted by the university may apply for entry into the occupational therapy major by meeting the criteria listed below.

Minimum criteria for first-year students:

- Qualified high school graduates admitted to the freshman year will be able to identify occupational therapy as their field of study.
- Maintenance of an acceptable academic record during the undergraduate phase of the program guarantees the student a place in the professional graduate phase of the program.
- Cumulative Grade Point Average (GPA) of at least 3.0 on a 4.0 scale and a score of 1000 or better on the Scholastic Assessment Test (SAT) of the College Board or a score of 22 on the American College Testing (ACT) examination.

- Observation of occupational therapy in a practice setting is recommended, but not required.

Minimum criteria for transfer students:

- Submit an application form and the non-refundable \$25 application fee.
- Furnish transcript of college work previously taken. An official transcript of all previous work is required whether a student wants to transfer credits or not. Credit may be given for transfer courses in which the applicant has earned a “C” or higher.
- Transfer students are eligible for financial aid at the time of admission.
- A grade point average of 3.0 on a 4.0 scale for previous undergraduate work at a regionally accredited 2 or 4-year college.
- Score of 1000 (Reading and Math) or better on the Scholastic Assessment Test (SAT) of the College Board, or a score of 22 on the American College Testing (ACT) examination.

Please note: Transfers are accepted at the freshman, sophomore, and junior level only.

Progression Requirements

- A cumulative GPA of 3.0
- Achievement of “C” or higher in all undergraduate OT courses and related required courses and a grade of “P” in OT Fieldwork Practicum courses (OT FW).
- Any student not earning a cumulative GPA of 3.0 at the end of any semester will be placed on academic probation within the OT program, during which time the student should not overload credits. Any student on OT program academic probation over two consecutive semesters will be dismissed from the program. Review of the GPA occurs twice a year at the end of the fall and spring academic semesters.
- The repeat/delete option may be used three times total for grades below a “C” in OT and related required courses or an “F” in OT FW II. This repeat/delete option can be used one time for any one course. If the repeat option does not result in a grade of “C” or higher or “P” in FW II, the student will be dismissed from the program. The accumulation of more than three grades below a “C” or an “F” in FW II will result in dismissal from the program.
- Achievement of a 3.0 GPA is required for entrance into Level II Fieldwork.
- Any student who fails a Level II FW Practicum course may repeat the course one time only (this is included in the three course maximum). The course must be repeated at its next offering. The AFWC will schedule the FW experience. The student must contact the AFWC within two weeks following written notification from the OT program of the failure in order to begin the development of an action plan and

remediation. Please refer to the Alvernia University OT Student Handbook for full details of requirements and expectations. Any student who receives a grade of “F” after repeating either of the Level II FW Practicum courses will be dismissed from the OT program.

- Any time during FW, unsafe or unethical practice or student performance at the level of a failure, as determined by the AFWC and/or the FW supervisor may result in immediate removal from the FW site and a grade of “F.”
- Note: Many fieldwork sites require criminal background checks, abuse history clearances as well as health and immunization status, and drug screens. Students who are unable to meet these requirements cannot progress in the program.

Advancement to the graduate phase:

Alvernia University students who have successfully completed the undergraduate phase of the program including successful completion of Level II fieldwork may transition directly into the graduate phase of the program.

- A cumulative GPA of 3.0 on a 4.0 scale for all undergraduate work.
- Achieved a final grade of “C” or better in all occupational therapy, prerequisite, and related required courses.
- Completion of all core requirements.
- Completion of all undergraduate requirements.
- Submission and approval of a portfolio of the student’s academic, service, and professional accomplishments.
- Successful completion of all course connected Level I fieldwork.
- Successful completion of Level II fieldwork. All Level II fieldwork must be completed in sequence and within 24 months following completion of the didactic portion of the program and no part of Level I fieldwork can be substituted for any part of Level II fieldwork.

Retention in the Graduate phase of the Occupational Therapy Program is dependent upon:

- Achievement of final grade of “B” or better in all Occupational Therapy graduate courses.
- Upon completion of five graduate courses (including the COR courses), students with full graduate status must achieve and thereafter maintain a cumulative grade point average of 3.0 or higher to be retained in the program. Review of the GPA occurs twice a year at the end of the fall and spring academic semesters.
- Students in the BSHS and MSOT degree program 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 are not allowed to participate in the capstone activity in the degree unless they achieve a cumulative grade point average of 3.0 or higher.
- All graduate course work must be completed within 24 months of starting the graduate phase of the occupational therapy program.

COMBINED BACHELOR OF SCIENCE IN HEALTH SCIENCE AND MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

Course Requirements

OT courses must be taken in sequence. All majors must achieve a final grade of “C” or better in all undergraduate OT courses, a grade of “P” in OT 482 and OT 483, prerequisites and related required courses and a final grade of “B” or better in all graduate courses. The repeat/delete option may be used three times total for undergraduate occupational therapy courses, and twice in total for graduate courses, but only one time for any individual course (COR or OT).

All Level II Fieldwork must be completed in sequence and within 24 months following completion of the didactic portion of the program. No part of Level I fieldwork can be substituted for any part of Level II fieldwork. Students with a health or physical challenge may be asked to obtain a physician’s statement that the condition will not be aggravated by or endanger clients/patients associated with the student in required coursework and fieldwork experiences. Reasonable accommodations will be made for students to meet ADA regulations.

Prior to fieldwork experience, students are required to submit to the university, and to fieldwork centers (as applicable): proof of ownership of health/accident insurance coverage and certification in Cardiac Pulmonary Resuscitation (CPR) (infant, child and adult), and First Aid. OT majors must obtain criminal record check (ACT 151) and Pennsylvania Child Abuse History clearance forms (ACT 34) prior to clinical education (Fieldwork Level I and II) and FBI clearance. In addition, clinical sites may request medical clearances, immunization records, and/or the results of drug tests. Students who are unable to meet these requirements cannot progress in the occupational therapy program.

Students may take no more than three additional credits while enrolled in OT 482 and/or OT 483 and must have approval of the program director. Student grievance policies are included in the *Undergraduate and Graduate Student Handbook*.

All graduate course work must be completed within 24 months of starting the graduate phase of the occupational therapy program.

Students in good standing who leave the occupational therapy program for less than one year may re-enroll if space is available. Requirements for readmission to Alvernia University must be met and students must comply with any changes to the program.

Major: 81 credits

OT 101, 321, 323, 325, 327, 332, 334, 336, 381, 382, 421, 423, 427, 481, 482, 483, 513, 517, 522, 526, 605, 607, 620, 622, 624, OT elective course: 3 credits. All 300-400 level OT courses must have a final grade of “C” or higher. All 500-600 level courses must have a final grade of “B” or higher.

Related Area: 33 credits

PSY 101, 208, 250/403; SOC 111; BIO 107/117, 108/118, 208, 211; MAT 208 – these must have a final grade of “C” or better.

COR 520 - must have a final grade of “B” or better.

Recommended: 3 credits

OT 429 (approved to meet the General Education requirement for a Writing Enhanced course).

COURSE DESCRIPTIONS

OT 101 3 credits

Introduction to Occupational Therapy

This course is designed for all students interested in occupational therapy. It provides an overview of the history, philosophical base, values, standards, and ethics of the occupational therapy profession and its practitioners. It introduces professional organizations, terminology, concepts and regulatory requirements of the profession. Required for freshmen occupational therapy students.

Recommended but not required for transfer students. For transfer students, a course from a major or discipline related to occupational therapy may be accepted to meet the degree requirement.

OT 321 3 credits

Activity Analysis

Examines the theories underlying the use of occupation and purposeful activity in occupational therapy. Students will examine the principles of activity analysis within the scope of the occupational therapy process. They will identify how to analyze, grade, adapt, and teach activities to enable an individual to engage in chosen occupations to fulfill life roles and will learn how to integrate adaptive devices to promote individual occupational functioning. Laboratory sessions will provide students with the opportunity to practice and apply classroom-learned concepts. OT majors only. Prerequisites: Formal acceptance into the OT program or permission of the Program Director, PSY 101, SOC 111.

Prerequisite/Co-requisite: OT 101.

OT 323 3 credits

Paradigms and Theories in OT

The historical and philosophical foundations, paradigms, theories, and practice models that guide occupational therapy practice are examined as well as emerging models in response to a growing knowledge base. The historical and theoretical base for professional attitudes, values, and standards of behavior are explored as they provide a foundation for service to clients and the profession. OT majors only. Prerequisites: Formal acceptance into the OT program or permission of the Program Director. Prerequisite/Co-requisite: OT 101.

OT 325 3 credits

Pathology for OT Practitioners

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 effects of such conditions on an individual's occupational performance, performance skills, and performance factors. Additional emphasis will be placed on diagnostics, etiology, progression, performance deficits, intervention, prognosis and functional outcomes. OT majors only. Prerequisites: Formal acceptance into the OT program or permission of the Program Director, BIO 107 (Grade of C or higher), BIO 117 (Grade of C or higher), BIO 108 (Grade of C or higher), BIO 118 (Grade of C or higher) and BIO 211 (Grade of C or higher).

OT 327 3 credits

Occupational Therapy Process

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. Prerequisites: Formal acceptance into the OT program or permission of the Program Director, OT 101 Prerequisite/Co-requisite for admitted freshmen and sophomores, Co-requisite: OT 381.

OT 332 3 credits

Grading & Adapting with Low Technology

This course will provide students will build on the concepts identified in activity analysis. Advances the use of occupation as the basis of practice for the occupational therapy profession. Actively utilizes the process of activity analysis for the selection, grading, and adaptation of occupations as a means of evaluation and intervention within the intervention process. Introduces students to the use of adaptive equipment as a means of promotion of independence in occupational performance, including; orthotics, prosthetics, and splinting.

Techniques and strategies for the teaching and practicing of the therapeutic utilization of occupations will be practiced in weekly lab sessions. OT majors only. Prerequisites: Formal acceptance into the OT program or permission of the Program Director, OT 321 (Grade of C or higher), OT 323 (Grade of C or higher), OT 325 (Grade of C or higher) and OT 327 (Grade of C or higher).

OT 334 4 credits

Occupational Performance I: Pediatrics

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 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: Formal acceptance into the OT program or permission of the Program Director, OT 321 (Grade of C or higher), OT 323 (Grade of C or higher), OT 325 (Grade of C or higher), and OT 327 (Grade of C or higher). Co-requisite OT 382.

OT 336 4 credits

Occupational Performance II: Adult

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 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: Formal acceptance into the OT program or permission of the Program Director, OT 321 (Grade of C or higher), OT 323 (Grade of C or higher), OT 325 (Grade of C or higher), and OT 327 (Grade of C or higher). Co-requisite: OT 382.

OT 381 1 credit

Fieldwork I Seminar I

Students will apply knowledge gained in concurrent OT 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 per week at a clinical site during the duration of the course. OT majors only. Prerequisites: formal acceptance into the OT Program or Permission of the Program Director. To insure the safety of the work environment, fieldwork sites require extensive documentation of

clearances including but not limited to background checks, health and immunization status, drug screens, and workplace trainings (CPR, HIPAA, etc). Students will not be permitted to attend their fieldwork placement until all clearances required by the program, the university and the site are completed, documented and approved. Failure to complete clearances will result in a delay to the start of fieldwork, it could also result in the fieldwork site refusing to accept the student and may lead to a grade of “F” in the course. Refer to the Alvernia University OT Student Handbook for full FW I requirements. Students are responsible for maintaining current health insurance, travel arrangements and costs during fieldwork. Co-requisite OT 327.

OT 382 1 credit

Fieldwork I Seminar II

Students will apply knowledge gained in concurrent OT 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 per week at a clinical site during the duration of the course. OT majors only. Prerequisites: formal acceptance into the OT Program or Permission of the Program Director. To ensure the safety of the work environment, fieldwork sites require extensive documentation of clearances including but not limited to background checks, health and immunization status, drug screens, and workplace trainings (CPR, HIPAA, etc.). Students will not be permitted to attend their fieldwork placement until all clearances required by the program, the university and the site are completed, documented and approved. Failure to complete clearances will result in a delay to the start of fieldwork, it could also result in the fieldwork site refusing to accept the student and may lead to a grade of “F” in the course. Students are responsible for maintaining current health insurance, travel arrangements and costs during fieldwork. Co-requisite OT 334 and OT 336, or permission of the OT Program Director.

OT 421 4 credits

Occupational Performance III: Behavioral Health

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 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: Formal acceptance into the OT program or permission of the Program Director, OT 321 (Grade C or higher), OT 323 (Grade C or higher), OT 325 (Grade C or higher), & OT 327 (Grade C or higher). Co-requisite: OT 481.

OT 423 4 credits

Occupational Performance IV: Geriatric

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 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: Formal acceptance into the OT program or permission of the Program Director, OT 321 (Grade C or higher), OT 323 (Grade C or higher), OT 325 (Grade C or higher), & OT 327 (Grade C or higher). Co-requisite: OT 481.

OT 427 3 credits

Adapting and Grading-High Technology

Explores the expanding use of technology as it relates to all aspects of occupational therapy service delivery. Students build upon concepts learned in Grading and Adapting with Low Technology to the application of technology to increase function and improve quality of life for individuals. Students will explore the use of emergent technology in both client care and professional promotion capacities. Techniques and strategies for the teaching and practicing of occupational performance promotion will be completed in weekly lab sessions. OT majors only. Prerequisite: Formal acceptance into the OT program or permission of the Program Director, OT 332 (Grade C or higher).

OT 429 3 credits

Writing for the Professional Occupational Therapist

This course will provide students with the knowledge and competencies to communicate effectively as occupational therapy professionals through a variety of writing mediums. Formal and informal written communication will be explored with an emphasis on reflective critical thinking, clear concise delivery, respectful professional tone and language appropriate for a variety of the intended audience. The course will include a focus on professional writing to support an evidence-based profession. OT majors only. This course meets the Writing Enhanced requirement. Prerequisite: Formal acceptance into the OT Program or Permission of the OT Chair.

OT 481 1 credit

Fieldwork I Seminar III

Students will apply knowledge gained in concurrent OT 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 per week at a clinical site during the

duration of the course. OT majors only. Prerequisites: formal acceptance into the OT Program or Permission of the Program Director. To insure the safety of the work environment, fieldwork sites require extensive documentation of clearances including but not limited to background checks, health and immunization status, drug screens, and workplace trainings (CPR, HIPAA, etc.). Students will not be permitted to attend their fieldwork placement until all clearances required by the program, the university and the site are completed, documented and approved. Failure to complete clearances will result in a delay to the start of fieldwork, it could also result in the fieldwork site refusing to accept the student and may lead to a grade of "F" in the course. Refer to the Alvernia University OT Student Handbook for full FW I requirements. Students are responsible for maintaining current health insurance, travel arrangements and costs during fieldwork. Co-requisite OT 421 and OT 423, or permission of the OT Program Director.

OT 482 6 credits

Occupational Therapy Fieldwork: Practicum I

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 undergraduate 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 undergraduate OT courses and all other related required courses with a "C" or better; completion of all undergraduate program requirements including satisfactory completion of all level I fieldwork; approval of 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 of clearances 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. Please refer to the Alvernia University OT Student Handbook for full FW II Practicum requirements. This course is graded pass/fail.

