



2011 - 2012
Course Catalog

ALVERNIA

UNIVERSITY

Telephone Directory

Academic Affairs Office	610-796-8340
Admissions	610-796-8269
Athletics Office	610-796-8276
Bookstore	610-796-8250
Campus Ministry Office	610-796-5512
Career Services	610-796-8225
Center for Student Success	610-796-8263
Community Standards	610-796-5508
Continuing Studies Program	610-796-8228
Graduate Programs	610-796-8228
Institutional Advancement	610-796-8259
Health and Wellness Center	610-568-1467
Library	610-796-8490
Multicultural Initiatives	610-796-8256
Office of Student Financial Planning	610-796-8356
Operator	610-796-8200
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 Billing Office	610-796-8319
Student Life	610-796-8234

Mailing Address

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

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

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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.

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 Department 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.

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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

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

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

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

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

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

Institutional Heritage

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

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

ALVERNIA UNIVERSITY reflects the visionary leadership and uncommon perseverance of its founding president, Sister Mary 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, colleges and hospitals throughout the U.S. Their inclusive embrace positioned the congregation to serve beyond the needs of the Polish settlements, anticipating Alvernia’s present-day outreach to the growing Latino community in Reading. On the campus of Mount Alvernia, the sisters opened an orphanage and a high school housed in Francis Hall. As the Order grew larger and the education of its members became a priority, the congregation founded a liberal arts college for women religious 1958, graduating its first class of 4 sisters in 1961, and with the increase in lay enrollment and expansion of academic offerings, received final accreditation from the Middle States Commission on Higher Education in November 1967.

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

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

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

True to its Franciscan heritage and mission motto: **To Learn, To Love, To Serve**, Alvernia's Franciscan values have shaped its character and history since its founding. Service, humility, collegiality, contemplation, and peacemaking are institutional core values woven through the academic, co-curricular, and spiritual culture of Alvernia. Francis of Assisi, an agent of spiritual change in the Middle Ages, gave to the three Franciscan Orders and all humanity a legacy

that is timeless and universal. To be Franciscan is to respect the dignity of each human person and all creation; to be open to the world and its diversity of cultures, faiths, traditions, races, and peoples; to honor right relationships; and to seek peace through action for justice. Although a young institution, Alvernia celebrated its 50th Anniversary in 2008 with great enthusiasm, embracing a rich and vibrant Franciscan heritage that is truly relevant today, rich with promise for tomorrow, and welcoming to all.

Core Franciscan Values

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

The University Shield



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

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

In the upper right, the monogram of the Immaculate Heart of Mary, IHM, serves as a reminder of the Blessed Virgin, patroness of the Franciscan Order. 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, Pennsylvania 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 of Francis of Assisi to his brothers shortly before he died. May they inspire all at Alvernia to fulfill this worthy mission.

Accreditations

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

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

The 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 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 is certified by the Pennsylvania Certification Board.

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

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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 University 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, class rank, extracurricular activities, 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 Bernardine Street, Reading, PA 19607, 1-888-ALVERNIA, or admissions@alvernia.edu.

Freshman Admission Process

Students seeking admission to Alvernia University may apply anytime 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. Criteria for home schooled students can be found on the Alvernia University Admissions website at www.alvernia.edu/admissions.

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 is also 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.

Conditional Admission Programs

First-year students who show academic potential but do not meet all of the University's entrance requirements may be offered a place in the Freshman Foundations Program. This program involves course work, special advising, and social activities designed to give students a strong foundation for their college career. For more information, contact the Office of Undergraduate Admissions.

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 a regular freshman applicant, 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 or the Office of the Registrar.

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 the following:

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

Notification of Re-Entry Admission

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. 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 anytime. 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
5. Personal Essay

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

Articulation Agreements/Innovative Degree Programs

Alvernia University has several innovative degree programs, which include the Mid-Degree Program, the Plus Two Program, and Degree Completion. Please see the Academic Information sections: Innovative Degree Programs and Transfer Policy in this catalog for details. Alvernia University also holds Articulation Agreements with several colleges within the region.

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 program. 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
6. International Student Financial Statement document
7. Personal Essay

Note: Student 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 their enrollment to Alvernia.

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 Billing Office Directory

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STUDENT BILLING OFFICE

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 Student Billing Office 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 2011-2012

Traditional Day Undergraduate Programs

Full time (12-17 credits)	\$13,050/semester
Part time (less than 12 credits)	\$720/credit
Overload credits (more than 17 credits)	\$720/credit
Audit (no grade)	\$360/credit
Senior citizens (Age 65+; space-available basis)	No charge for tuition

Continuing Studies Undergraduate Division (evening) and Summer Programs Modules 1-6 and all summer programs

\$425/credit

Graduate Programs

\$600/credit

Doctoral Tuition

\$795/credit

Room and Board for 2011-2012

Room:

Francis Hall	\$2235/semester
Veronica Hall	\$2340/semester
Veronica Hall-private	\$3045/semester
Assisi and Siena Halls	\$2470/semester
Assisi and Siena Halls-private	\$3150/semester
Anthony and Clare Halls	\$2410/semester
Anthony and Clare Halls-private	\$3045/semester
Judge Hall	\$2780/semester
Judge Hall-private	\$3335/semester
Pacelli & Zygmunta Apartment (double)	\$3360/semester
Pacelli & Zygmunta Apartment (single)	\$3900/semester
Pacelli & Zygmunta Apartment (efficiency)	\$3600/semester

- Board: \$2415/semester (19 meals) - includes \$100 declining balance dollars*
 (required for freshmen residents)
 \$2260/semester 190 Block - includes \$125 declining balance dollars*
 \$2055/semester 150 Block - includes \$150 declining balance dollars*
 \$1845/semester 110 Block - includes \$200 declining balance dollars*
 \$1205/semester 75 Block - includes \$50 declining balance dollars*
 (apartments only)
 \$1330/semester 75 Block - includes \$200 declining balance dollars*
 (apartments only)

**Declining balance dollars may be used to purchase food at other Aladdin food service locations, including catering. These 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 to the Office of Residence Life no later than the close of the housing selection process. Note: Submitting a housing deposit does not constitute a guarantee for housing.