OT 483 6 credits

Occupational Therapy Fieldwork: Practicum II

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 undergraduate 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: Grade of "P" in OT 482. To insure the safety of the work environment, fieldwork sites require extensive documentation of clearances 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. Please refer to the Alvernia University OT Student Handbook for full FW II Practicum requirements. This course is graded Pass/Fail.

OT 485 1-3 credits

Fieldwork Progression Seminar

This course is individually designed to offer specific support and progression work for the student who experienced an unsuccessful first or second Level II Fieldwork. This course will focus on assisting the student to acquire and practice the knowledge, skills, attitudes and behaviors considered necessary for a successful full-time occupational therapy clinical placement. This course must be completed after an unsuccessful Level II Fieldwork. Prerequisite: unsuccessful Level II Fieldwork (OT 482 or 483).

OT 502 4 credits

Function and Technology

Explores the expanding use of technology as it relates to all aspects of occupational therapy services. Students study the use of adaptive equipment and technology to increase function and to improve the quality of life, computer documentation and telecommunications systems for supervisors, and emerging applications in reaching people in need in new and innovative ways. Students use emerging technology to develop a project for client intervention or occupational therapy service delivery.

OT 513 3 credits

Advocacy and Public Policy

This course focuses on the identification and analysis of those factors influencing 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 482, OT 483.

OT 517 4 credits

Advanced Interventions

Continuation of the use of knowledge gained during undergraduate studies and fieldwork experiences to study problems in clinical reasoning. Students refine critical thinking skills and actively direct their own learning to explore client-centered, evidence based occupational therapy practice in selected case studies. All phases of the occupational therapy process are experienced through collaborative exercises, integrated lecture/laboratory classes, and field trips. The potential case studies represent persons with disorders and/or health conditions from birth through the end of life. OT majors only. Prerequisites: Formal acceptance into the MS OT degree or permission of the Program Director, OT 482 and 483.

OT 522 3 credits

Leadership and Management

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, CARE, 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 482 (Grade of "P") and OT 483 (Grade of "P").

OT 526 3 credits

Current Trends In OT

This course will explore new and emerging topics of critical interest to meet society's evolving occupational needs. Emphasis will be placed on the distinctive value of occupational therapy and the role of the occupational

therapy practitioner in the delivering services to these practice settings. In addition, students will be engaged in activities to ready themselves for entry into the profession, including preparation for the national certification examination. OT majors only. Prerequisites OT 482 or OT 587.

OT 605 3 credits

Research Design

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 3 credits

Data Analysis for the Occupational Therapist

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.ti 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 (Grade "C" or higher).

OT 611 3 credits

Inter-Professional Collaboration

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

OT 620 3 credits

Research Report

Students will continue 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 1 credit

Research Seminar

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 3 credits

Best Ethical Practice in Occupational Therapy

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, OT 482 (Grade of "P") and OT 483 (Grade of "P").

PHILOSOPHY

The discipline of philosophy engages students in all areas of human inquiry and prepares students to lead examined lives. Students trace the origins and development of fundamental questions, ‘What is reality?’ ‘What is the nature and extent of our knowledge?’ ‘What are our ethical obligations to others?’ ‘What makes a life ‘good?’ ‘How should we define beauty and art?’ Both lower-division and upper-division courses in philosophy seek to develop problem-solving capabilities and skills in critical thinking in order to articulate, analyze, and synthesize complex ideas. This major prepares students for professional success and further academic pursuits. The degree is suited to graduate studies in many fields in addition to philosophy, providing a solid foundation for law, business, education, and journalism. A minor in philosophy may be taken in conjunction with any other major and can help students gain more perspective on their primary field of interest. Students who study philosophy become adept at creative out-of-the-box thinking that sets them up for success in their future careers.

PHILOSOPHY

Major: 30 credits

PHI 105; 230; one of 200 or 210 or 420; 351; 353; and 15 philosophy elective credits. (at least 3 credits of the electives should be a 400 level course).

Minor: 18 credits

COURSE DESCRIPTIONS

**All courses at 200 level or higher require PHI 105, Introduction to Philosophy, or permission of instructor. Students in the mid-degree program are exempt from this requirement.*

PHI 105 3 credits

Introduction to Philosophy

Historical introduction to fundamental problems and methods of philosophy based on readings in ancient, medieval and modern literature.

PHI 200 3 credits

Introduction to Ethics

An introduction to the philosophical study of morality, this course surveys major moral theories and includes a study of moral and ethical issues encountered in everyday life. Topics include the foundations of morality, moral relativism and skepticism, freedom and responsibility, and the theories of value. The course aims to help students develop their ability to read, write and think critically about ethical issues.

PHI 205 3 credits

Topics in Ethics

As a discussion and analysis of ethical issues and topics from diverse perspectives of moral philosophy, this course fulfills the general education ethics requirement. Topics vary from semester to semester and may be repeated under different topics.

PHI 206 3 credits

BioMedical Ethics

Discussion, explanation and analysis of major issues in biomedical ethics. Issues such as biomedical research ethics, medical professional ethics, reproductive genetic engineering, end-of-life decision making, maternal-fetal relationships and rights, biological and cognitive enhancements, and justice issues in healthcare will be discussed from the perspective of philosophical viewpoints of ethics, i.e., natural law theory, Kantian deontology, utilitarianism, social contract theory and virtue ethics.

PHI 207 3 credits

Ethics and Community Engagement

Investigates the relationship between ethics and community engagement. Inquires into the nature of social responsibility and moral dimensions of community improvement activities. Introduction to various theories of social change including but not limited to theories of citizenship, social movements, moral leadership, social justice, civil discourse and conflict resolution. Discussion of the various roles of civic, nonprofit, governmental and for-profit organizations in contributing to the public good.

PHI 210 3 credits

Professional Ethics

Study of ethical issues in the professions. Inquires into the nature of professional responsibility and the social role of the professions. Topics include an examination of professional codes of ethics, legal regulation of the professions, the relation between professional rights and social responsibilities, and professional ethics in a global society.

PHI 215 3 credits

Environmental Philosophy

Investigation of the human relation to the natural world from different philosophical perspectives and exploration of human ethical duties with regard to nature including environmental problems. Examination of environmental issues and policies regarding concerns such as economic impact, population, biodiversity, sustainability, climate and consumption. Fulfills the general education ethics requirement.

PHI 220 3 credits

Ethics and Law

Examination and evaluation of principal theories of the nature and purpose of law: natural law, legal realism and legal positivism. Foundations of the American legal system are examined in relation to these theories.

PHI 230 3 credits

Introduction to Logic

Introduction to traditional and modern logic designed to develop analytical and critical thinking skills in formulating definitions, analyzing arguments, and evaluating hypotheses. Topics include sentential calculus, the syllogism, formal/informal fallacies, and issues of inductive logic.

PHI 235 3 credits

Existentialism

Exploration of the threat of nihilism and the attempt to find or create meaning in contemporary life. Topics include central existentialist themes such as absurdity, alienation, anxiety, responsibility, freedom, engagement, and authenticity. This course considers both Christian and secular approaches to existentialism.

Prerequisite: PHI 105.

PHI 240 3 credits

Philosophy of Art and Beauty

Investigation of the nature and function of art, as well as the cognitive and moral import of the experience both of natural and artistic beauty. Readings in ancient philosophy, in the tradition of aesthetics, in phenomenology and in analytic and post-modern thought; artistic works and the writings of artists themselves will also be considered. Prerequisite: PHI 105.

PHI 245 3 credits

Eastern Philosophy and Religion

Exploration of philosophical and religious traditions of Asia. Buddhism, Confucianism, Hinduism, and Daoism will be discussed and compared to Western Traditions (Judeo-Christian Tradition and Ancient Greek Philosophy). Satisfies the diversity requirement. Cross-listed with THE 245.

PHI 250 3 credits

Feminist and Gender Theory

Feminist and Gender Theory provides theoretical foundation for interdisciplinary lines of inquiry concerning women, gender and sexuality. This course examines philosophical discourses emerging from feminism and gender studies. The purpose is to deepen our understanding of gender, and its intersection with race, class, sexuality, and nationality, and to examine the influence of power, privilege, and hierarchies in determining social relations. Fulfills the diversity requirement.

PHI 310 3 credits

Metaphysics

Introduction to some of the main problems in the tradition of Western metaphysics. Issues considered include the nature of time and becoming, free will and determinism, the relation between mind and body, and the nature and existence of God. Discussions will focus on the value and significance of humanity's efforts to provide a unified understanding of reality with respect to perennial philosophical problems. May be repeated for credit under different topics. Prerequisite: PHI 105.

PHI 332 3 credits

Minds, Brains, and Computers

Study of philosophical and foundational issues and basic concepts of cognitive science, including information processing, computation, representation, and the mind-body problem. Cognitive science is the scientific study of cognition, integrating contributions from the study of minds, brains, and computers. The idea that binds these different studies together is that the mind is a computational device run by the brain. The course will examine and evaluate this research program.

PHI 335 3 credits

Philosophy of Love and Friendship

A study of love and friendship in Western philosophy and literature. The course will examine some basic questions about the nature of love and friendship that have been raised in the history of Western thought. Prerequisite: PHI 105 or 345.

PHI 345 3 credits

Problems of Philosophy

A study of the fundamental problems of philosophy. Readings in Plato, Aristotle, Descartes, Hume, Kant, and contemporary Philosophy. This personal development of a unified con is designed as an introduction to philosophy for students in the mid-degree program. Other students must have permission of the instructor.

PHI 351 3 credits

Ancient Philosophy

A study of the history of philosophy from Thales to Plotinus. Readings include selected works of the Pre-Socratics, Plato, and Aristotle, the Stoics, Epicureans, and Neo-Platonic philosophers.

260

PHI 352 3 credits

Medieval Philosophy

A study of the history of philosophy from Boethius to William of Ockham. Reading include selected works of Boethius, Augustine, Abelard, Maimonides, Avicenna, Averroes, Aquinas, Bonaventure, and others.

PHI 353 3 credits

Modern Philosophy

Survey of the history of Western philosophy from the renaissance to the 19th century. Readings from thinkers such as Descartes, Pascal, Locke, Spinoza, Leibniz, Hume, Berkeley, Kant, and Nietzsche. Prerequisite: PHI 105.

PHI 354 3 credits

Topics in Contemporary Philosophy

Study of selected developments and controversies in 19th, 20th, and 21st Century philosophy. Topics could include German idealism, phenomenology, hermeneutics, philosophy of language, analytic philosophy, philosophy of the subject, American pragmatism, postmodernism, post-structuralism, critical theory, feminist philosophy. Course may be repeated for credit. Prerequisite: PHI 105.

PHI 420 3 credits

Social and Political Philosophy

Readings from major historical sources in social and political philosophy. Focus on issues such as the grounds of political obligation, nature of justice, and relation between freedom and human rights. Cross-listed with POS 424.

PHI 440 3 credits

Great Thinkers

Intensive study of the thoughts of outstanding philosophers from the ancient, medieval, modern or contemporary periods.

PHYSICAL EDUCATION

All physical education activity courses are graded on a pass/fail basis except PED 133. A total of six activity credits in physical education may be applied to a baccalaureate degree (excluding PED 304).

COURSE DESCRIPTIONS

PED 100 1 credit

Aerobics

Informative and practical. The physical and psychological effects of aerobics is discussed. Students learn basic aerobic steps and participate in numerous aerobic activities in a progression of aerobic routines. Taught by a certified aerobics instructor.

PED 103 1 credit

Dance

The basic concepts of dance as an art and movement form are covered. The various forms of dance vary from semester to semester and may include Jazz, Country Line, Modern, Hip-Hop, or Latin dance. Refer to the current course offerings for the specific type of dance course offered. This course may be repeated under different topics.

PED 105 1 credit

Varsity Experience

Varsity athletes may receive credit for varsity participation. Following completion of the season, an athlete must apply for credit. An athlete may only receive one credit for same varsity sport.

PED 119 1 credit

Martial Art

The basic concepts of martial arts and self-defense are covered. The forms of martial arts vary from semester to semester and may include Karate, Tae Kwon Do, or Kickboxing. Refer to the current course offerings for the specific type of martial arts course offered. This course may be repeated under different topics.

PED 133 1 credit

CPR/AED for the Professional

Students are exposed to skills appropriate to many emergency situations when immediate help is needed and medical help delayed. Successful completion of this course earns the student the American Red Cross certification for CPR/AED for the Professional. Students may only take PED 104 or PED 133.

PED 140 1 credit

Racquetball

Designed for beginners, but all are welcome. The first class meets in the Physical Education Center gymnasium. Remaining classes meet at Colonial Fitness (15 minute drive).

PED 205 1 credit

Varsity Experience

Students involved in a second varsity sport may apply for a second physical education credit.

PED 304 3 credits

Wellness for Life

Study of the concepts that contribute to a lifestyle of wellness. Topics include principles of wellness, principles of community health, non-infectious diseases, accident and injury prevention, AIDS, STDs, nutrition, body composition, cardiovascular fitness, flexibility, strength, mental and emotional health, personality traits, stress, steroids, cancer, and substance abuse. Students appraise their personal wellness levels and design a personalized fitness program that is practically applied.

DOCTOR OF PHYSICAL THERAPY

The Alvernia University Doctor of Physical Therapy (DPT) program achieved the status of candidacy from the Commission on Accreditation in Physical Therapy Education in Nov. 2014. The DPT is a clinical post-graduate doctoral degree that is three years in length and deemed to be the preferred credential for optimally preparing graduates to make significant contributions to the profession. Beginning in the fall of 2015, the DPT program will be offered in a 4+3 year curricular format. Prospective students with an earned bachelor's degree from Alvernia or another four-year accredited institution are welcome to apply. A 3+3 year, accelerated format is also available that allows Alvernia students who are admitted as undergraduate freshman into one of four majors (Biochemistry, Biology, Healthcare Science, or Psychology) to begin the professional phase of the curriculum in their senior year. Upon maintaining the required GPA and completion of all requirements, these students are eligible to compete with other accelerated students for entrance into the program, and may complete their undergraduate training and doctoral degree within six years. **See Alvernia DPT Program's current accreditation status in the "Accreditation" section.**

Admission Criteria into the Accelerated 3+3 Program:

Decisions regarding the admission of 3+3 undergraduate students into the university will be made by the Office of Admissions in accordance with university's undergraduate admissions procedures for the DPT 3+3 program by meeting the admissions criteria listed below. Such students will follow a curricular track in one of four majors with "DPT as a second major." The majors include Biochemistry, Biology, Healthcare Science or Psychology. Students who have met the criteria and progression requirements will confirm their decision to accept a seat within the DPT program by January 15 of their junior year through written notification to the DPT Program Director. The DPT

Program Director will confirm that the student has successfully completed all admission criteria and the student will be notified of their acceptance into the program in written form by April 1. Students who have not met the criteria required to maintain a seat in the 3+3 program will also be notified in writing by April 1. A student's inability to enter the program through the 3+3 format will not preclude them from completing his or her final year of undergraduate study in BIO, HCS or PSYCH and then applying to the program through the 4+3 format after earning his or her bachelor's degree. In the event whereby a student does not meet the progression requirements within the DPT program during their 4th year in the 3+3 DPT curriculum, that student must complete the undergraduate curriculum and earn a BS in Biochemistry, Biology, Healthcare Science or Psychology.

In order to enter the DPT program within the accelerated 3+3 year format, students must complete the following pre-admission criteria by Jan. 15 of their junior year:

- Overall GPA of 3.25 and a Science GPA of 3.0
- Once a student declares their intention to pursue the accelerated track, all DPT prerequisite courses (listed below) must be taken at a four-year accredited institution. If taken at another institution, only courses in which the student achieved a grade of "B" or higher will be transferred.
- The repeat/delete option may be used only once for any DPT prerequisite course.
- Students who have met the progression requirements will confirm their decision to accept a seat within the DPT program by January 15 of their junior year through written notification to the DPT Program Director

DPT Prerequisite Courses:

- 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

Transfer Admission into the Accelerated 3+3 Program:

In order to be admitted into the Accelerated 3+3 program, a student must declare one of four undergraduate majors prior to the completion of his or her sophomore year. Admission of students into the accelerated program will be based on available space. These majors include Biochemistry, Biology, Healthcare Science, or Psychology all with “DPT as second major.”

The curricular tracks and the 8 semester plans for each of these majors as part of a 3+3 year curricular track are specifically detailed and differ from the 8 semester plans for the 4 year undergraduate major. Students who have met the criteria for inclusion into the 3+3 program must achieve all criteria for admission into the DPT program by Jan. 15 of their junior year.

Students who have not met the criteria for admission into the accelerated program undergraduate applicants to the university or students who did not declare an interest in the 3+3 program until after they have matriculated at Alvernia must proceed with coursework in one the four previously mentioned majors with “DPT as second major” and demonstrate academic success as evidenced by a minimum cumulative GPA of 3.25 and science GPA of 3.0 at the conclusion of their sophomore year in order to be admitted into the accelerated program.

Alvernia students or transfer students from other universities may also enter the 3+3 program.

Freshman or first semester sophomores that express interest in the 3+3 program, must change their major to one of the four aforementioned majors with “DPT as second major” and demonstrate academic success as evidenced by a minimum cumulative GPA of 3.25 and science GPA of 3.0 at the conclusion of his or her sophomore year in order to be admitted into the accelerated program. Second semester sophomores who express interest in the 3+3 program must have demonstrated academic success as evidenced by a minimum cumulative GPA of 3.25 and science GPA of 3.0 in his or her chosen major at the conclusion of his or her sophomore year in order to be admitted into the accelerated program. Students who are beyond their sophomore year, based on number of total credits completed, will not be eligible for the Accelerated 3+3 program. Students admitted into the accelerated 3+3 program must also meet all admission requirements by the conclusion of his or her junior year in order to be admitted into the DPT program.

If the maximum capacity of program enrollment has been reached, all students who have met the criteria, as described above, will be rank ordered based on the following: 1. order of confirmation into the accelerated program, with those admitted as first semester freshman having precedence, 2. science GPA, 3.0 cumulative GPA.

Effective Nov. 12, 2014, 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). Candidacy is not an accreditation status nor does it assure eventual accreditation. Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in

Physical Therapy Education that indicates the program is progressing toward accreditation.

COURSE DESCRIPTIONS

DPT 500 5 credits

Gross Anatomy and Histology

This course covers the study of human anatomical structures. 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 4 credits

Development Through the Lifespan

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 4 credits

Kinesiology

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 3 credits

Foundations of Physical Therapy

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 inter-professional 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 3 credits

Education and Communication in Physical Therapy

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 4 credits

Physical Therapy Procedures I

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, wheelchairs, 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 4 credits

Foundations of Clinical Examination and Evaluation

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 4 credits

Musculoskeletal Physical Therapy Practice I: Musculoskeletal Physiology and Pathophysiology

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 4 credits

Neuromuscular Physical Therapy Practice I: Neuromuscular Physiology and Pathophysiology

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 1 credit

Clinical Practice I

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 1 credit

Clinical Practice II

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 6 credits

Clinical Practice III

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 3 credits

Healthcare Policy & Issues in P.T.

This course is designed to introduce students to current issues within the national healthcare arena that impact healthcare 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 healthcare advocacy. This course will review issues and explore cases related to the ethical and legal dimensions of healthcare and standards that govern practice. Various aspects of healthcare 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 4 credits

Physical Therapy Procedures II

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 electro-diagnostics 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 3 credits

Foundations of Clinical Research I

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 4 credits

Musculoskeletal P.T. Practice II

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 4 credits

Musculoskeletal P.T. Practice III

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 4 credits

Neuromuscular P.T. Practice II

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 healthcare 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 4 credits

Neuromuscular P.T. Practice III

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 1 credit

Clinical Practice IV

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 1 credit

Clinical Practice V

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 6 credits

Clinical Practice VI

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 3 credits

Cardiopulmonary P.T. Practice I

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 4 credits

Cardiopulmonary P.T. Practice II

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 2 credits

Administration & Management in P.T.

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 4 credits

Management of Medical/Surgical Conditions, Diagnostics, and Pharmacotherapeutics

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 2 credits

Foundations of Clinical Research II

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 3 credits

Clinical Research Seminar I

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 that 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 3 credits

Clinical Research Seminar II

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 that 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 8 credits

Clinical Practice VII

This 12-week full-time clinical internship occurs post didactic and empowers (or facilitates) the student's practice of entry-level physical therapy skills, enabling 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 8 credits

Clinical Practice VIII

This 12-week full-time clinical internship occurs post didactic and empowers (or facilitates) the student's practice of entry-level physical therapy skills, enabling 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 3 credits

Integumentary Physical Therapy Practice

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 3 credits

Integumentary Physical Therapy Elective

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 3 credits

Pediatric Physical Therapy Elective

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 3 credits

Orthopaedic Manual Physical Therapy Elective

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 1 credit

Comprehensive Examination

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.

PHYSICS

The Department of Science and Mathematics offers a minor in physics. The minor allows students to gain a basic understanding of the physical principles in the world around us.

Minor: 17 credits

PHY 200, 201, and 3 additional PHY courses above the 100 level.

COURSE DESCRIPTIONS

PHY 103 4 credits

Earth Science

Designed to introduce students to an interdisciplinary study in the fundamentals of earth and space science. Major topics include physical and historical geology, astronomy, meteorology and oceanography. Integrates laboratory and classroom work for a total of five class hours per semester week.

PHY 106 3 credits

Ideas of Physics

Introduction to basic physics concepts with emphasis on applications of those principles. Designed for physical therapist assistants as well as liberal arts students. Course includes demonstrations of physics principles as well as hands-on activities. As a non-lab course this course does not satisfy the general education core.

PHY 110 4 credits

General Physics I

Introduction to standard non-calculus college physics course. Topics include Newton's laws of motion, work, energy, impulse, momentum, properties of solids, liquids, and gases, heat, and the laws of thermodynamics. Course includes three hours laboratory per week. Prerequisite: high school algebra.

PHY 111 4 credits

General Physics II

Continuation of Physics I. Topics include wave phenomena, electricity, magnetism, light, sound, optics, relativity and quantum theory. Prerequisite: PHY 110.

PHY 200 4 credits

Physics I

Introduction to standard calculus-based physics course. Topics include Newton's Laws of motion, work, energy, impulse, momentum, properties of solids,

liquids, and gases, heat, and the laws of thermodynamics. Course includes 3 hours of laboratory each week. Prerequisite: MAT 230.

PHY 201 4 credits

Physics II

Continuation of Physics I. Topics include wave phenomena, electricity, magnetism, light, sound, optics, relativity, and quantum theory. Prerequisite: PHY 200.

PHY 202 3 credits

Mechanics

Study of statics, kinematics and the dynamics of particles and rigid bodies with emphasis on the analysis of problems. Prerequisites: PHY 201, MAT 231.

PHY 206 3 credits

Optics

Study of the geometrical and physical theory of light. Prerequisite: PHY 201.

PHY 303 3 credits

Electricity and Magnetism

Theoretical study of electrostatics, electromagnetism, electromagnetic waves and direct and alternating current phenomena. Prerequisites: PHY 201, MAT 231.

PHY 304 3 credits

Modern Physics

Introduction to the theory of relativity, quantum theory, the Bohr theory of the atom, de Broglie waves, nuclear structure and nuclear reactions. Prerequisite: PHY 201.

POLITICAL SCIENCE

Politics pervades every facet of our lives. Students who study political science are involved in an ongoing inquiry into the nature, use, and distribution of power; the source of political authority; and the on-going pursuit of justice in societies. Students who complete the political science program are able to pursue careers in law, government service, public policy or planning, journalism, political activism, non-profit organizations, management, teaching, the bureaucracy, diplomatic service, or any field that requires excellent communication and analytical skills.

The political science program has five main goals:

- To help students understand the nature of politics;

- To improve student knowledge and appreciation of various countries, governments, and political movements;
- To enable students to analyze trends and patterns in politics;
- To emphasize policy issues so that students become well-informed, democratic citizens who are able to evaluate governmental policies and world events;
- To produce students who think critically and originally about political problems and the world around them, and who are able to effectively communicate their views and opinions.

Ultimately all political science courses center around the questions of justice, the purposes of government, and the responsibilities of citizenship.

Major: 30 credits

Required courses: POS 101, 111, 212 or 225, 424, 425; five additional courses in political science; capstone research paper (completed in POS 425). Additionally, it is recommended that students complete an internship at the local, state or national level. Students can earn from 3-12 credits in the internship experience. Political science majors are encouraged to take complementary courses in history, philosophy, English, and communication.

Minor: 18 credits

Adding a political science minor to a student's course of study gives that student an understanding of the contemporary world and of important policy issues. The program allows students to achieve a minor through a flexible course of study that requires 18 total hours. A maximum of 6 hours may be attained through an internship experience.

COURSE DESCRIPTIONS

POS 101 3 credits

Introduction to Political Science

Introduction to politics and political theory; presentation of general information about various political systems. Focus is on the central question in politics — the quest for justice in society.

POS 111 3 credits

American Democratic Government

Description and analysis of the basic institutions and political process of the American federal government.

POS 212 3 credits

Comparative Politics

Examination of governmental systems and politics around the world in a comparative view. Focus is on the importance and role of institutions in determining policy outcomes.

POS 221 3 credits

American Political Parties

Study of the two party system. Emphasis on voting behavior, campaign techniques, party organization, and the party as an organizer of governmental power.

POS 225 3 credits

Contemporary World Affairs

Study of contemporary issues in international relations and foreign policy. Focus is on international relations since 1945, current events, and significant international crises. Exposure to basic theories of international relations. Other topics include international law and organizations, international economics, and war and peace.

POS 317 3 credits

The Presidency

Historical perspective of presidency as an American institution; a study of duties and responsibilities of 20th Century presidency.

POS 318 3 credits

The Legislative Process

Analysis of history, composition and responsibilities of the American Congress and various state governments in the matter of legislation.

POS 331 3 credits

Constitutional Law

Introduction to the U.S. Constitution and major cases that have come before Supreme Court. Helps the student understand the role of the Constitution in the economy as well as its role as protector of the rights and liberties of the people of the United States. Course examines dynamic character of Constitutional interpretation in our nation's history.

POS 408 3 credits

American Foreign Policy

How is American foreign policy made? What priorities are evidenced in American foreign policy? These questions are addressed in this course, which focuses on contemporary American foreign policy. The course emphasizes the role of process in determining foreign policy outcomes. Specific current policies

are evaluated, focusing on questions of ethical or moral responsibility and obligation.

POS 424 3 credits

History of Political Thought

Focuses on the enduring questions of politics — what is justice and how can we attain it for ourselves and our societies? What is the proper relationship of the individual to the state? This course is an in-depth study of political thought through the ages, requiring direct text readings and critical analysis of the ideas that have shaped political theory. Cross-listed with PHI 420.

POS 425 3 credits

Research Seminar

Intensive study in research methodology. Student work culminates in a major research paper.

POS 430 credits vary

Internship

Students are encouraged to engage the world of politics through a practical field experience. Depending on the hours worked, students can earn between 3 and 12 credits for an internship. Although students may choose to do more than one internship for less than 12 credits, the maximum number of internship credits that may be applied to the requirements for completion of the major is 12.

PSYCHOLOGY & COUNSELING

Psychology is a dynamic and highly marketable major that prepares students for success in a broad range of professions and/or graduate training. Our Bachelor of Science degree in psychology prepares students to study behavior and mental processes within an applied framework. This approach encourages students to integrate psychological research and theories as they relate to ethical practice, moral responsibility, and civic leadership. Students develop professional, scientific and critical thinking skills through experiential learning. Psychology majors generally pursue careers in healthcare, counseling, human resources, business, marketing, education, public relations, and child and elder care.

In the semester before the practicum, the student must obtain the following clearances:

- Child Abuse History Clearance (Act 151),
- Pennsylvania State Criminal History Record (Act 34),
- Federal Criminal History Record (Act 114)

If the clearances are not on file in the Psychology and Counseling Department prior to the first day of the semester, the student will not be allowed to enroll in the practicum. If the student fails a clearance, the course instructor will attempt to place the student in a practicum that does not require a clearance. The practicum agency makes the final decision regarding acceptance of a student with their organization.

Doctor of Physical Therapy (DPT) Program:

The psychology major can be followed as a 3+3 year curricular track leading to potential matriculation into the DPT program in the senior year. That psychology curricular track and the 8 semester plan for the 3+ 3 year curricular track are specifically detailed and differ from the 8 semester plans for the 4 year undergraduate major in psychology. For further information about the accelerated 3+3 year Psychology/DPT program curricular track, visit <http://www.alvernia.edu/dpt> or contact the DPT Program Director, Dr. Christopher Wise, at christopher.wise@alvernia.edu.

PSYCHOLOGY

Major: 44 credits

Required: PSY 101, 130, 208, 230, 250, 301, 314, 412, 413, 422, 423 and five electives.

Requirements: 6 credits from MAT 208, PHI 200

Recommended: BIO 109

Minor: 18 credits

Required: PSY 101, 208, 270, and three Electives (at least 6 credits at 300/400).

COURSE DESCRIPTIONS

PSY 101 3 credits

Introductory Psychology

Introduction to major concepts and findings in psychology with emphasis on basic processes underlying human behavior. Prerequisite for all other psychology courses except PSY 306.

PSY 105 3 credits

Exploring Psychology

Designed to expose students to the world of psychology both experientially and through readings. Students identify personal and professional goals and values. Readings include topics in psychology, tailored to the interest of the student.

PSY 130 3 credits

Exploring Research

Students will learn basic skills and concepts for interpreting behavior. Students will become familiar with descriptive and correlational research design principles. Prerequisite: PSY 101.

PSY 208 3 credits

Human Development across the Life Span

Focuses on physical, cognitive, social, personality and moral development through life span from conception to death. Cross cultural, gender and minority issues are integrated when appropriate. Prerequisite: PSY 101.

PSY 210 3 credits

Educational Psychology

Investigates principles and practices related to learning and variety of factors that affect it. Prerequisite: PSY 101.

PSY 215 3 credits

Multicultural Issues in Psychology

Study of the universals of human behavior as well as the differences brought about by the specific needs, experiences and characteristics of diverse populations. The course examines communication, understanding and awareness among culturally different people. This course fulfills the human diversity graduation requirement. Prerequisite: PSY 101.