Housing deposits are processed as follows:

1. Applied to the student's housing costs for the upcoming year, only after add/drop of the spring semester.
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 not returned if the student has 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 details.

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 2011-2012

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

Technology Fee:
Online Technology course fee: \$35/credit
Blended Technology course fee: \$25/credit
Web Enhanced technology fee: \$15/credit
Applies to evening and graduate classes only

Commencement Fee: \$100
Covers all expenses related to the commencement exercises including, but not limited to, cap, gown, hood, diploma and cover, cords, and ceremony expenses.

Health Insurance: Compulsory Students
(annual policy period: August 18 - August 17)

	Fall Enrollees Non-refundable Covers academic year	Spring Enrollees Non-refundable Covers spring & summer	Summer Enrollees Non-refundable Covers summer
Under age 24	\$983	\$618	\$277
Age 24 – 34	\$1,132	\$711	\$319
Over age 34	\$1,594	\$1,002	\$449

Note: Health insurance is a condition of enrollment for all day students enrolled for at least 12 credits. It may be waived if proof of other insurance is provided; however, NO waiver is honored after September 15 for students enrolling in the fall or after February 15 for students enrolling in the spring. A NEW WAIVER MUST BE SUBMITTED ONLINE EACH YEAR (www.alvernia.edu). INSURANCE NOT PROPERLY WAIVED BY THE ABOVE DATES IS NON-CANCELABLE, AND PREMIUM IS NON-REFUNDABLE.

Academic Fees

Athletic Training:
AT 222 \$110/course
AT 310, 410 Clinical Liability Insurance (required) \$45/year

Behavioral Health:
BH 404 Liability Insurance (required) \$45/year

Biology/Chemistry:

BIO 103, 104, 117, 118	\$50/course
BIO 205	\$30/course
BIO 220, 221	\$100/course
CHE 110, 111, 210, 211, 212, 303	\$50/course
CHE 410	\$100/course

Business:

BUS 426, MBA 680 Liability Insurance (required)	\$50/year
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Criminal Justice:

CJ 408 Liability Insurance (required)	\$45/year
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Education:

ED 470, MED 670 Field Education Liability Insurance (required)	\$35/year
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Nursing:

NUR 098, 099	\$135/course
NUR 205, 209, 309, 313, 315, 415, 418	\$270/course
NUR 205, 315, 415 Clinical Liability Insurance (required)	\$45/year

Occupational Therapy:

OT 205, 321, 332, 427	\$215/course
OT 505, 526, 693	\$35/course
OT 381, 401, 481, 501, 517, 691, 692	
Field Practicum Liability Insurance (required)	\$45/year

Social Work:

SW 316, 403 Field Education Liability Insurance (required)	\$45/year
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Private Music Instruction:

12-½ hour sessions (1 credit)	\$300/course
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Challenge Exam Credits:

\$100/credit

Life Experience Credits:

\$200/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:

Parking Fine	\$10/\$25
Room Damages	as appropriate*
<i>*Students damaging University property are charged for each occurrence based upon determination of appropriate restitution.</i>	
Identification Card Replacement	\$20

Other Expenses:

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

Billing Procedures and Payment Information

Traditional (day) students at Alvernia are billed each semester. The Student Invoice is available on the Self Service module of the Alvernia website (www.alvernia.edu) approximately 30 days prior to the due date to every student who has pre-registered for an upcoming semester.

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

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

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

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

Payments

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

Payment Plan

The tuition payment plan is a service provided by TMS 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 Billing Office at 610-796-8319, www.afford.com/Alvernia or 1-800-343-0911.

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 or fines, telephone charges and 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 at least 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 \$40 fee is assessed for returned checks and personal checks will no longer be accepted.

Errors or Disputes

Inquiries concerning schedules should be referred to the Registrar's Office. Inquiries concerning charges should be referred to the Student Billing 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.

For further information on the refund policy for the Continuing Studies Program, call the Continuing Studies Office at 610-796-8228.

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 is 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 during the first five weeks of class receive tuition refunds in accordance with the refund schedule:

<u>Withdrawal Dates</u>	<u>Student Refund Semester</u>	<u>Student Refund 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 Continuing Studies call 610-796-8319.

Board/Meal Refund

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 Refund

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.

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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.

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 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 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 definition of an academic year is a minimum of 30 weeks. For Continuing Studies and Graduate students an academic year consists of two semesters and can include the summer semester as one of the two semesters; therefore their aid is awarded in a BBAY rather than the Standard Award Year. In order to be eligible for financial aid, students must 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 signed copies of their U.S. Income Tax Return(s) 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. Apply for Student Loans. To apply for a Direct Student Loan, new student borrowers or those students who have not borrowed through the Direct Lending program must complete a Master Promissory Note (MPN) and Entrance Interview Counseling. The MPN and an Entrance Interview 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. PLUS Loan MPN and Credit Check forms 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 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 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 Cumulative Grade Point Average 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 cumulative GPA 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 must achieve the required 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 summer semester in order to establish CGPA eligibility for the fall 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/or 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.

- 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 Health Care. This award recognizes the student's academic promise as well as a solid record of strong leadership skills and community involvement. Students must 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.
- **Trustee's Scholarship**: This scholarship is in honor of our Board of Trustees who 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.
- **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 they qualify for, not both awards.**

Named Scholarships

These named scholarships or endowed awards are funded by outside donors and awarded to students 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 a FAFSA annually as well as sign the Named Scholarship Agreement Form. 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 of their named scholarship at the annual scholarship dinner. Some scholarships require need-based recipients. The Office of Student Financial Planning's academic progress standards apply for renewal. 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 meets 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.

- ARPA (Alvernia and RACC Partnership Agreement): This scholarship is awarded to students who transfer from Reading Area Community College under the dual-admission program. Students must maintain a 2.5 cumulative grade point average to renew the scholarship.
- ACT (Alvernia Connects with Transfers) Scholarship: This scholarship is awarded to students who transfer from another institution with a 3.0 grade point average or higher. Students must maintain a 2.5 cumulative grade point average to renew the 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.