PSY 220 3 credits

Close Relationships

Close relationships are one of the most significant experiences in one's life. By understanding current theories and research in the field of close relationships, this course will help further students' understanding of topics such as: one's need for relationships, interpersonal attraction, love, attachment, communication, relationship maintenance, relationship trajectories, relationship dissolution, jealousy, and infidelity. Prerequisite: PSY 101.

PSY 230 3 credits

Applications of Research

Designed to extend the material covered in Psychology 130, this course focuses on developing skills to evaluate others' research and conduct scientific research in psychology. This course is essential for becoming a critical consumer of information from sources such as the media and government. Students will also develop an appreciation for the complexity of ethical issues related to research with human participants. This course meets the Writing Enhanced requirement. Prerequisites: PSY 130 and MAT 208.

PSY 250 3 credits

Introduction to Psychopathology

This is a survey course covering basic knowledge of mental illness and maladaptive behavior. The etiology, clinical picture and treatment of various syndromes are discussed. Prerequisite: PSY 101.

PSY 270 3 credits

Scientific Methods in Behavioral Science

This course is a survey of scientific methods that enable students to understand the significance and nature of methods in the behavioral sciences and be critical consumers of research. Prerequisite: PSY 101.

PSY 301 3 credits

History and Systems in Psychology

Study of the major schools in psychological thought, including philosophical and medical contributions to modern psychological views. Prerequisite: PSY 101.

PSY 303 3 credits

Psychology of Personality

Study of theoretical approaches to personality structure and development; contributions taken from psychodynamics, social, behavioral, trait and phenomenological theorists. Prerequisite: PSY 101, junior status or permission of instructor.

PSY 306 3 credits

Group Dynamics

Examination of forces involved in small group interaction. Small group work sessions developed.

PSY 308 3 credits

The Psychology of Gender

Focuses on research in gender-related differences and gender development from a variety of perspectives in psychology. Biological, cognitive, behavioral, and social factors that influence emergence of an individual's gender are examined. Special emphasis is placed on an analysis of the consequence of stereotypes and gender roles for individuals, relationships, psychological inquiry, and society as a whole. This course fulfills the human diversity graduation requirement. Prerequisite: PSY 101, junior status or permission of instructor.

PSY 312 3 credits

Psychology of Play

This course will examine the many cognitive, emotional, and social benefits of play throughout childhood and adulthood. As part of the course, students will be exposed to theoretical approaches towards play, read current research on play,

explore various types of play, and make connections between play and success in multiple domains including: academics, career, and long term functioning. May count as elective credit for major or minor.

PSY 314 3 credits

Applications of Theories and Techniques

This course provides the student with opportunities to develop basic techniques to be effective in professional settings. The course will focus on the development of personal and professional values that will strengthen professional and community relationships and contributions. The course will introduce students to formal regulations that govern professional ethics in psychology. Prerequisites: PSY 101, PSY 250.

PSY 330 3 credits

Crisis Management in Mental Health Field

Presents applied therapeutic crisis intervention in a way that effectively describes actual strategies. Endeavors to provide a perspective that “puts the student into the crisis situation as it is occurring,” enabling them to experience what a crisis worker experiences. Prerequisite: PSY 101, junior status or permission of instructor.

PSY 350 3 credits

Industrial & Organizational Psychology

Explores application of psychological principles and results of empirical research to the behavior of individuals in the workplace. Topics include organizational issues (e.g., work motivation, job attitudes, leadership, and organizational stress) and industrial issues (e.g., including employee attraction, selection, placement, performance appraisal and feedback, and ergonomics). Intrinsic connection between science and practice is emphasized throughout the course. Prerequisite: PSY 101, junior status or permission of instructor.

PSY 405 3 credits

Social Psychology

This course aims to discover the different ways in which people interact with other individuals, groups, and the larger society. This course will include the research and theories regarding self and person perceptions, attitudes, social influence, prejudice and discrimination, interpersonal relationships, aggression, and altruism, in addition to applications of social psychology to health, law, businesses, and the environment. Prerequisite: PSY 101, senior status or permission of instructor.

PSY 406 1 credit

Psychology Laboratory Research

This course provides motivated students with the opportunity to develop research skills by working directly with a sponsoring, tenure-track faculty

member in the department. Students may engage in the development, design, data collection and analysis of original psychological research. Due to the collaborative nature of most research projects in psychology, students will typically become a member of a research group associated with the faculty member. The student's role in the project will be well defined. Prerequisites: PSY 101 and permission of instructor. Repeatable.

PSY 408 3 credits

Senior Seminar

Course in which a project is prepared for professional written and oral presentation. Presentation of the completed project is required. Prerequisite: senior status or permission of instructor.

PSY 412 2 credits

Practicum I

Seniors select a practicum to gain experience in an area of interest. Prerequisite: senior (90 or more credits) psychology major; PSY 101, 314, and record of appropriate clearance/background checks. Co-requisite: PSY 422.

PSY 413 2 credits

Practicum II

Seniors select a practicum to gain experience in a second area of interest. Prerequisite: second semester senior psychology major or permission of instructor; PSY 101 and 314 and record of appropriate clearance/ background checks. Co-requisite: PSY 423.

PSY 422 2 credits

Ethical and Professional Issues I

Weekly seminars focus on sharing and evaluating practicum experiences. Integration of experiential learning with theory is stressed. Ethical and professional concerns are examined. Prerequisites: PHI 200 and senior psychology major. Co-requisite: PSY 412.

PSY 423 2 credits

Ethical and Professional Issues II

Weekly seminars focus on ethical, clinical and professional issues. Prerequisites: PHI 200 and senior psychology major. Co-requisite: PSY 413.

PSY 430 3 credits

Forensic Psychology

Presents theories and application of psychological knowledge to the civil and criminal justice system. The content will cover activities such as courtroom testimony, child custody evaluations, screening of law enforcement candidates, clinical services to offenders and staff of correctional facilities, research and

theory in area of criminal behavior, intervention and prevention programs.
Prerequisite: PSY 101, senior status or permission of instructor.

PSY 440 3 credits

Sports Psychology

Studies the behavioral, affective and cognitive reactions to sport settings of both participants and fans. Theories and knowledge of psychology are presented in the context of applied, clinical, educational and experimental sport psychology. It is discussed how this specialty of psychology provides services to athletes and coaches based on psychological principles. Prerequisite: PSY 101, senior status or permission of instructor.

MASTER OF ARTS IN CLINICAL COUNSELING

The Master of Arts in Clinical Counseling program is designed to combine theoretical knowledge, research, professional skills with an ethical foundation to prepare students to work with individuals, families, couples and groups. Special emphasis is placed on working with populations experiencing co-occurring mental health and substance abuse disorders. The clinical counseling program is approved by the Pennsylvania Department of Education.

SCIENCE

SCI 305 credits vary

Research in BIO/CHE/MAT

Research of a select problem following a preliminary investigation under the direction of a faculty member. May be repeated.

SCI 402 2 credits

Seminar

Students research a topic, including review of the literature, and then prepare a paper for presentation.

SCI 406 3 credits

Research I

This is the first of two courses in the student research sequence. Students will develop a research project with a faculty member of their choice. This course will focus on a literature review, developing a research plan, conducting experiments, and interpreting results.

SCI 407 3 credits

Research II

This is the second of two courses in the student research sequence. Students will continue to work the research project with the faculty member of their choice from the previous semester; this will include completing any final experiments and wrapping-up their research project. Students will work to formulate conclusions and output their data in a presentable research format.

SCI 480 6 credits

Internship

Student must participate in 200 hours or more of biology-related activities at an off-campus site under the supervision of an internship sponsor. Internships may be procured at any business, academic, government or non-profit agency willing to engage interns in meaningful work or research activities. Prerequisites: junior status and a 2.5 GPA.

SOCIAL SCIENCE

Social science courses provide opportunities for students to study the political, social, or psychological dimensions of human interactions. A SSC course may be taken to fulfill the Individuals and Communities requirement within the general education core.

COURSE DESCRIPTIONS

SSC 111 3 credits

The Individual in Society

Introduction to concepts and methodology of social sciences and presentation of sample content for the systems of humanity: sociology, anthropology, history, political science, economics and international relations.

SSC 201 3 credits

Introduction to Cultural Anthropology

Study of learned behavior in human societies. Topics include cultures, interrelationships among peoples, and aspects of culture and environment. This course fulfills the human diversity graduation requirement.

SSC 222 3 credits

Introduction to Geography

Examination of the components of the geographic equation: environment, culture, technology and spatial interaction.

SSC 230 3 credits

Economic Geography

This course encourages students to understand the production, distribution, and consumption of goods and services using a 'geographical perspective.' Where do various economic activities take place and why? How are activities in one location linked with those in another? How have technological advances and public policy influenced the special organization of business enterprises? These questions are examined at geographical scales ranging from the local to the global, using a variety of case studies. There is a special emphasis on globalization, economic development, and the growing prominence of multi-national corporations in the world economy.

SSC 310 3 credits

Cultural Geography I

Examines major realms of the developed world: Western/Eastern Europe, the Soviet Union, Australia/New Zealand and Japan. Special combinations of cultural, physical, historical and organizational qualities of these realms are discussed in a geographical perspective. Emphasis is given to the study of these characteristic properties and how they imprint on the landscape, giving each region its own flavor and social environment. This course fulfills the human diversity graduation requirement.

SSC 311 2 credits

Cultural Geography II

Examines the major realms of the underdeveloped Third World: Central America, South America, North Africa, Southwest Asia, and Africa. The special combinations of cultural, physical, historical and organizational qualities of these realms are discussed from a geographical perspective. This course fulfills the human diversity graduation requirement.

SSC 321 3 credits

Global Society

Analysis of major issues facing mankind in the 21st century: security systems and disarmament, world economic order, development, resource/population balance, and human rights. This course fulfills the human diversity graduation requirement.

SOCIAL STUDIES

The professional education program provides evidence that social studies certification candidates complete a program with the same academic core content area courses and required electives of a major in a bachelor's degree in one of the social studies disciplines along with collateral coursework in the remaining content areas. This program requires candidates to demonstrate the competencies necessary to teach the Pennsylvania Social Studies Academic Standards grades 7-12 and successfully execute required teacher examinations.

Social Studies Secondary Education Certification

Secondary Education (7-12) Certification in Social Studies can be earned by Alvernia students who first complete their undergraduate degree in Social Studies and demonstrate content knowledge in this area on Pennsylvania's required Praxis exam in Social Studies. The following coursework is required and can be started as early as the undergraduate senior year, then completed as part of Alvernia University's post-baccalaureate program:

ED 203, ED 204, MED 505, MED 515, MED 545, MED 574, MED 615, MED 665, MED 670 and MED 672.

SOCIAL WORK

Goals for student learning are conceptualized from the primary departmental goal, which is to prepare students for entry-level professional competence as generalist social work practitioners. The Social Work Department is accredited by: The Council on Social Work Education, 1725 Duke Street, Alexandria, Va., 22314-3457; phone number 703-683-8080. Social Work program graduates are awarded a Bachelor Degree of Social Work (BSW). No life experience or work experience credits are accepted for this program. The program provides educational courses and experiences designed to help the student explore the nature of the individual within society. Through a critical awareness of individual and social values, the student is exposed to a body of knowledge, which examines human behavior and development and gains the skills necessary to work effectively with individuals, families, groups, organizations, communities and the larger society. Issues concerning ethnicity, culture, gender and vulnerable populations are incorporated throughout the program. Students examine the contributions and needs of these special populations. The curriculum focuses on the various institutions that are designed to provide social services. In addition, the social work program motivates and prepares students for continued professional development and education.

Alvernia social work program goals are:

- To enhance students' critical thinking skills with the context of generalist social work practice with individuals, families, groups, organizations, and communities (in an urban setting);
- To foster students' understanding of the forms and mechanisms of oppression and discrimination and advocate for changes that advances social and economic justice;
- To encourage students to adopt and apply the value base of the profession and its ethical standards and principles and practice;
- Students will understand and interpret the history of the profession and analyze the influence of policy on organizations and service delivery systems;
- Students will use theoretical frameworks supported by empirical evidence to understand human development and behavior across the life span.

The social work program of Alvernia University defines Generalist Practice as a holistic approach that provides the practitioner with the knowledge, values and skills necessary to engage in a planned change process on a micro, mezzo and macro level, which includes individuals, families, groups, organizations, and communities. Building on the strengths perspective, this approach incorporates social systems and ecological models as a foundation for the planned change process.

Generalist social work incorporates knowledge that is transferable, empowers individuals, utilizes a variety of intervention strategies, analyzes development across the life span, evaluates the impact of social policies and serves populations-at-risk. Populations-at-risk include: people of color, women, children, older adults, the physically/mentally challenged, people of different sexual orientation, ethnicity, national origin or religious beliefs, and the economically disadvantaged. Generalist social work practice incorporates values that reflect the social worker's professional code of ethics (NASW Code of Ethics), which demands social responsibility and respect for diverse value systems, as well as a commitment to continued professional development. Generalist social work practice also incorporates skills that provide for assessing clients' needs, establishing goals and objectives, and implementation and evaluation of the planned change process.

Generalist social work practice links people with systems and focuses on equality for those people who are oppressed and discriminated against, taking into consideration institutional policies and procedures that hinder self-determination and growth.

The major sequence in social work practice in the last two years assists students through a planned change process in working with individuals, families, groups,

organizations, and communities served by both public and private agencies. Field Practicum constitutes an integral component of the total curriculum, and helps students integrate classroom learning with practice in the social service setting.

Social Work Clearance and Fieldwork Procedures

- The following clearances are required for placement into social work fieldwork courses (SW 316, SW 403, SW 404): *(Clearances can take up to two months to process)*
 - Pennsylvania Criminal Background Check (ACT 151)
 - FBI Background Check (if an out-of-state student)
 - Child Abuse History Clearance (ACT 34)
 - FBI Clearance and Finger Printing
- As soon as the student achieves a 2.50 GPA and submits all passed clearances to the social work office, a letter of successful admittance into the social work program will be issued.
- Typically the clearances are submitted as part of the SW 201 course: Introduction to Social Work. Students who declare the social work major must submit all of the above clearances to the social work office in order to pass SW 201 — Introduction to Social Work.
- Students who transfer the equivalent of the Alvernia University SW 201 course are advised to begin the process for documentation of said clearances at least two months ahead of anticipated date for fieldwork placement into SW 316, SW 403 or SW 404. For those students who are transferring in to take SW 316, offered in the spring semester, the clearances must be received no later than October 30 in order to secure a fieldwork placement.
- In addition to Alvernia University's health policies, social work students are required to adhere to fieldwork agency health requirements.

BACHELOR OF SOCIAL WORK

Major: 64 credits

Social Work: 52 credits

SW 201, 301, 302, 303, 304, 305, 306, 316, 401, 402, 403, 404, 405, 407, 408. Plus 9 elective credits selected from: SW 202, 203, 209, 211, 220, 231, 318, 319, 320, 322.

Related Areas: 12 credits

BIO 109; MAT 208 or 209; 3 credits in psychology; 3 credits in sociology.

Departmental Requirement:

Students who achieve junior status must maintain an overall GPA of 2.50 to remain in good academic standing within the Social Work Department.

Progression Policies:

Achievement of a “C” or better in each social work (SW) course. Students may repeat/delete only one social work course throughout the program.

GERONTOLOGY PROGRAMS

Two programs, a gerontology minor and certificate of completion, are offered in gerontology to help students meet the rapidly expanding job market in the field of geriatrics.

A minor in gerontology offers one-to-one involvement with older adults, class experience in a variety of geriatric settings, and the theory necessary to work effectively with this population.

Minor: 18 credits

Required: SW 201, 203, 209, 211, 305, 316.

Certificate of Completion: 12 credits

The certificate of completion program is designed for individuals who have never attended college or who have a degree and want to complete this specialization.

Required Courses: SW 203, 209, 211, 316.

CHILD ADVOCACY STUDIES (CAST) CERTIFICATE

Child Advocacy Studies (CAST) certificate is designed to prepare students for the realities of child protection and serve the needs of learners specifically interested in professions that work directly with or among children, such as social workers, law enforcement offices, nurses, educators, allied health professionals, clerics and others who work with maltreated children.

The CAST certificate meets the mission of the National Child Protection Training Center (NCPTC), funded by the U.S. Department of Justice to end child abuse in the United States.

The Child Advocacy Studies (CAST) certificate curriculum of Alvernia University, modeled from the National Child Protection Training Center (NCPTC) focuses on an educational curriculum that is interdisciplinary, ethical, realistic, and culturally sensitive content that provides professionals working with children a foundation of responding to child maltreatment. Students learn about the various disciplinary responses to child maltreatment and will develop a multidisciplinary understanding of the most efficient responses. Students

completing these courses in the program will be better prepared to accomplish the work of related agencies as they advocate on behalf of survivors of child abuse. Criminal Background checks and Child Abuse Clearances are required before entrance into the first course of the sequence SW 318 and SW 319 is a prerequisite for the subsequent courses, SW 319, and SW 320.

Requirements: 9 credits from SW 318, 319, 320.

COURSE DESCRIPTIONS

SW 201 3 credits

Introduction to Social Work

Introduction to society's response to social need through a generalist approach to family services, child welfare, physical and mental health services, school related services, corrections, gerontology and populations-at-risk. Social worker's response to meeting the needs of various multi-ethnic and multi-needs groups is emphasized. Integration of micro, mezzo and macro practice is included.

SW 202 3 credits

Social Services to Children

This course takes into consideration the historical perspective, socioeconomic factors and the multicultural variables that affect child welfare in the United States. Social services available to children are conceptualized and include supportive, supplementary and substitute services. Family services, homemaker service, foster care, Temporary Assistance to Needy Families (TANF), protective services, daycare, adoption and institutional care are services evaluated and discussed.

SW 203 3 credits

The Process of Aging

Explores the various theories of aging along with biological and psychosocial aging. Other issues include gender and ethnicity, personality and intellectual development, mental health and physical disease. A review of the process includes the lifeline from birth to death. The dimensions of the whole person will also be addressed by exploring the physical, emotional, intellectual and spiritual growth necessary to achieve human potential in later life.

SW 209 3 credits

Death, Dying, and Bereavement

This course explores the universal and profound experience of death, dying, and bereavement. Topics on terminal illness, the dying process, grief, and bereavement are emphasized, as well as how these topics are influenced by race, class, gender, cultural values, and religious beliefs. Consideration will be given to the contextual perspective of death and dying with attention paid to the beliefs and needs of individuals, families, and communities as they relate to loss and

mourning. Special topics (hospice, children's bereavement, etc.) will be discussed. This course fulfills the human diversity requirement.

SW 211 3 credits

Intervention Strategies for Families

This course provides a foundation in working with individuals, families, and communities. Students are taught generalist skills in the context of families at the micro, mezzo, and macro levels. Students learn how to assess the needs of families and how to access services to meet those needs. An overview of different models of family intervention will be introduced.

SW 220 3 credits

Mental Health in SW Across the Life Span

This course will explore topics in mental health, including the history of mental health services, symptoms, treatment, and outcomes of various mental health diagnoses, as well policy implications. Student will become familiar with the Diagnostic and Statistical Manual of Mental Disorders (DSM) and its practical use in the mental health field. Students will learn about various roles of social workers in mental health settings, as well as the roles of professionals from other disciplines.

SW 231 3 credits

Culturally Sensitive Human Service Practice

Comparative exploration of ethnic, gender and sub-cultural norms of both clients and workers in various human service fields. Students examine the facts that eradicate biases of racism, ageism, sexism, sexual preference and groups mistreated by society. Students define their own strengths and biases in preparation for culturally diverse practice. This course fulfills the human diversity graduation requirement.

SW 301 3 credits

Social Welfare

Social Welfare system in the U.S., including impact of poverty and contributions of various minority populations is examined. Topics include the various facets of American social welfare systems, including political, economic and social structures. An understanding of poverty in the United States is achieved, as well as the strategies to empower those affected by poverty. Prerequisite: SW 201.

SW 302 3 credits

Social Policy

Process of policy formation including various components of American social welfare policy such as political and economic influences are analyzed. Emphasis is placed on the social worker's understanding of the process of effective policy formation and his/her role in developing and implementing functional programs

consistent with the mission of the social work profession to improve quality of life for all. Prerequisite: SW 301.

SW 303 3 credits

Human Behavior/Social Environment I

Focuses on integration of the individual's biological, psychological, social and cultural systems from birth through young adulthood. Ecological and social system approaches will be used to study the person in environment. The perspective considers reciprocal impact of the individual on the environment. Studies the effect of human diversity on behavior in social situations.

Prerequisites: SW 201; PSY 101, SOC 111.

SW 304 3 credits

Human Behavior/Social Environment II

Focuses on integration of the individual's biological, psychological, social and cultural systems from middle adulthood through later adulthood, using the ecological and social systems approach. Examination is made of interrelationship of micro, mezzo and macro systems. Effect of human diversity on behavior in social situations is studied. Emphasis is placed on ethnic and racial minorities, women and other populations-at-risk who are discriminated against. Prerequisite: SW 303.

SW 305 3 credits

Social Work Practice I

Introduction to generalist social work practice to explore basic knowledge, values and skills of micro level intervention required for an entry-level professional practitioner. This course will focus on understanding the basic theories of social work intervention and assessment in working with individuals. Role-play is integral part of classroom experience. Prerequisites: SW 201, one course in psychology, one course in sociology.

SW 306 3 credits

Social Work Practice II

This practice course focuses on mezzo systems, which include family systems and small groups. Emphasis is placed on the use of generalist social work knowledge, values, and skills as they apply to working with mezzo systems. Theory related to families and groups, and empirically based interventions are explored. Prerequisite: SW 305.

SW 316 3 credits

Introduction to Field Education

This course will provide the introduction and foundation for the social work field education sequence. Students will explore the role of the social work profession in an organizational setting. Focus will be placed on understanding the relationship between theory and practice, and the various skills required for

social work intervention. Students will be introduced to generalist social work practice through a 100-hour social service agency experience. Prerequisite: SW 305.

SW 318 3 credits

Child Advocacy I: Perspectives on Child Maltreatment and Advocacy

An introductory course for child advocacy studies, this course covers the history, comparative perspectives, the legal framework, responses to child maltreatment, the skills necessary to do the work, other pertinent issues pertaining to child maltreatment and child advocacy, and the future. The field of child maltreatment is fraught with controversy. Much of the class focuses on these controversies. The approach of the course will be from a variety of diverse, professional perspectives including the perspectives of a prosecuting attorney versus a defense attorney. The course is designed for students majoring in criminal justice, education, social work, sociology, psychology, nursing, paralegal, or other areas where knowledge of child maltreatment and advocating for children might be necessary. Much of the work will be hands-on.

Prerequisites: Child Abuse Clearances and Criminal Background Check must be received and on record before enrolling.

SW 319 3 credits

Child Advocacy II: Professional and System Responses to Child Maltreatment

The second course for child advocacy studies focuses on the responses of professionals to allegations of child maltreatment. The purpose of this course is to expand the student's knowledge and skills in identifying, investigating and prosecuting child maltreatment. Students majoring in criminal justice, education, social work, sociology, psychology, nursing, paralegal and other areas where knowledge of child maltreatment investigation and advocacy are necessary will receive competency-based skills training such as forensic interviewing, documentation, etc. Prerequisite: SW 318 or permission of instructor.

SW 320 3 credits

Child Advocacy III: Responding to the Survivor of Child Abuse and Survivor Responses

The third course for child advocacy studies is to prepare students to recognize the effects of child maltreatment and apply interventions strategies for children and their families. Multidisciplinary approaches to prevention, advocacy and treatment of child maltreatment survivors will be presented and discussed. The course is designed for students majoring in criminal justice, education, social work, sociology, psychology, nursing, paralegal, or other areas where knowledge of child maltreatment and advocating for children will be necessary. The experiential lab for this course involves courtroom observation and interaction with children. Prerequisites: SW 318, 319, or consent of instructor.

SW 322 3 credits

Healthcare, Chronic Illness, and the Social Work Profession

This course teaches practice models and multi-level methods of intervention for effective social work practice in healthcare. Included in the course are health promotion, disease prevention, assessment, treatment, rehabilitation, continuing care, and discharge planning.

SW 401 3 credits

Social Work Practice III

This course will expand the understanding of generalist social work practice through the integration of knowledge, values and skills in working with communities, organizations and government. Also included is discrimination and how it affects the functioning of these groups and the social work profession. Emphasis is placed on macro social work generalist practice with an introduction of the global challenges of international social work. Prerequisites: SW 306 and 316.

SW 402 3 credits

Social Work Practice IV — Capstone

This course is designed to serve as a capstone to the social work practice sequence. Students will demonstrate their understanding of working on micro, mezzo, and macro levels of practice integrating theory, empirical research, values and skills as integral to the generalist practice of social work. Prerequisites: SW 401 and 405.

SW 403 4 credits

Senior Field Education I

Supervised social work practice in a human service agency. Students carry direct responsibilities. Minimum of 200 hours of work is required. Prerequisites: SW 306 and 316. Co-requisite: SW 407.

SW 404 4 credits

Senior Field Education II

Supervised social work practice in a human service agency. Students continue to carry out direct responsibilities. Minimum of 200 hours of work is required. Prerequisite: SW 401. Co-requisite: SW 408.

SW 405 3 credits

Methods of Social Research

Introduces students to various methods of social research, including data collection and analysis. Students select a research topic associated with their field education experience and write a research proposal. Prepares students to effectively utilize current research in a professional practice. Prerequisites: MAT 208 or 209 and senior standing; juniors need permission of instructor.

300

SW 407 1 credit

Senior Field Education I Seminar

Integration and application in greater depth of social work theory acquired in classroom with tasks and activities performed in social agency placement.

Prerequisite: All major requirements. Does not count toward general education core requirement. Co-requisite: SW 403.

SW 408 1 credit

Senior Field Education II Seminar

Integration and application in greater depth of social work theory acquired in classroom with tasks and activities performed in the social agency placement.

Prerequisite: all major requirements. Does not count toward general education core requirement. Co-requisite: SW 404.

SOCIOLOGY

Sociology is the study of social life and social causes and consequences of human behavior. Provides insight into how the individual shapes and is shaped by groups such as family, community, occupation and other associative situations. The sociology program provides an understanding of society in terms of its organization, institutions, social processes, and social relationships.

Minor: 18 credits

SOC 111, 401; 6 credits of sociology at the 200 level; 6 credits of sociology at the 300 or 400 level.

COURSE DESCRIPTIONS

SOC 111 3 credits

Principles of Sociology

An introduction to the major concepts in sociology. The nature and significance of culture, social groups, role and status, social interaction, stratification, system and structure are discussed within a sociological framework.

SOC 210 3 credits

Sociology of the Family

Consideration of meanings of marriage and family, contemporary gender roles, intimate relationships and family life. All major areas are studied from a sociological perspective.

SOC 212 3 credits

Contemporary Social Problems

Examination of social problems, using a sociological perspective, within contemporary American society. Emphasis is placed on the analyses of social values in viewing social problems.

SOC 214 3 credits

Sociology of Education

An analysis of education as a social institution and its relationship to other institutions. The role of educator, administrator, student and parent are conceptualized along with implications regarding ethnicity and subcultures, social stratification and social changes.

SOC 306 3 credits

Racial and Cultural Relations

Analysis of ethnic and racial differentiation in pluralistic societies. Theories of dominant and minority groups are studied. This course fulfills the human diversity graduation requirement.

SOC 310 3 credits

Sociology of Health

A study of social and cultural factors in health and illness; and the social and structural organization of the healthcare system and its impact on society.

Prerequisite: SOC 111.

SOC 401 3 credits

Sociological Theory

An examination of sociological theory, classical and modern traditions; theorists such as Comte, Durkheim, Marx, Weber, Parsons, Merton, and others associated with contributing to sociology represent content for critical examination,

Prerequisite: SOC 111; 3 additional credits in Sociology.

SOC 411 3 credits

Sociology of Men and Women

Critical examination of the implications of traditional sexual roles; emphasis on the causes and consequences of current changes and the implication of these changes on the feminine identity, family structure, sexual revolution, and consumption patterns. This course fulfills the human diversity graduation requirement.

SPORT MANAGEMENT

Students interested in sport management should see the **business** section of this catalog.

SURGICAL TECHNOLOGY

The Surgical Technology (ST) program leading to an Associate of Science degree is a cooperative degree program between The Reading Hospital School of Health Sciences (RH-SHS) and Alvernia University. In addition to the Associate of Science degree, graduates will receive a Certificate in Surgery Technology from RH-SHS. This Surgical Technology Program is one of only a few programs nationwide in which students will earn a certificate in robotic surgery. The RH-SHS Surgical Technology Program is nationally accredited by The Commission on Accreditation of Allied Health Education Programs (CAAHEP). Additional information regarding CAAHEP can be obtained by contacting the organization directly at 1361 Park Street, Clearwater, FL 33756. 727-210-2350.

The Mission of the Surgical Technology Program is to prepare entry-level surgical technologists in the cognitive, psychomotor, and affective domains. Graduates will meet the diverse needs of the communities they serve with competence and compassion through the application of ethical standards, inter-professional collaboration, and active professional engagement.

Surgical Technology Student Learning Outcomes:

1. Synthesize knowledge and skills essential to the successful practice of surgical technology.
2. Demonstrate skills to facilitate a safe environment within inter-professional healthcare settings.
3. Assume the role of an ethically competent Surgical Technologist.
4. Communicate effectively with all communities of interest in the delivery of safe patient care.
5. Model Professional development during the educational process.

Admissions Requirements:

The ST Program student admission is the responsibility and at the discretion of the RH-SHS. Admission standards meet and/or exceed Alvernia University's admission standards. Admission to the ST program is competitive and the selection of students will be based on personal composition, academic ability, references, interview performance, aptitude tests, writing samples and previous healthcare experience. Refer to the RH-SHS Admission Office for details.

SURGICAL TECHNOLOGY PROGRAM LEADING TO AN ASSICATE OF SCIENCE DEGREE

Minimum Credits: 74

Total ST Credits: 44

General Education/Core: 30

Required ST Courses: ST 100, 101, 200, 201

Related Requirements: The following are required as part of or in addition to the General Education/Core: BIO 107, 117, 108, 118, 220, COM 101, THE 210, PHI 105, PSY 101, Culture and Language (COM 213 recommended), and Creative Expressions (MUS 220 recommended).