*Students receiving the ARPA Scholarship are not eligible to receive the ACT or ARC, but are still eligible for the Phi Theta Kappa Scholarship.

*Students receiving the ACT scholarship are also eligible to receive the ARC and/or Phi Theta Kappa scholarships providing they meet the required criteria as stated above.

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.

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 principal or superintendent verifying employment must be sent to the Office of Student Financial Planning to receive this award. Students may be eligible for 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.

Senior Citizen Discount: A tuition discount of 100% is given to students who are at least 65 years of age and are enrolled in 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, state, 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 the Alvernia are required to file a FAFSA. Contact the Human Resources Office for details.

Need-Based Grants

Federal and State Aid

Full-time (minimum of 12 credits per semester)

To 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 of or sale of drugs while receiving federal Title IV funding. (Federal programs only)
- be seeking a first degree, either Associate or Bachelor

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 full-time.

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 evening students who are eligible for the 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 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). 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 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 continuing studies 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 proceeding the applicable summer term.

All state grant recipients must report to the Office of Student Financial Planning any reimbursement for tuition from an employer. The tuition reimbursement form is available at www.alvernia.edu.

Other State Grants: Connecticut, Delaware, Maine, Massachusetts, Ohio, Rhode Island, Vermont, Washington DC, 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 students' 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 the 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 the 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 their college education. To qualify, students 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 interviews are required for receipt of Federal Direct Stafford loan funds. Stafford loan entrance interviews are completed online at www.studentloans.gov. Exit interviews may be conducted either in person or online at www.nsls.gov at the end of the student's enrollment at Alvernia. Terms and conditions of Stafford loan deferments for service in the Peace Corps, service under the Domestic Volunteer Service Act of 1973, and comparable volunteer service for tax-exempt organization of demonstrated effectiveness in the field of community service are available at exit interviews at www.studentloans.gov.

Direct Stafford Loans:

Direct Stafford Loans are federally regulated funds borrowed from the US 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 loans require the FAFSA to be completed each year. In addition, the student must be enrolled at least half-time (six credits per semester). Evening Student's loans are certified on a semester-by-semester case-by-case basis depending upon the academic level, transfer credits (if any), and academic term of the student.

Annual loan terms for Direct Subsidized and Unsubsidized Student loans are based on a minimum of two semesters per year.

Direct Subsidized Loan: are for students with financial need. These loans have a 3.4% fixed interest rate for 2011-2012. Students are not charged interest while attending school at least half-time, during grace periods and/or deferment periods.

Direct Unsubsidized Loan: Students are not required to demonstrate financial need to receive this loan. The Unsubsidized loan has a fixed interest rate of 6.8%. 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 their borrowing maximums and aggregate (lifetime) limits. The total Direct Stafford Loan borrowing cannot exceed the following maximums:

\$3,500 Subsidized	\$2,000 Unsubsidized	Freshman	1-29 credits
\$4,500 Subsidized	\$2,000 Unsubsidized	Sophomore	30-59 credits
\$5,500 Subsidized	\$2,000 Unsubsidized	Junior	60-89 credits
\$5,500 Subsidized	\$2,000 Unsubsidized	Senior	90+ credits

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 US Department of Education. The loan has a fixed interest rate of 7.9%, and the interest may be tax deductible. The loan is subject to a 3-4% 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 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 and 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.

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 is variable 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.

Tuition Management Systems Payment Plan: The tuition payment plan is a service provided by Tuition Management Systems on behalf of Alvernia. Students may pay all or part of tuition on a monthly and interest-free basis. The yearly fee is \$50 per academic year or \$40 per semester. Details and applications are available from the Student Billing Office or by calling 1-800-722-4867. Students can also apply online at www.afford.com/alvernia.

Veterans Administration Benefits: Veterans Educational Benefits are available for prospective students as well as children and spouses of veterans who died or who were totally disabled in the service. For more information contact the Veterans Administration at 1-888-442-4551 or the Veterans Certifying Official in the Office of Student Financial Planning. The University notifies the Veterans Administration if a student receiving Veteran Benefits does not meet the academic progress requirements after serving a probationary period of two semesters. Alvernia is a participating institution in the Yellow Ribbon program.

Office of Vocational Rehabilitation and Blindness and Visual Services: The Pennsylvania Office of Vocational Rehabilitation (OVR) and Blindness and Visual Services (BVS) give educational monies to students with disabilities. To receive additional information, contact the office nearest your home. The OVR office closest to Alvernia is located at 1090 Commons Blvd., Reading, PA 19605 and can be reached at 610-378-4370 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 bills until aid has been received and credited to a student’s account. Federal, state and university grants, scholarships and awards for each semester are deducted 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 Student Financial Planning Office 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.

Students with outside scholarships 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, this includes students on an approved medical leave of absence, the refund policy followed 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 five 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 maybe 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 involving severe financial hardship 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 Director of the Office of Student Financial Planning to determine individual funding availability. Students interested in study abroad should go to the Provost's Office for assistance.

Summer Term: Pell Grants, Pennsylvania State Grants and Direct Student Loans, may be available during the summer term. Alvernia does not offer any institutional grants for summer courses. 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 Alvernia institutional aid recipients as well.

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

Quantitative Standards: Maximum time frame 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 attempted by the credits earned. 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 course work counts toward the 150% completion time frame.

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:

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 denial status and will immediately lose financial aid eligibility.

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

Students who have their financial aid cancelled due to the 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 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 3rd 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 Appeal 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 the 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.

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. 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 the Alvernia University Course 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 affect 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 change to “F.”

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Student Life

The Division of Student Life, located in the Center for Student Life and other 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 areas of the University encompassing the Division of Student Life include: Health and Wellness, Community Standards, Counseling Services, Student Government Association, Residence Life, Student Activities, Campus Ministry, and Multi-Cultural Initiatives. 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. Student Life works closely with the Center for Student Success, the faculty, and all other University staff for the benefit of the students of Alvernia.

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

Activities Calendar

Activities and events are posted in the online calendar and can be accessed by clicking the calendar icon on the University front page. 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

The Campus Ministry suite is located in the Center for Student Life. 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 Service (Requirements and forms 610-796-8201; Service opportunities 610-796-8300)

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 Campus Ministry Office or the Holleran Center for Community Engagement.

Counseling Center (610-568-1467)

The Counseling Office is located in the Health and Wellness Center, ground 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 ground 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 their 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.

Multi-Cultural Initiatives (610-796-8256)

The Multi-Cultural Initiatives Office, located in the Center for Student Life, welcomes, celebrates and supports 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.

Through the full use of all institutional services and resources, the office works together with all areas of the campus community to implement multicultural programs such as 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 Multi-Cultural staff is available to students on both a formal and informal basis to discuss issues, implement ideas, help solve problems, and direct to 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 hall, 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, located in the Center for Student Life, 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) is comprised of all full-time and part-time undergraduate students. Elected officers represent these students. 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, and the NCAA summary regulations and certification information. Alvernia University sponsors intercollegiate teams for men in cross-country, lacrosse, tennis, soccer, basketball, track and field, baseball, and golf. Women's teams include cross-country, lacrosse, volleyball, field hockey, basketball, tennis, track and field, soccer, and softball. The coed cheer team, dance team, and the Ice Hockey Team are club sports run under the Department of Athletics and Recreation.

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

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

Bookstore (610-796-8250)

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

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

Campus Shuttle (610-796-8350)

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

Dining Services (610-796-8222)

Alvernia's food/dining service is provided by Aladdin Food Management Service, Inc. All resident students are required to be on the meal plan provided by the University; commuter students, visitors and other members of the Alvernia community may use the dining facilities on an "all you can eat" basis for a set cash price. Students on a meal plan must present their ID/meal card to the cashier at each meal.

There are 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 and to gain admission to the cardio/weight room and for admission to sporting and social activities on campus. IDs are also needed to gain entrance to residence halls and to access the Center for Student Life after hours. Debit accounts for the Bookstore and Dining Services are also available with a student ID. ID photos are taken throughout the year at the Public Safety Office.

International Student Programs (International admissions counselor: 610-568-1420; Domestic students interested in studying abroad: 610-796-5504)

Current Alvernia students interested in studying abroad should contact the Office of the Dean of Student Success, at 610-796-8263.

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 a traditional 4-year degree program. 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 Student Life, 610-796-8234; 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. For additional information on parking policies see the Undergraduate Student Handbook.

Safety and Security

Office of Public Safety (610-796-8350)

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

This office is a clearinghouse for lost and found items, reported activities and emergencies occurring on campus. All reported incidents are thoroughly investigated, including those related to alcohol and other drugs. The Alvernia community is alerted to safety concerns through written and verbal communications including bulletin boards, flyers, meetings, and the Alvernia newspaper and an electronic alert system. If a murder, forcible rape, or other serious crime is alleged to have occurred on the campus, the President 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 at once.

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

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

Campus Call Boxes

Alvernia University has installed emergency call boxes on campus. Call boxes may be utilized in an emergency; pressing the red button immediately

sends a distress signal to the Reading Police Department and also notifies Alvernia Public Safety.

E2Campus (610-796-8398)

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

Escort Service (610-796-8350)

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

Parking Lot Cameras

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

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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 (with the exception of the Degree Completion Program). Students must complete twelve credits in the major and nine 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). August

and December graduates walk in the December Commencement exercises and May graduates walk in the May Commencement exercises. 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's 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 the major department. 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 nine 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). August and December graduates walk in the December Commencement exercises and May graduates walk in the May Commencement exercises. 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.

Innovative Degree Programs

Innovative Degree programs are designed for students in one of the following categories:

- have completed an Associate's Degree or
- have taken courses at other institutions and now wish to complete an innovative degree program through Alvernia University.

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's degree) may exercise the mid-degree option after an academic absence of one year.

Requirements:

- Satisfy the standards for a major degree program.
- At least 30 credits must be at the 300/400 level at Alvernia University, which excludes experiential credit, e.g. life experience, challenge.
- Satisfy catalog 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):

Communications	3
Composition & Research	3
Literature	3
Fine Arts	3
Mathematics	3
Science	3
Social Science	3
Theology/Philosophy*	<u>2</u>
Total Credits	30

Degree Completion Program

There are two degree completion options offered: Professional Studies and Arts and Science.

Prerequisites: Students must transfer at least 90 credits of applicable college work. Up to 75 credit hours may be accepted from regionally accredited community, junior or other two-year colleges. Up to 60 credits could have previously been earned at Alvernia. Students must provide the Registrar's Office the approved curriculum once accepted into this program.

Requirements:

- Completion of 30 Alvernia credit hours under the following provisions:
- Complete 15 credits at the 300/400 level in either a Professional Studies or Arts and Science sequence as approved by the academic advisor and relevant department.

- Complete 15 Credits at the 300/400 level of a modified Alvernia core to include: 3 credits each in Social Science and Literature and 9 credits in Theology/Philosophy*
- Satisfy catalog requirements for diversity, and community service.

Plus Two Program

There are two Plus Two options offered: Professional Studies and Arts and Sciences.

Prerequisites: Students who have earned an academic associate degree from a regionally accredited college. Students earning an associate degree at Alvernia University are eligible to enter this program after the degree has been awarded.

Requirements:

Complete a total of 36 credits at Alvernia under the following provisions:

- Select a focus area of 24 credits from any one Alvernia major or minor area of study (must have written approval from the department chair of the selected area of study).
- Select a supporting area of 12 credits from any additional Alvernia major or minor area of study (must have written approval from department chair of the selected area of study).
- Complete 30 of these 36 credits at the 300/400 level at Alvernia University.
- Satisfy requirements for human diversity and community service.

Complete a total of 21 credits in the modified core curriculum at Alvernia, which includes (relevant transfer credits may be applied to the modified core):

- 3 credits each: Literature, Fine Arts, Math/Science, Social Science
- 9 credits: Theology/Philosophy*

** minimum of 3 credits each in Theology and Philosophy and a minimum of 3 credits in Ethics/Morality*

Transfer Policy

Bachelor's Degree Residency Requirements:

- With the exception of the Degree Completion Program, all students must take at least 45 of the last 60 credit hours at Alvernia University. Twelve credits in the major and nine 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. 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 except under the degree completion programs as stated earlier in this section.
- 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
 - Nursing Competency Portfolio
 - 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 course work at Alvernia.