COURSE DESCRIPTIONS

ST 100 9 credits

Foundations of Surgical Technology

This course will provide the student with detailed instruction in a variety of subjects related to the study of Surgical Technology. These include, orientation to and history of surgical technology, microbiology, surgical environment and safety standards, disinfection and sterilization, aseptic technique, moral, legal, and ethical responsibilities, documentation, surgical counts, body mechanics, surgical terminology and communication skills, wound healing and wound closure, surgical instrumentation and equipment. This course will also include basic computer skills, electricity and electro-surgery, robotics, and the use of lasers in surgery. The student will learn basic draping skills, scrubbing, gowning, and gloving and the importance of hospital organization and the surgical team. Co-requisite: ST 101; Prerequisite: all general education courses.

ST 101 4 credits

Introduction to Patient Care

This course provides the student with a comprehensive overview and perioperative patient care including the variance in patient populations & biosocial needs, patient preparation and skin preparation, patient positioning, vital signs, urine catheterization, the use of surgical drains and dressings, care of surgical specimens, thermoregulatory devices, and pharmacology and anesthesia including the metric system and conversions. All-hazards preparation will also be discussed. Co-requisite: ST 100.

ST 200 15 credits

Surgical Specialties I

This course will provide the student with information and experience related to surgical specialties including the pathophysiology, instrumentation and supplies, patient preparation, procedure descriptions and progression, complications, and specialty medications and robotics. The specialty services covered in this course include general, gynecologic, ophthalmic, orthopedic, urologic surgery, cardiovascular-thoracic surgery, neurologic, otolaryngologic and plastic/maxillofacial surgery. In addition, the student will have the opportunity, under guidance from an Instructor or Preceptor, to first and second scrub and circulate for a variety of surgical procedures during clinical practice in all of the surgical specialties. Prerequisite: ST 100 and ST 101.

ST 201 16 credits

Surgical Specialties II

This course will build upon skills and provide in-depth information, simulated surgical experience, and clinical experience related to the surgical specialties. Under supervision, the student serves as the first and second scrub and circulates for a variety of surgical procedures in all specialties. In addition, didactic content is provided to assist the student to prepare for the surgical technology certification exam and transition into employment in the operating suite.

Prerequisite: ST 200.

THEATRE

The mission of the theatre program at Alvernia is to provide:

- High quality education in skill, craft, and creative habits in theatre for students in the major and minor as part of a broad education in the liberal arts.
- A cultural *laboratory* (emphasizing learning through doing) for broad intellectual inquiry, creative exploration, spiritual discovery, artistic enrichment, and community interaction.
- High quality artistic product (appropriate to student artists) for all students and the wider campus community.
- Opportunities to foster an appreciation of theatre, promote cultural literacy, encourage creativity, and emphasize the importance of the trans-temporal, trans-cultural need to enact the great themes and stories at the core of human existence.

Alvernia provides many opportunities for students to participate in theatre. Students can major in theatre, communication (with a theatre emphasis), or have a minor in theatre. Students from any major can participate in the university's production program, which presents major works (Shakespeare, Chekhov, Sophocles, and world premieres of new plays). Beyond producing major plays, the theatre program has participated in the Peace and Justice Conference, Homecoming, and fund-raising events.

THEATRE

Major: 48 credits

THR 142, 155, 156, 350, 355, 356, 357, 404, 434.

Majors must complete one of the two following requirements (9 credits each):

Acting/Directing: THR 255, THR 360 (may be repeated for 6 credits)

Design/Technical Theatre: THR 244, THR 357 (may be repeated for 6 credits)

English Elective: 6 credits – Recommend 2 from: ENG 213, 302, 303

Related Elective: 6 credits – Recommend 3 credits from: ART 101, 103, 105, 215, 217 and 3 credits from: MUS 121, 135, 222, 224, 331, 333.

Majors are also advised to take 4 credits of THR 134 as free electives.

Theatre Minor: 18 credits

A student pursuing another discipline may choose electives to form a theatre minor. Credit distribution is as follows: THR 150, 155, 255 or 350, 355 or 404; six credits from COM 250, 351; ENG 213, 302, 303.

COURSE DESCRIPTIONS

THR 113 1 credit

Broadway/Show Dance

In this class students will investigate the vocabulary and creative potential of performance techniques through dance. Students will engage with these techniques through in-class technical practice, readings, reflection papers, and performances. A majority of this course will focus on preparation for the final performance. May be repeated once for credit.

THR 114 1 credit

Ballet

In this class students will investigate the vocabulary and creative potential of performance techniques through dance. Students will engage with these techniques through in-class technical practice, readings, reflection papers, and performances. A majority of this course will focus on preparation for the final performance. May be repeated once for credit.

THR 115 1 credit

Tap Dance

In this class students will investigate the vocabulary and creative potential of performance techniques through dance. Students will engage with these techniques through in-class technical practice, readings, reflection papers, and performances. A majority of this course will focus on preparation for the final performance. May be repeated once for credit.

THR 134 1 credit

Theatre Workshop

An overview of the various elements that make up the art of the theater. Students participate in the Alvernia University Theatre Ensemble (ACTE) and are responsible for production assignments. May be repeated for credit.

THR 142 3 credits

Creativity Workshop

The course explores the art of creativity in various fields of study. Through exercises, discussions, and research, students will learn the many tools and techniques for expressing creativity in their own field of study.

THR 150 3 credits

Introduction to Theatre

A brief, but comprehensive introductory view of the theatre examining all elements that make it a lively art.

THR 155 3 credits

Introduction to Acting

Principles of basic acting technique-given circumstances, tasks, facets of embodying and experiencing the portrayal of a character. Some attention given to physical and vocal characterization.

THR 156 3 credits

Theatrical Production and Design

This class is designed to give students an introduction to crafting scenery and to basic principles of scenery and lighting design.

THR 244 3 credits

Computer-Assisted Design

A course in AutoCAD and other design programs with a particular emphasis on their use in theatre.

THR 255 3 credits

Intermediate Acting

Intermediate instruction in techniques for character development including improvisation. Also an introduction to acting styles and acting in verse plays.

THR 350 3 credits

Directing for the Stage

Study of the principles and techniques used in leading the production of theatre and the development of the director. Students mount a one-act play.

Prerequisites: COM 134, 150, 155, or permission of instructor.

THR 355 3 credits

Theatre History

A comprehensive study of the history of theatre from its origins through the Renaissance.

THR 356 3 credits

Theatre History II

A comprehensive study of the history of theatre from the neo-Classical era through today. This course meets the Writing Enhanced requirement.

THR 357 3 credits

Behind the Curtain

Studying the various areas of show production. Topics vary from semester to semester: they may include specific study of time periods, prop creation, makeup design, costume design, advanced scenery and lighting, model creation, and mask making. This course may be repeated under different topics.

THR 360 3 credits

Advanced Acting/Directing

Advanced instruction in techniques for actors and/or directors. This course may be repeated under different topics. Prerequisite: COM/THR 255 or COM/THR 350 or permission of instructor.

THR 404 3 credits

Arts Operations

Explores business and finance issues associated with working in the arts as a profession. Includes working with arts organizations as well as arts entrepreneurship.

THR 434 3 credits

Senior Production Workshop

Students assume leadership positions in the production of a theatrical event. Experiences may include acting, directing and/or design. Students establish an appropriate project with the director of the theatre program prior to enrolling in the course. Prerequisite: permission of instructor.

THEOLOGY

Theological study long has attempted to address the most profound questions of existence and the meaning of the human religious experience. Theology courses ask these questions with attention to the universally human and particular focus on the Judeo-Christian tradition. The Catholic expression of that tradition receives the greatest, but not exclusive, emphasis.

A major in theology prepares students for further work in academe or seminary and also can serve to complement another major. As a discipline in the liberal arts, it refines critical thinking skills and teaches openness to the complexity of

serious issues. A minor in the discipline provides students with greater knowledge of religious questions.

THEOLOGY

Major: 30 credits

THE 105, one course selected from: 200, 210, 225; 2 courses (6 credits) from among: THE 306, 308, 309; THE 380; 15 credits in theology electives.

Minor: 18 credits

COURSE DESCRIPTIONS

**With the exception of THE 210 Medical Moral Theology, all courses at the 200 level or higher require THE 105 Foundations of Theology, or permission of the department chair. Students in the mid-degree program are exempt from this requirement.*

THE 105 3 credits

Foundations of Theology

Inquiry into the nature of religion and its relation to other areas of human experience. Role of theology in bringing a religious tradition to reflective awareness. Focus on Christianity, especially its Catholic expression.

THE 200 3 credits

Christian Approach to Morality

Study of fundamentals of moral theology: concepts of freedom, responsibility, law and conscience are surveyed within context of Catholic theology and natural law tradition.

THE 210 3 credits

Medical Moral Theology

Investigation of moral problems, which can arise in the area of bioethics. Introductory survey of the basic Christian principles of morality is followed by treatment of various medical moral situations. A natural law methodology is applied throughout the course.

THE 225 3 credits

Global Issues: The Gospel Perspective

Ethical concerns in war, peace, global and domestic policy, and other social issues. Addresses both Roman Catholic teachings and writings from other religions and cultures. This course fulfills the human diversity graduation requirement.

THE 235 3 credits

Topics in the Catholic Social Tradition:

Exploration of topics or principles that have been of special relevance in Catholic Social Teaching and Thought. Primary documents of the Catholic Church and some aspect of a natural or social science will be incorporated into an investigation of a selected topic in social ethics. Course fulfills the Search Ethical Leaders and Followers ethics requirement.

THE 245 3 credits

Eastern Philosophy and Religion

Exploration of philosophical and religious traditions of Asia. Buddhism, Confucianism, Hinduism, and Daoism will be discussed and compared to Western Traditions (Judeo-Christian Tradition and Ancient Greek Philosophy). Satisfies the diversity requirement.

THE 255 3 credits

Santo Domingo

This course will cover theology and social justice topics as they relate to service in the developing world. This is a service-learning course in which students will apply knowledge and skills acquired during the semester during a week-long immersion experience in Santo Domingo, Dominican Republic immediately following the semester. The coursework will explore a theology of liberation for the poor, Catholic social teaching, and advocacy methods. Students will relate the course content to their firsthand experience in the Dominican Republic through journal writing and a final service integration paper. Fulfills human diversity requirement.

THE 300 3 credits

Marriage and Sexuality

Theological study of dogmatic and moral questions concerning human sexuality and marriage in light of anthropology, the scriptures, natural law, traditions, and the understanding of revelation within history.

THE 306 3 credits

Biblical Studies: Gospel Portrait of Jesus

Examination of the portrayal of Jesus in Gospels of Matthew, Mark, Luke and John, using tools of historical and literary criticism.

THE 308 3 credits

Biblical Studies: Old Testament Studies

Examination of selected books of the Old Testament, including representation from Law, Prophets and Writings.

THE 309 3 credits

Biblical Studies: New Testament Studies

Examination of selected books of the New Testament, with particular emphasis on the Pauline writings.

THE 345 3 credits

Issues in Historical Theology

An historical study of the principal theological controversies that shaped the development of Christianity. This course is designed as an introduction to theological study for students in the mid-degree program. Other students must have permission of the instructor.

THE 350 3 credits

Franciscan Studies

Study of the life and spirit of St. Francis of Assisi, his charisma and its relevance for the contemporary world. Includes theological and philosophical perspectives of other Franciscans. Examines the historical and ecclesial environment of Franciscan Movement and its impact up to the present. This course meets the Writing Enhanced requirement.

THE 355 3 credits

Franciscan Pilgrimage to Assisi and Rome

This travel course prepares students for a cultural immersion in Italy where they will participate in an intercollegiate study-pilgrimage to Assisi and Rome, visiting historical and spiritual sites that trace the birth of the Franciscan movement. Prerequisite: THE 105; THE 350 recommended. Satisfies the human diversity requirement. Additional expenses will be incurred.

THE 364 3 credits

Mysticism

Study of mysticism focusing on the Christian tradition, but including examination of non-Christian religions as well.

THE 380 3 credits

Christ and the Church

Study of the various ways in which Christ has been understood by communities of faith. Particular attention is given to the New Testament. The role of the Church and its relation to Christ is considered, as well as its relation to the modern world.

THE 405 3 credits

Medieval and Reformation Theological Evolution

An historical study of the doctrinal and ecclesial developments that shaped the medieval and reformation periods. Prerequisite: THE 105 or 345.

THE 420 3 credits

Worship and Sacraments

Study of the development of the theology of the sacraments. Specific treatment is given to the sacraments of initiation: baptism, confirmation, Eucharist. In addition, attention is also given to the sacraments of reconciliation, matrimony, holy orders, and anointing of the sick.

THE 425 3 credits

Judaic Studies

In-depth study of the development of Jewish historical, cultural, religious, and political tradition. This course is partly supported by the Jewish Chautauqua Society.

WOMEN'S AND GENDER STUDIES

Alvernia offers an interdisciplinary minor in women's and gender studies that will expose students to the historical, economic, social, psychological and political factors that have shaped traditional gender roles, contemporary issues of gender and sexuality, and historical struggles and achievements of women. As a discipline that addresses how gender intersects with categories such as sex, race, class, ethnicity, and nationality to shape identities and communities, WGS is committed to the ideals of inclusivity and diversity and shares in the Franciscan tradition of working toward social justice. By developing students' awareness of diversity, equality, and justice, this program participates in Alvernia's mission to provide students an intellectual breadth and an ethical foundation for their life-long personal and professional growth.

Minor: 18 credits

Required: PHI 250. 9-15 credits from: MUS 331, HIS 230, PSY 308, ENG 216, SOC 411, CJ 216, THE 300, Special Topics (identified by the instructor and approved by the WGS coordinator as specifically pertaining to the field of women and gender studies) and no more than 6 credits from: CJ 218, CJ 411, ENG 202, MUS 222, MUS 322, NUR 312, PHI 420, PSY 215, PSY 220, SSC 321, SW 202, WGS-Cognates.*

*Cognates are identified by the student, the WGS Coordinator and the course instructor. A contract is created to add a significant gender component to the general class requirement. These may include, but are not limited to, readings, guided research on a topical paper, service project or an honors thesis. The contract should be approved by the WGS Coordinator prior to the beginning of the course. Only one cognate course may count toward the minor.

WORLD LANGUAGES

Courses are designed to enable students to acquire a functional competence of French, German, Italian, Latin and Spanish. Since the acquisition of a foreign language is closely linked with the culture of a given country, the instructors offer opportunities for students to appreciate, experience and learn to respect cultural differences through classroom discussions and/or presentation of a variety of material.

Requirements/Placement:

Students are required to complete 6 credits, in sequence, in any one foreign language offered in the Alvernia curriculum. Placement of the student in the appropriate course level is determined by testing and/or the decision of the foreign language department staff.

Spanish Minor:

A Spanish minor consists of 18 credits of Spanish at the 200 level and above. Exception: SPA 113 and 114 (Elementary Spanish I & II) are accepted toward the minor.

COURSE DESCRIPTIONS

FRENCH

FRE 101 3 credits

Elementary French I

Intro to basic skills of French speaking, listening, reading and writing. Emphasis on competence in grammar, vocabulary, pronunciation, and comprehension. For students with no previous background in French.