Transferring Credits from Other College/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 Examination

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 both a tuition charge and an administrative fee 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 ACE 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, the student 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. See COL 210 in the Programs and Courses of Study section of this catalog for details.

Consult the Office of the Registrar 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

Students register on-line 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 School Registration

Information regarding course offerings and tuition charges is available from the office of Graduate and Continuing Studies 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. The student must pick up and complete the schedule change form in the Registrar's Office and obtain the signatures of his/her advisor and the instructor before returning the form to the Registrar's Office by the deadline.

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 are obtained from the Registrar's Office and must be filed there to complete the process. The instructor for the course involved and the student's academic advisor must sign the form. 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 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 advisers, 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 for identifying 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 liberal arts 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.

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	Cumulative average 1.80 and above: student in good standing.

	Cumulative average between 1.60-1.799: student placed on or continued on Academic Probation. Cumulative average below 1.60: student subject to dismissal.
60 to 71 credits	Cumulative average 2.00 and above: student in good standing. Cumulative average 1.70-1.999: student placed on or continued on Academic Probation. Cumulative average below 1.70: student subject to dismissal.
72 or more credits	Cumulative average below 2.00: student subject to dismissal.

Note: Students enrolled in Associates, Master or Doctoral Degree programs should see the Dean of Graduate and Continuing Studies 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 adviser 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 University 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 course work 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 adviser 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 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 grade point average of at least 3.50.
magna cum laude:	In recognition of a grade point average of at least 3.70.
summa cum laude:	In recognition of a grade point average 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 grade point average of at least 3.50.
with high distinction:	In recognition of a grade point average of at least 3.70.
with highest distinction:	In recognition of a grade point average 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 (2 credits)
- Three courses (10 credits) of Interdisciplinary Honors Colloquia, one of which must include the fourth credit community service option
- Six Credits in Honors Thesis. Identify a scholarly problem or develop a creative work under supervision of advisor.
- Co-curricular portfolio documenting service, leadership, and other activities
- Reach a cumulative grade point average of 3.3 or higher in both the major and in general course work.

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 our 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 Student Learning Experiences 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 the student 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 and to authorized agencies outside the University. 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.

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ACADEMIC OPPORTUNITIES

Berks Community Television

A number of television and video production courses each year are offered in partnership with Berks Community Television (BCTV). The courses include COM 251 Broadcasting and Electronic Media; COM 352 Video Production; and COM 452 Television Production. To take advantage of this partnership, some class meetings may be held at the BCTV facility at 645 Penn Street in Reading. Please contact Dr. Jodi Radosh in the English and Communication Department for more information.

Consortium Classes

Alvernia University is a member of the Higher Education Council of Berks County. The other members of this council are Albright University, Kutztown University, Penn State Berks-Lehigh Valley College and Reading Area Community College. Full-time 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. Classes taken through the consortium appear on transcripts as graded courses and are calculated into the GPA. The student must go to the Registrar's Office at Alvernia University to start the process. Registration over 17 credits requires an overload fee.

Graduate Opportunities at Alvernia University

Alvernia University offers seven Master Degrees: Master of Business Administration, Master of Business Administration Online, Master of Education, Master of Arts in two programs: Liberal Studies and Community Counseling, Master of Science in Nursing, and Master of Science in Occupational Therapy. For the M.B.A., M.A., and M.Ed., 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. Alvernia University also offers a Ph.D. program in Leadership. For more information on the M.B.A., M.A., M.Ed., M.S.N., 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

Alvernia University, in partnership with Temple University, offers a unique opportunity for students to enter Temple's School of Dental Medicine after completion of their third year at Alvernia University. Temple University reserves spaces for qualified students and this enables the student to complete dental school one year earlier. Specific guidelines and requirements are available from the Dean of Arts and Science.

Alvernia University also provides access to Marywood University's Master of Social Work on the campus and students have the opportunity to complete this

degree largely on Alvernia's campus. See the Director for the Marywood University program in the Graduate Center for further details.

Honors Program

The purpose of the Honors Program at Alvernia University is to assist students of outstanding intellectual promise and high motivation who are seeking increased challenge at the undergraduate level and/or who are interested in future graduate or professional study. 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

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)

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 the foundation courses, Area II, 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). 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 Student Success Office for more details.

Online, Blended, and Web-Enhanced Courses

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

Minimum Technology Requirements:Windows/PC

Windows 2000 or XP

512 Mb RAM

Microsoft IE 5.0 or higher (JAVA enabled)

High Speed Internet (Dialup not preferred)

Sound Card with headset microphone

Macintosh

Mac OSX 10.2 or higher

512 Mb RAM

Apple Safari 1.2 or higher (JAVA enabled)

High Speed Internet (Dialup not preferred)

Sound Card with Headset microphone

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. Classes taken 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 taking advantage of referral for study through several study abroad programs. Programs range from summer internships to full semester sessions. To find out more about study abroad opportunities, contact the Office of the Dean of Student Success, at 610-796-8263.

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, or

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 Dean of Arts & Sciences.

Academic Support Services

Academic Advising

At Alvernia University, faculty members serve as student advisers. 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 Act 504 of the Rehabilitation Act and the Americans With Disabilities Act ("ADA"), the University offers accommodations to students with documented learning, physical and/or psychological disabilities. It is the responsibility of the student to contact the ADA coordinator, preferably prior to the beginning of the semester, to initiate the accommodation process and to notify instructors as soon as possible to develop an accommodation plan. Course requirements will not be waived but, if possible, reasonable accommodations will be made to allow each student to meet course requirements. Students needing assistance should contact the ADA Director, BH 1121-A (610-568-1499).

Administrative Computing

The Administrative Computing Department is located on the second floor of Francis Hall room 243 and is open Monday through Friday from 8 a.m. to 4:30 p.m. After hours and weekend login support for Self-Service is available via 866-579-7420. The staff in Administrative Computing manages and supports the University's administrative systems including Self-Service. For computer support, see Information Technology Services.