FRE 102 3 credits

Elementary French II

Continuation of French 101. Prerequisite: FRE 101 or equivalent.

FRE 201 3 credits

Intermediate French I

Review of grammar and syntax. Progressive development of the four basic communication skills. Introduction to literary readings. Prerequisite: FRE 102 or equivalent; or two years high school French.

FRE 202 3 credits

Intermediate French II

Continuation of French 201. Prerequisite: FRE 201 or equivalent.

GERMAN

GER 101 3 credits

Elementary German I

Introduction to basic skills of German speaking, listening, reading, writing. Emphasis on competence in grammar, vocabulary, pronunciation, comprehension. Prerequisite: no previous experience or one year high school German.

GER 102 3 credits

Elementary German II

Continuation of German 101. Prerequisite: GER 101 or equivalent.

GER 201 3 credits

Intermediate German I

Review of grammar and syntax. Progressive development of four basic communication skills. Prerequisite: GER 102 or equivalent.

GER 202 3 credits

Intermediate German II

Continuation of German 201.

ITALIAN

ITA 101 3 credits

Elementary Italian I

Introduction to basic skills of Italian speaking, listening, reading and writing. Emphasis on competence in grammar, vocabulary, pronunciation, comprehension. No prerequisite.

ITA 102 3 credits

Elementary Italian II

Continuation of Italian 101. Prerequisite: ITA 101 or equivalent.

LATIN

LAT 101 3 credits

Elementary Latin I

Introduction to basic forms, syntax and vocabulary. Selected prose readings. No prerequisite.

LAT 102 3 credits

Elementary Latin II

Continuation of Latin 101. Prerequisite: LAT 101.

SPANISH

SPA 101 3 credits

Spanish for Beginners I

Introduction to basic skills of Spanish speaking, listening, reading and writing.

Emphasis on competence in grammar, vocabulary, pronunciation and

comprehension. For students with no previous Spanish background.

SPA 102 3 credits

Spanish for Beginners II

Continuation of Spanish 101. Prerequisite: SPA 101 or equivalent.

SPA 107 3 credits

Spanish for Health Professionals I

Designed to help students in health professions to develop proficiency in their communicative skills. Focus on vocabulary and situations encountered by health professionals. No prerequisite.

SPA 108 3 credits

Spanish for Health Professionals II

Continuation of Spanish 107. Prerequisite: Spanish 107 or equivalent.

SPA 109 3 credits

Spanish for Law Enforcement I

Designed to develop basic communication skills dealing with the law enforcement profession. No prerequisite.

SPA 110 3 credits

Spanish for Law Enforcement II

Continuation of Spanish 109. Prerequisite: SPA 109 or equivalent.

SPA 111 3 credits

Spanish for Teachers I

Designed to develop basic communication skills dealing with the education profession. No prerequisite.

SPA 112 3 credits

Spanish for Teachers II

Continuation of Spanish 111. Prerequisite: SPA 111 or equivalent.

SPA 113 3 credits

Elementary Spanish I

Development of proficiency in basic communication skills. Emphasis on listening comprehension and oral expression. Prerequisite: Spanish 102 or equivalent or 3 years of high school Spanish or permission of the instructor.

SPA 114 3 credits

Elementary Spanish II

Continuation of Spanish 113. Prerequisite: SPA 113 or equivalent.

SPA 151 3 credits

Practical Spanish Conversation

An immersion setting in which students learn related vocabulary and employ their language skills in real life experiences such as a one-week day camp for children in the Dominican Republic. Satisfies human diversity requirement. Prerequisite: SPA 102 or equivalent.

SPA 201 3 credits

Intermediate Spanish I

Review of grammar and syntax. Progressive development of four basic communication skills. Introduction to literary readings. Prerequisite: SPA 114 or equivalent or permission of instructor.

SPA 202 3 credits

Intermediate Spanish II

Continuation of Spanish 201. Prerequisite: SPA 201 or equivalent.

SPA 203 3 credits

Spanish Conversation and Composition I

Progressive development of oral proficiency and writing skills with emphasis on current topics. Literary and cultural readings. Prerequisite: SPA 202 or equivalent.

SPA 204 3 credits

Conversation and Composition II

Continuation of Spanish 203. Prerequisite: SPA 203 or equivalent.

SPA 311 3 credits

Cultural Perspectives of Spain

Discusses history, geography, art and music, daily life, celebrations, foods, stereotypes, ethnic groups, current events and the role of women today in Spain. This course is taught primarily in Spanish and fulfills the human diversity graduation requirement. Prerequisite: SPA 202 or permission of instructor.

316

SPA 312 3 credits

Cultural Perspectives of Latin America

Discusses history, geography, art and music, daily life, celebrations, foods, stereotypes, ethnic groups, current events and the role of women today in Mexico, the Caribbean, Central and South America. This course is primarily taught in Spanish and fulfills the human diversity graduation requirement.

Prerequisite: SPA 202 or permission.

TRUSTEES, ADMINISTRATION AND FACULTY DIRECTORY

Board of Trustee Officers	318
Trustees Emeriti	318
Board of Trustees	319
President's Cabinet	320
Deans of the University	321
Academic Departments	321
Full-Time Faculty	321
Professor and Dean Emeriti	334
Academic Calendars	335

BOARD OF TRUSTEES OFFICERS

Chair:

Kevin F. St. Cyr
Commscope, SVP, Enterprise Solutions

Vice Chair:

John D. Wanner, CAE '82
Wanner Associates, Inc., President

Secretary:

Sister Danielle Marie Kubelsky, OSF
Bernardine Franciscan Sisters

University President

Thomas F. Flynn, Ph.D.

University Counsel

Heidi B. Masano, Esq.
Masano Bradley, Managing Partner

President Emeritus

Deacon Daniel N. DeLuca, M.B.A, L.H.D., Ph.D.
Laurence W. Mazzeno III, Ph.D.

Trustees Emeriti

Bernardine Franciscan Sisters
James Boscov
The Hon. Mary Ann Ullman
William Combs, III
Salvatore Cutrona
Jess F. Cwiklinski
Raymond Dee
P. Michael Ehlerman
Frank A. Franco, M.D.
Bernard Fromm
John W. Gruber, M.D.
Kathleen D. Herbein '95
Carolyn R. and T. Jerome Holleran
Leroy Kline*

Rev. Msgr. Felix A. Losito*
The Hon. Linda K. M. Ludgate '77
The Hon. Thomas McMahon
Janice B. Miller
Carole Neag
Sen. Michael O'Pake*
Richard A. Purcell
Richard Tschiderer*
Alfred Weber
Chester M. Winters
Robert T. Wright

**Deceased*

Board of Trustees

Robert Balthaser '91
Trust for National Mall
Vice President, Development

Stephen Banco, M.D.
Surgical Institute of Reading
Founding Partner

Charles Barbera, M.D., M'01
Reading Health System
Chair, Department of Emergency
Medicine

Paula Barrett
Reinsel Kuntz Leshner
Business Consulting Services Group

Tom Beeman
Lancaster General Health
President & CEO
Rear Admiral, United States Navy

Cynthia Boscov
Community Volunteer

Sr. Marilisa da Silva, OSF
Bernardine Franciscan Sisters
Congregational Minister

Robert D. Davis
Banking Professional
(Retired)

Timothy Dietrich, Esq.
Barley Snyder LLP
Attorney Partner

Elsayed Elmarzouky
Islamic Center of Reading
President

Charles Flynn, Ph.D.
College of Mount Saint Vincent
President

Michael Fromm
Fromm Electric Supply Corp.
President & CEO

Sr. Madonna Marie Harvath, OSF
Bernardine Franciscan Sisters
Director of Vocations

Angel Helm
Investment Banker
(Retired)

Carl Herbein, CPA '95
Herbein & Co.
President & CEO

Carol L. Hinds, Ph.D.
Mount St. Mary's University
Professor

Ellen Huyett
Community Volunteer

Sr. Antoinette Keiser, OSF, '71
Bernardine Franciscan Sisters
Congregational Councilor

Kathleen W. Kleppinger '83
Morgan Stanley Smith Barney
Vice President, Wealth Management
(Retired)

Rachel Maher, DMD '94
Pediatric Dentist
Dentistry for Children

Thomas W. Martell
Hub Fabricating Company
Owner and CEO (Retired)

Robert J. McCormack '82, M'09
Murphy McCormack Business Group,
LLC
President

Michael A. Mullen
SFS Intec, Inc.
President, North American Operations

Patrick Shields
Fromuth Tennis
Owner & CEO

Stephen Najarian
SN Companies
Partner

James C. Sweeney
Distributed Systems Services
President

Sr. David Ann Niski, '66
Bernardine Franciscan Sisters
Foundation
Executive Director

Paul Trunk
Berk-Tek
President
Nexans LAN Division N. America
Vice President & General Manager

Jeffrey Rush
Fulton Bank
Senior Executive VP
Regional President

Sr. Shaun Kathleen Wilson, OSF '69
Bernardine Franciscan Sisters
Director, McGlinn Conference Center

Peter Rye
Brentwood Industries, Inc.
President

C. Thomas Work, Esq.
Stevens & Lee, LLP
Shareholder

Jeanne Savage '88
Community Volunteer

Benjamin Zintak
Zeeco, Inc., President

Gregg Shemanski
Custom Processing Services, Inc.
President & Founder

Andrew Ziolkowski
Carpenter Technology
Senior VP, Specialty Alloys Operations

President's Cabinet

Thomas F. Flynn, Ph.D., President
Shirley J. Williams, Ed.D., Provost
Douglas F. Smith, MBA, Vice President, Finance and Administration
Anthony DeMarco, Vice President, Institutional Advancement
Joseph J. Cicala, Ph.D., Vice President, University Life and Dean of Students
John R. McCloskey, MBA, Vice President, Enrollment Management
Bradley M. Drexler, Vice President, Marketing and Communications
Sr. Roberta McKelvie, Special Assistant to the President for Mission

Deans of the University

Beth Roth, Ph.D., Dean, College of Arts and Sciences

Karen S. Thacker, Ph.D., RN, CNE, Dean, College of Professional Programs

Daria LaTorre, Dean, School of Graduate and Adult Education

Rebecca Finn Kenney, Dean of Undergraduate Admissions and Financial Aid

Joseph J. Cicala, Ph.D., Vice President for University Life/Dean of Students

Evelina Panayotova, Ph.D., Dean of Institutional Research & Assessment

Academic Departments

College of Arts & Sciences

- Chair, English and Communication, Marybeth DeMEO
- Chair, Fine & Performing Arts, Carol N. Schwanger
- Chair, Humanities, Kevin Godfrey
- Chair, Psychology and Counseling, Peggy Bowen-Hartung
- Chair, Science & Mathematics, Rosemarie Chinni

College of Professional Programs

- Chair, Allied Health & Human Services, Tom Porrazzo
- Chair, Business, Samuel Bradley
- Chair, Criminal Justice, Barry Harvey
- Chair, Education, Sr. Margaret Dougherty
- Chair, Nursing, Deborah Geenawald
- Chair, Occupational Therapy, Neil Penny

Full-Time Faculty

Saida Abdul-Aziz, RN, MSN, MBA-HCM

Instructor of Nursing

BSN Richard Stockton College

MSN, MBA-HCM University of Phoenix

Allison Althouse, MBA

Instructor of Business

BS, MBA Rider College

Scott Ballantyne, Ed.D., PRSBA

Associate Professor of Business

BA Alvernia University

MPA Kutztown University

EdD Widener University

Travis A. Berger, M.Ed.

Assistant Professor of Business

BA The Pennsylvania State University

MEd Alvernia University

Beth Berret, Ed.D.

Associate Professor of Business
BS Bloomsburg State College
MBA Philadelphia College of Textiles & Science
EdD Widener University

Dolores B. Bertoti, DPT

Professor of Physical Therapy
BS, MSPT, DPT Temple University

Thomas R. Bierowski, Ph.D.

Associate Professor of English
BA St. Joseph's University
MA San Francisco State University
PhD Lehigh University

John Bindo, MSOT

Instructor of Occupational Therapy
BSOT University of Scranton Undergraduate
MSOT, MHA University of Scranton Graduate School

Tim Blessing, Ph.D.

Professor of History
BA University of Wyoming
MPA, MA, PhD The Pennsylvania State University

Peggy Bowen-Hartung, Ph.D.

Associate Professor of Psychology
BS, MS, PhD Texas A&M University

Samuel Bradley, DBA

Assistant Professor of Business
BA West Chester University
MBA Drexel University
DBA Argosy University

Vera Brancato, Ed.D.

Professor of Nursing
BSN, MSN University of Pittsburgh
EdD Widener University

Karen Ann Cameron, Ph.D.

Associate Professor of Occupational Therapy
BS Boston University
MEd East Stroudsburg University
OTD, PhD Nova Southeastern University

Stephen R. Champion, Ph.D.
Associate Professor of Chemistry
BA St. Mary's College
PhD University of Notre Dame

Rosemarie C. Chinni, Ph.D.
Professor of Forensic Science
BS King's College
PhD University of South Carolina

Greg Chown, OTD
Assistant Professor of Occupational Therapy
BA Laurentian University, Canada
BS McMaster University, Canada
OTD Rocky Mountain University School of Health Professions

Steven Dougherty, DC
Assistant Professor of Biology
BS Monmouth College
DC Life Chiropractic College

Scott Davidson, MA
Instructor of Theology
BS St. Louis University
MA Washington Theological Union

Marybeth DeMeo, M.A.T.
Associate Professor of English
BA Syracuse University
MAT University of Notre Dame

Pietro DiStrovololo, MA
Associate Professor of Language
Degree, Istituto Luigi Vanvitelli Caserta, Italy
BS, MA Kutztown University

Kevin Donnelly, Ph.D.
Assistant Professor of History
BA University of Missouri
MA, PhD Brandeis University

Sister Margaret Anne Dougherty, RSM, Ph.D.
Associate Professor of Education
BS Gwynedd-Mercy College
MEd Temple University
PhD Ohio State University

324

Barbara Downing, MSN
Instructor of Nursing
BSN Villanova University
MSN Widener University

Mary Ann Durant, MSN
Instructor of Nursing
BSN, M.Ed The Pennsylvania State University
MSN American Sentinel University

Catherine Emenheiser, Ph.D.
Assistant Professor of Occupational Therapy
BS Albright College
MSOT Boston University
PHD Virginia Commonwealth University

Ellen M. Engler, M.S.Ed.
Associate Professor of Education
AB Immaculata College
MSEd Temple University

Caroline M. Fitzpatrick, Ph.D.
Associate Professor of Communication
BS The Pennsylvania State University
MS Wilkes University
MA Bloomsburg University
PhD Indiana University of Pennsylvania

Thomas Franek, Ph.D.
Associate Professor of Athletic Training
BS Slippery Rock University
MS Indiana State University
PhD Rocky Mountain University

Louise Fura, DNP, RN, CRNP
Assistant Professor of Nursing
BSN DeSales University
MSN University of Pennsylvania
DNP Case Western Reserve University

Ann Marie Kriebel-Gasparro, DNP, LPN
Assistant Professor of Nursing
LPN Bloomsburg University
ADN Bucks County Community College
BSN Gwynedd-Mercy College
MSN Hahnemann University
DNP Drexel University

John D. Gieringer, MA
Assistant Professor of Mathematics and Physics
BA Alvernia University
MA Kutztown University