Educational Technology Services

Educational Technology is located in Room 204 on the second floor of the Franco Library and is open Monday through Thursday from 8 a.m. to 9 p.m., and Friday and Saturday from 8 am to 4:30 pm. The staff in Educational Technology manages and supports Blackboard, classroom technology, and the use of multi-media equipment at all campus sites. In addition, staff members work with faculty and the library and the IT staff to integrate multi-media

resources into teaching and learning. For computer support, see Information Technology Services.

Information Technology

The Information Technology (IT) Department is located on the second floor of the Library and is open Monday through Friday from 8:00 a.m. to 4:30 p.m., and can be reached at 610-796-8411. After hours and weekend login support may be requested at 866-579-7420. IT maintains all University-owned computers and administers the University network. Students must obtain a network user name and password from the IT office. The department also assists students with connection to the University network, problems with network or e-mail accounts, or other questions relating to the use of technology in the educational environment. Labs for student use are available in Bernardine Hall, the Center for Student Life, and the Library. Wireless access to the Internet is available in the Library, Bernardine Hall lobby, the Student Center, the Physical Education Center, the Upland Center, the Center for Student Life, and residence halls. Computers are also available at satellite sites for student use.

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 Associate Dean of Students is responsible for coordinating academic support and campus life orientation for international students once they arrive on campus. The Associate Dean of Students also provides 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 Associate Dean of Students.

Library

The Dr. Frank A. Franco Library Learning Center provides resources and staff to support students both on and off campus. The virtual library is open 24/7 at <http://www.alvernia.edu/library>. In addition to a large print collection, the library offers full-text access to over 20,000 academic journals and over 17,000 eBooks. Virtual access off campus is available to all enrolled students.

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

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

Wireless throughout, the Franco Library Learning Center is a welcoming environment for quiet study or group collaboration. Laptops are available for checkout, and students may use them anywhere in the building. Group study rooms may be reserved for two-hour time periods. Each room is equipped with a large screen dual-boot iMAC computer capable of running the Windows or MAC operating system, seating for five, and white boards with markers.

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

The library staff includes professional librarians who are dedicated to encouraging learning and student success. Students may contact librarians in person, by phone, 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.

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

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

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, issues 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 Center for Student Success

The Center for Student Success, located in Bernardine Hall and supervised by the Dean of Student Success, offers students a variety of academic services designed to help them achieve and maintain academic success while at Alvernia University. The Student Success Center is the home to the Learning Center, which offers tutoring in most subjects, the Freshman Foundations Program, and the Career Services office, provides 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 selected recommended accommodations for students who have special needs, such as a learning disability or a physical disability, which may challenge academic success. Please see the ADA section for more information.

First Year Experience

First Year Experience coordinates programming and support for first year students, including Connection Days, the First-Year Seminar, a required course that emphasizes the role and value of the liberal arts 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.

The Learning Center

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

Freshman Foundations Program

Freshman Foundations is a one year support program for Alvernia freshmen who, based on their admission profile, demonstrate that they have the potential to succeed in college but also that they need added support. Support comes primarily through regular academic advising and focused attention to study

skills. Some students may, depending on the results of their placement exams, be required to take developmental courses in reading, writing, and/or math. Students enjoy full membership in the Alvernia community.

Career Services

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

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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 Associate, Bachelor's, Master's, and Doctoral Degrees. Information on Master's and Doctoral Degrees can be obtained by contacting the Graduate and Continuing Studies Division at 610-796-8228.

Associate of Science Degrees/Certificates

Business

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 the Bachelor's Degree program.

Bachelor of Arts Degrees

Behavioral Health

Communication

Criminal Justice Administration

English

History

Liberal Studies

Philosophy

Psychology

Political Science

Theology

Theatre

Education:

- Early Childhood PreK-4*
- Special Education PreK-8/Early Childhood*
- Middle School*:

English/Lang/Reading	Math & Social Studies
Math	Science & English/Lang/Reading
Math & English/Lang/Reading	Social Studies
Math & Science	Sp Ed Math & Eng/Lang/Reading
- Special Education Certification
- Secondary Education Certifications:
 - Biology
 - Business, Computer Information and Technology (K-12)
 - Chemistry
 - English
 - Mathematics
 - Social Studies

*Pending PDE Review

Bachelor of Science Degrees

Accounting (Traditional & Continuing Studies)
 Athletic Training
 Biochemistry
 Biology
 Biology Medical Technology
 Chemistry
 Chemistry Medical Technology
 Forensic Science
 General Science
 Human Resource Management
 Mathematics
 Management (Traditional & Continuing Studies)
 Marketing (Traditional & Continuing Studies)
 Sport Management (Traditional Only)

Bachelor of Science in Nursing (BSN)**Bachelor of Social Work (BSW)****Master's Degrees**

Program in Community Counseling	Master in Education
Program in Liberal Studies	Master of Science in
Master in Business Administration	Occupational Therapy

Minors

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

Art	Information Studies
Behavioral Health	Mathematics
Biology	Music
Business	Physics
Chemistry	Political Science
Communication	Psychology
Criminal Justice Administration	Philosophy
Digital Media	Sociology
English	Spanish
Forensic Science	Sport Management
General Science	Theatre
Gerontology	Theology
History	Women's Studies
Human Resource Management	

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.

Liberal Arts Core

An Alvernia education is founded on the liberal arts. The aim of a liberal arts education is to develop the whole person and to assure an understanding of the wide range of human experience, expression and potential. To that end, all baccalaureate students must complete a body of requirements known as the "Liberal Arts Core." The core includes:

- Foundation Courses - 39/40 credits
- Area I Courses - 6 credits
- Area II Courses - 9 credits

Students must also complete "Graduation Requirements." These requirements include applying for graduation, First Year Seminar, human diversity and community service. Appropriate adjustments to graduation requirements are made for Associate Degree and transfer students.

Course Numbering 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

FOUNDATION COURSES: 39/40 CREDITS

Composition and Research — 3 credits

Introduces students to the writing and research skills needed by an educated person.

- Fulfilled by completing COM 101 Composition & Research with a "C" grade or better (certain majors may require a higher minimum grade).

Communication — 3 credits

Introduces students to that essentially human endeavor, communication.

- Fulfilled by completing 3 credits in communication courses (other than COM 100).

Literature — 3 credits

Introduces students to human expression as manifested in literature.

- Fulfilled by completing a 3-credit literature course, in any language.

Art/Music — 3 credits

Introduces students to human expression as manifested in music and art.

- Fulfilled by completing 3 credits in art and/or music courses (other than FA 100).

Social Science — 3 credits

Assures that students encounter at least one discipline that studies the political, social or psychological dimension of human beings.

- Satisfied by completing 3 credits from among the courses in political science, sociology, social science, psychology, or economics and BH 102, 201, CJ 275.

Foreign Language — 6 credits

Introduces students to a language and culture other than their own. Because the world is full of human beings of widely divergent backgrounds, the requirement seeks to heighten students' sensitivity to and appreciation of a foreign language and culture.

- Satisfied by completing 6 credits in sequence in one foreign language in Alvernia curriculum.

History — 3 credits

Assures that students gain an appreciation of human behavior in a historical context.

- Fulfilled by completing 3 credits in history.

Lab Science — 3/4 credits

Introduces students to the subjects of inquiry, methods, values and the relevance of a scientific discipline.

- Fulfilled by completing 3/4 credits in a biological, chemical or physical science.

Mathematics — 3 credits

Introduces students to the role of mathematics in contemporary life or develops their proficiency in the use of mathematics. While students vary in their use of mathematics, all educated people should understand its applications in their lives.

- Satisfied by completing 3 credits in mathematics (other than MAT 100).

Theology 105 and Philosophy 105 — 6 credits

Assures that students encounter the disciplines devoted to human thought and faith.

Wellness — 3 credits

Introduces students to the potential and limitations of their own bodies, as well as the essentials of a healthy lifestyle.

- Satisfied by completing PED 304.

AREA I COURSES (AT 200-400 LEVEL): 6 CREDITS

Theology or Philosophy 3 credits

Ethics/Morality in Theology or Philosophy 3 credits*

*The Ethics and Morality requirement is fulfilled by taking 3 credits from THE 200, 210, 225 or PHI 200, 210, 220.

AREA II COURSES (AT 200-400 LEVEL): 9 CREDITS

Three courses from any one of the following: Art, Biology, Chemistry, Communication, Economics, Foreign Language, History, Literature, Mathematics, Music, Philosophy, Political Science, Psychology, Sociology, Theology.

Note: An Area II course may not be in student's first major. However, the course may be met by double or joint majors and minors.

Total credits in the core: 54/55 credits

Graduation Requirements

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 adviser 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.

First Year Seminar

This seminar offers opportunity for practice, refinement, and success in the strategies that foster learning in a higher education setting, engagement in the college community, and beginning assimilation of the University's core values.

- All students entering with fewer than 15 credits of transferable college work must meet the First Year Seminar requirement. Students satisfy the requirement through COL 110 or COL 160.

Human Diversity Requirement

The purpose of these courses is to increase awareness of the richness and variety of backgrounds that comprise the United States of America and recognize the need for more cooperation within a complex and increasingly interdependent global community.

- Fulfilled by completing at least three credits from among the approved courses listed on each semester's schedule.
- Courses that meet the Human Diversity Requirement:

BH	411	Counseling Special Populations
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	Women 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
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
PHI	245	Introduction to Eastern Philosophy and Religion
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
SW	347	International Community Development
THE	225	Global Ethics
THE	245	Introduction to Eastern Philosophy and Religion
THE	355	Franciscan Pilgrimage to Assisi and Rome

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 graduation requirements. Associate degree students must complete 20 hours; baccalaureate degree students must complete 40 hours. Under supervision of a campus unit, up to fifty percent of a student's service credit hours may be served on campus. Transfer students' service and civic engagement hours are based on the remaining number of credits required for graduation. 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 institutions; 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:

To achieve the total hours required, students can select a combination of opportunities and activities from the following:

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 10 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.

For a list of approved sites and guidelines refer to <http://www.alvernia.edu/about/holleran-center/communityservice.html> or contact the Holleran Center.

ALVERNIA UNIVERSITY BACKGROUND CHECK POLICY 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 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). **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 or 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 professionals 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 prior to service learning (if required by the facility).

The specific laws affecting background checks and the accompanying mechanism of checking are outlined on the following page.

The procedures and instructions for each background check are available from specific programs.

Law	Description	Requirement	Mechanism of Checking
<p>Older Adults Protective Services Act</p> <p>OAPSA Act 169 (1996) and Act 13 (1997)</p> <p>www.aging.state.pa.us</p>	<p>Affects employees/students in nursing homes, personal care homes, domiciliary care homes, adult daycare centers and home health care providers</p>	<p>Submit to a criminal record background check</p> <p>Report the suspected abuse of any person who is receiving care from the agency regardless of age</p>	<p>PA Criminal Record Check</p> <p>For students who have not been residents of PA for two consecutive years immediately preceding the date of application, a Federal Bureau of Investigation (FBI) Criminal History Background check on the required Department of Aging Form (FD-258 and PDACBC-1)</p> <p>(8/31/07) Department of Aging Memo)</p>
<p>PA Department of Public Welfare Child Protective Services Law</p> <p>Section 6344 Title 23 Pa. Chap. 63 Act 73</p> <p>(www.dpw.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)</p> <p>PA Criminal Record Check</p> <p>FBI Criminal History Background Check via Cogent Systems</p>
<p>PA Department of</p>	<p>All student teachers</p>	<p>Submit to PA Child</p>	<p>PA Child Abuse</p>

<p>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.teaching.state.pa.us)</p>	<p>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 must provide a copy of PSP, FBI reports no more than 1 year old</p>	<p>Abuse History Clearance, PA Criminal Record Check, and FBI Criminal History Background Check</p>	<p>History Clearance Form (CY-113)</p> <p>PA Criminal Record Check</p> <p>FBI Criminal History Background Check via Cogent Systems</p>
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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.