Kevin Godfrey, Ph.D.
Associate Professor of Theology
BA University of Minnesota
MA The Catholic University of America
PhD Saint Louis University

Tammy L. Gore
Assistant Professor of Business
BS Susquehanna University
MBA Bloomsburg University
PhD Alvernia University

Deborah A. Greenawald, Ph.D., RN
Associate Professor of Nursing
BMus Bucknell University
BSN George Mason University
MSN, PhD Widener University

Susan Guay, M.Ed.
Instructor of Communication
AA, BA, MEd University of South Florida

Corey Harris, Ph.D.
Assistant Professor of Theology
BA Lafayette College
MA LaSalle University
Grad Certificate in Healthcare Ethics, PhD Duquesne University

Barry J. Harvey, MS
Assistant Professor of Criminal Justice
BA Gettysburg College
MS Indiana State University

Josh M. Hayes, Ph.D.
Assistant Professor of Philosophy
BA The Colorado College
MA, PhD New School for Social Research: Graduate Faculty

Zaydan Hayja, Ph.D.
Assistant Professor of Biology
BS, MSc College of Agriculture and Food Science
PhD University of Wisconsin

Adam Heinze, Ph.D.
Assistant Professor of Biology
BA Olivet Nazarene University
PhD Temple University

Mark Kauffman, Ph.D.
Assistant Professor of English
BA, MA Colorado State University
Ph.D. Tufts University

Ondra M. Kielbasa, Ph.D.
Assistant Professor of Biology
BS Albright College
PhD Boston University

Jae-Chun Kim, Ph.D.
Assistant Professor of Mathematics
BS Chung Ang University in Korea
MS, PhD Wayne State University

Woosoon Kim, Ph.D.
Assistant Professor of Business
BA Pusan National University
MBA Washington State University
PhD University of Florida

Carol Kish, Ph.D., RN, CNE
Assistant Professor of Nursing
BA Albright College
MSN Southern Nazarene University
PhD Oklahoma City University

James R. Klucsarits, MS
Assistant Professor of Biology
BS, MS Indiana University of Pennsylvania

Darren T. Koch, D.C.
Assistant Professor of Biology
BS West Chester University
DC Life University

Diane Woznicki Kraft, MS
Instructor of Biology
BS Penn State University
MS New York University

Joseph Kremer, Ph.D.
Assistant Professor of Chemistry
BS Slippery Rock University
PhD Colorado State University

Ryan L. Lange, Ph.D.
Assistant Professor of Communication
BA, MA Cleveland State University
PhD Michigan State University

Daria T. LaTorre, JD
Associate Professor of Criminal Justice
BS St. Joseph's University
JD Villanova University

Richard Law, Ph.D.
Associate Professor of English
Professor Emerita
BS West Chester State College
MA Lehigh University
PhD Temple University

Elena Lawrick, Ph.D.
Associate Professor of Education
Specialist Diploma (Equivalent of BA and MA) Far Eastern State University, Russia
PhD Purdue University

Joan M. Lewis, Ph.D., ASCW
Associate Professor of Social Work
Professor Emerita
MSW Temple University
BA, PhD, Marywood University

John Lichtenwalner, Ph.D.
Assistant Professor of Social Work
BSW, MSW Kutztown University
PhD Marywood University

Suzanne Mader, MSN
Assistant Professor of Nursing
BSN Lebanon Valley College
MSN Drexel University

Polly Mathys, M.S.Ed.
Assistant Professor of Computer Information Studies
BA Case Western Reserve University
MS Temple University

Elizabeth R. Matteo, Ph.D.
Associate Professor of Psychology
BFA State University of New York at Binghamton
BS University of Oregon
MEd, MS, PhD Lehigh University

Kathryn L. McCord, Ed.D.
Assistant Professor of Education
BA Alvernia University
MS Millersville University
MEd Wilkes University
EdD University of Delaware

Rosemary C. McFee, M.Ed
Instructor of Criminal Justice
BS Pennsylvania State University
MEd Lehigh University

Antonella Merrolla, MA
Instructor of Spanish
BA Immaculata College
MA Middlebury College

Jennifer Nolan Michalik, MM
Assistant Professor of Music
BM Michigan State University
MM Northwestern University

Monir Morgan, Ph.D.
Assistant Professor of Psychology
BA, MA, MEd Assiut University
PhD University of Glasgow with Assiut University

Janet Mutschler, DPT
BS Shippensburg University
BSPT University of Maryland Eastern Shore
MHS, DPT University of Indianapolis Krannert School of Physical Therapy

Cathleen Myers, JD
Assistant Professor of Biology
BA, MA, Smith College
JD Dickinson School of Law

Leon Neiman, MS
Instructor of Biology
BS, MS Millersville University

Sister Paula Nowak, OSF, MATM
Instructor of Math
BA Alvernia University
MA Villanova University

Neil H. Penny, Ed.D.
Associate Professor of Occupational Therapy
BS University of Birmingham
MS St. Joseph's University
EdD Wilmington University

Thomas G. Porrazzo, Ph.D., LAT, ATC
Associate Professor of Healthcare Science
BSE S.U.N.Y. at Cortland
MS Eastern Illinois University
PhD Temple University

Jodi Radosh, Ph.D.
Associate Professor of Communication
BA Rutgers University
MJ, PhD Temple University

Peter Rampson, MA
Assistant Professor of Graphic Art
BA Rhode Island School of Design
MA North Carolina State University

Eric Recktenwald, Ph.D.
Assistant Professor of Biology
BS, PhD Temple University

David Reyher, MS
Instructor of Behavioral Health
BS PA State University
MS Marywood University

John A. Rochowicz, Jr., Ed.D.
Professor of Mathematics/Physics
BS Albright College
MS, EdD Lehigh University

Beth Roth, Ph.D.
Associate Professor in Music
BA Vassar College
MA, PhD University of Chicago

Cynthia D. Rothenberger, MSN, RN, CDE, ACNS, BC
Assistant Professor of Nursing
BSN Albright College
MSN University of Pennsylvania

Ana I. Ruiz, Ph.D.
Professor of Psychology
BS Catholic University of Pernambuco
MS Federal University of Pernambuco
PhD Cornell University

Tracy F. Scheirer, MSN, RN
Instructor of Nursing
BS Albright College
MS West Chester University

Patricia K. Schmehl, MSN, RN
Professional Specialist of Nursing
Diploma St. Joseph Hospital School of Nursing
BSN Kutztown University
MSN Seton Hall University

Mary B. Schreiner, Ph.D.
Associate Professor of Education
BS, MEd Slippery Rock University
PhD The Pennsylvania State University

Carol N. Schwanger, MM
Associate Professor of Music
BS West Chester State College
MM University of North Texas

Mary Seamon-Zellers, MSOT
Instructor of Occupational Therapy
BS, MSOT Misericordia University

Bongrae Seok, Ph.D.
Associate Professor of Philosophy
BA, MA Seoul National University
MA, PhD University of Arizona

A. Janae Sholtz, Ph.D.
Associate Professor of Philosophy
BA Rhodes College
MA New School University
PhD University of Memphis

David Shoup, Ph.D.
Assistant Professor of Mathematics
BS Lehigh University
MA, PhD George Washington University

Joshua Smith, Ph.D.
Assistant Professor of Chemistry
BS Clarion University
PhD University of Florida

Richard Stichler, Ph.D.
Professor of Philosophy
BA Marlboro College
MA, PhD Georgetown University

Spencer S. Stober, Ed.D.
Professor of Biology
BSEd, MS Millersville University
EdD Temple University

Kimberly J. Stoudt, Ed.D., ATC, EMT
Assistant Professor of Athletic Training
BS, MEd The Pennsylvania State University
EdD Wilmington College

Mary Ellen Symanski, Ph.D., RN
Associate Professor of Nursing
BSN University of Delaware
MS University of Maryland
PhD Wayne State University

Karen S. Thacker, Ph.D., RN, CNE
Associate Professor of Nursing
BSN Marshall University
MSN West Virginia University
PhD Widener University

Amy J. Thomas, OTD, OTR/L
Assistant Professor of Occupational Therapy
BS West Chester University of Pennsylvania
MSOT Alvernia University
OTD Chatham University

Nathan Thomas, Ph.D.
Associate Professor of Theater
BA Central State University of Oklahoma
MA, PhD Michigan State University

Tufan Tiglioglu, Ph.D.
Associate Professor of Business
BS Istanbul Technical University
MA, PhD Texas Tech University

Gerald S. Vigna, Ph.D.
Associate Professor of Theology
BA Temple University
PhD Northwestern University

Judith Warchal, Ph.D.
Professor of Psychology
BS King's College
MS University of Scranton
PhD Lehigh University

Erin Way, Ph.D.
Assistant Professor of Psychology
BA Elon University
MA, PhD George Mason University

Natalie Weidman, RN, Ph.D.
Assistant Professor of Nursing
BSN Alvernia University
MSN Kutztown University
PhD Chamberlain College of Nursing

Mary Ellen Wells, JD, LLM
Associate Professor of Business
BBA University of Massachusetts
JD, LLM Boston University

Paul L. West, Ed.D., LPC
Associate Professor of Psychology
BS, MS Shippensburg University
EdD Virginia Tech

Ohenawaa White, MSW
Instructor of Social Work
BSW, MSW Temple University

Victoria Claire Williams, Ph.D.
Associate Professor of Political Science
BA Lynchburg College
MA Baylor University
MA, PhD University of Kentucky

Christopher H. Wise, DPT, PT, OCS, MTC, ATC
Associate Professor of Physical Therapy
BA Messiah College
MSPT Arcadia University
DPT Temple University

Donna Yarri, Ph.D.
Professor of Theology
BA Queens College
MDiv Alliance Theological Seminary
PhD Southern Methodist University

Di You, Ph.D.
Associate Professor of Psychology
BA Inner Mongolia Polytechnic University
PhD University of Minnesota

Rachael Zeleny, Ph.D.
Assistant Professor of Communication
BA University of Delaware
MA James Madison University
PhD University of Delaware

Professor and Dean Emeriti

Theresa Adams, Ph.D.

Professor Emerita of Nursing
BSN The Pennsylvania State University
MSN Villanova University
PhD Alvernia University

Sr. Mary Stella Cisz, OSF

Professor Emerita of Nursing
BSN Creighton University
MSN Catholic University of America

Bryan Driebelbis, M.Ed.

Professor Emerita of Business
BS, MEd Bloomsburg State College

Sr. Lois Ann Falong, OSF

Professor Emerita of Nursing
BSN College Misericordia

Louise Grim, M.S.Ed.

Professor Emerita of Physical Therapy
BA McGill University
Certification of Physical Therapy,
University of Montreal
MSEd Temple University

Edgar J. Hartung, JD

Professor Emerita of Criminal Justice
BS Rio Grande College
MA Sam Houston State University
JD Cleveland State University

Sister M. Mercylle

Grzeszkiewicz, OSF
Professor Emerita of Music
BM College Misericordia
MME North Texas State University

Sr. Ramona Koloski, OSF

Professor Emerita of Nursing
BSN College Misericordia
MSN Catholic University of America

Sister Florence Kruczek, OSF

Professor Emerita of French
BA Carlow College
MA Assumption College
PhD Pennsylvania State University

Sister M. Jacinta Respondowska, OSF

Professor Emerita of Philosophy
BA Emmanuel College
MA, PhD Duquesne University

Sr. M. Pacelli Staskiel, OSF

Professor Emerita of English and
Communication
BSEd West Chester University
MA Villanova University
PhD Duquesne University

Gwen Williams, Ed.D.

Professor Emerita of Business
BA Drew University
MLS, MA Rutgers University
EdD Lehigh University

Emma Yoh, BA

Professor Emerita of Education
BA Albright College

2016-2017 ACADEMIC CALENDAR

FALL 2016

Classes begin (Day, Mod 1, & Grad)	Aug 22
Last day to add/drop (Day, Mod 1, Grad, & N1)	Aug 29
Labor Day Holiday (no classes Day, Evening, & Sat)	Sept. 3-5
Classes resume	Sept 6
Last day to withdraw without F – Mod 1	Sept 15
Feast of St. Francis observed – no classes (no classes Day; Sat classes in session)	Oct 7
Mod 1 ends	Oct 12
Mod 2 starts	Oct 13
Last day to add/drop Mod 2	Oct 20
Pre-registration for Spring	Oct 24 – Oct 27
Last day to withdraw without F (Day & Grad)	Oct 28
Last day to W/D Mod 2	Nov 7
All Day, Eve, Mod, & Grad classes in session	Nov 23
Thanksgiving Holidays	Nov 24-26
Classes resume	Nov 28
Mod 2 ends	Dec 1
Last class day (Day & Grad)	Dec 2
Study Day	Dec 7
Final examinations (day)	Dec 5-6-8-9
Graduation (Graduation Snow Date Dec 12)	Dec 10

For classes that do not meet every week of the session:

Add/Drop ends before the 2nd class

W/D without an F before the 3rd class

SPRING 2017

Winterim sections begin on or after	Dec 12
Last day to add/drop	Dec 15
Last day to W/D without F	Jan 3
Last day Winterim	Jan 13
Martin Luther King Observed	Jan 16
Classes begin (Day, Mod 3, & Grad)	Jan 17
Last day to add/drop (Day, Mod 3, & Grad)	Jan 24
Last day to W/D without F Mod 3	Feb 8
Mod 3 ends	March 8
Spring break – no classes Day only	March 6-10
(All classes beginning at 5:30 or later Including N1 & Sat are in session)	
Mod 4 begins	March 13
Last day Add/Drop Mod 4	March 20
Last day to W/D without F – Day, N1 & Grad	March 24
Pre-registration for Fall	March 27-30
Last day to W/D without F – Mod 4	April 6
Easter Holidays (Day, Eve, & Sat)	April 13-17
Easter Monday – Mod, Grad, & N1 resume	April 17
Day classes resume	April 18
Mod 4 ends	May 4
Last class day (Day & Grad)	May 5
Study Day	May 10
Final examinations (Day)	May 8-9-11-12
Graduation	May 13

For classes that do not meet every week of the session:

Add/Drop ends before the 2nd class

W/D without an F before the 3rd class

SUMMER 2017

Semester, Mod 5, & Mod A begins	May 15
Last day to add/drop Mod A	May 16
Last day to add/drop Semester & Mod 5	May 22
Last day to W/D Mod A	May 26
Memorial Day Holiday	May 29
Classes resume	May 30
Mod A ends	June 2
Last day to W/D without F - Mod 5	June 7
Mod B starts	June 5
Last day to add/drop - Mod B	June 6
Last day to W/D without F - Mod B	June 16
Last day to W/D without F – Semester	June 30
Mod B ends	June 23
Mod 5 ends	July 6
Mod 6 starts	July 10
4 th of July Holiday - no classes	July 4
Last day to add/drop Mod 6	July 17
Last day to W/D without F Mod 6	Aug 1
Mod 6 ends	Aug 24
Semester ends	Aug 25

For classes that do not meet every week of the session:

Add/Drop ends before the 2nd class

W/D without an F before the 3rd class



400 Saint Bernardine Street | Reading, PA 19607
1-888-ALVERNIA | 610-790-2873 | www.alvernia.edu

ALVERNIA
UNIVERSITY