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

Three courses from: ART 106, 120, 201, 208, 209, 212, 215 or 217, 220, 281, 307, 308, 309, 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 120 3 credits

Ceramics I

Clay, the most available art material, is used in a variety of hand-built formations such as pinch pot, slab and coil. Basic steps in glazing and underglazing are done on greenware and bisqueware.

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 2-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 212 3 credits

Teaching Art

Study of ways to adapt visual arts concepts derived from studio arts, art history, art criticism and aesthetics across the early childhood, elementary and secondary

curriculums. Content includes studio, lecture, critique and micro teaching experiences. Designed for education majors; suitable for fine arts core.

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 220 3 credits

Ceramics II

Introduction to slip casting, care of molds, advanced glazing, and decorating materials and procedures. Prerequisite: ART 120 or permission of instructor.

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. The student will also focus on a higher degree of technical and esthetic quality. Prerequisite: ART 208, ART 204 or permission of instructor.

ART 309 3 credits

Intermediate Photography

Continuation of the study of black and white photography. Emphasis placed on creative use of the camera, alternative photographic processes and refinement of darkroom techniques. Students focus on long-term projects allowing the development of individual self-expression through a personal photographic vision. 35 mm camera with manual capabilities required. Prerequisite: ART 209 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. Pre-requisite: ART 209 or equivalent.

ART 340 3 credits

Watercolor

The elements and techniques of watercolor painting 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 health care. In cooperation with physicians and other allied health personnel, the athletic trainer functions as an integral member of the athletic health care team in secondary schools, colleges and universities, sports medicine clinics, professional sports programs, and other athletic health care settings.

The Athletic Training Education 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 Education 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 Education 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 health care of athletes and others involved in physical activity. The Athletic Training Education Program is committed to giving students the opportunities needed to develop the knowledge, skills and attitudes needed to become a highly-qualified allied health professional 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 of Athletic Training 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 on line at the AT website).

- 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 course work 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.

Selection criteria for admission into the Athletic Training Education Program are available in the Athletic Training office and 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

<u>GPA</u>	<u>POINTS</u>
3.5 to 4.0	4
3.0 to 3.49	3
2.5 to 2.99	2

(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

<u>GPA</u>	<u>POINTS</u>
3.5 to 4.0	4
3.0 to 3.49	3
2.5 to 2.99	2
2.0 to 2.49	1

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 education 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 education program, they must meet the following requirements:

- Obtain specific immunizations: TB Test (yearly), Diphtheria Tetanus Booster, Measles, Mumps and Rubella, series of Hepatitis B vaccinations.
- Maintain current certification in CPR and First Aid.

Students entering their clinical rotations must:

- Provide transportation for clinical experience off-campus (public or private).
- Obtain a Pennsylvania Child Abuse History Clearance (Act 34), a Criminal History Check (Act 151) and an FBI Criminal History Check.

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 education 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 Education Program requirements at the program website. 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 Education 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 Education 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: 53 credits

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

Related Areas: 34 credits

BIO 107, 108, 117, 118, 208, 211, 216, 405; 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.

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. Cross-listed with PED 104.

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, ultra violet, 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 4 credits

Recognition and Evaluation of Athletic Injuries I

This course is for students majoring in athletic training. It is designed to provide detailed cognitive, psychomotor and affective domain learning experiences.

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. This course requires three hours lecture and two hours lab.

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

AT 251 4 credits

Recognition and Evaluation of Athletic Injuries II

This course is for students majoring in athletic training. It is designed to provide detailed cognitive, psychomotor and affective domain learning experiences.

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. This course requires three hours lecture and two hours lab.

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

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. Prerequisite: BIO 107, 108, 117, 118, 211.

AT 310 3 credits

Athletic Training Clinical I

Course includes both seminar and practical application. Students spend a minimum of 200 hours working with an ACI (approved clinical instructor) at the University's facilities or an affiliated site. Major focus is on lower extremities.

Prerequisite: AT 206, 209, 251 or permission of Program Director.

102

AT 311 3 credits

Athletic Training Clinical II

Course includes both seminar and practical application. Students spend a minimum of 200 hours working with an ACI (approved clinical instructor) at the University's facilities or at an affiliated site. Major focus is on upper extremities. Prerequisite: AT 310.

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 3 credits

Athletic Training Clinical III

Course includes both seminar and practical application. Students spend a minimum of 200 hours working with an ACI (approved clinical instructor) at the University's facilities or an affiliated site. Major focus is on contact sports and general medical conditions and disabilities. Prerequisite: AT 310 and 311, or permission of program director.

AT 411 3 credits

Athletic Training Clinical IV

Course includes both seminar and practical application. Students spend a minimum of 200 hours working with an ACI (approved clinical instructor) 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 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 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. Pre-requisite: 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. Pre-requisite: 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 Masters of Arts in Community Counseling (MACC) Program are required to take PSY 101, PSY 403, 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 the 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, 330, 402, 404, 405, 406, 407; PSY 101.

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 or 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, 305, 306, 400, 411/413 (as appropriate), 414.

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

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

Related Area: 6 credits

PSY 208, 215

Minor: 21 credits

BH 201, 202, 203, 303, 330 and 2 approved electives from a specific area of concentration.

Certificate Program: 21 credits

BH 201, 202, 204, 303, 330 and 2 approved electives from a specific area of concentration.

COURSE DESCRIPTIONS

BH 101 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. Satisfies Social Science requirement.

BH 202 3 credits

Origins of Mental Illness

This course will introduce the student 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; preferred BIO 109.

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.

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 (BH 305) 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.

108

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 *BH 202 Origins of Mental Illness* and students will learn to utilize the current DSM to formulate multiaxial 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 program of specialization in biology aims to develop in students an appreciation for and knowledge of the fundamental biological principles and skills of biological techniques used in teaching on the secondary level, graduate study, biological research, medical technology, and in professional schools of medicine, dentistry and veterinary medicine.

Biology: 80-89 credits

Core: 28 credits

BIO 103, 104, 221, 303/309, 304/311, 402; either BIO 480 or BIO 316/317/407.

Related Area: 34-37 credits

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

Electives: 18-24 credits

BIO 107/117, 108/118 or 115/116, 205, 208, 209, 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.

Biology Secondary Education Certification

Total Program: 131-133 credits

Liberal Arts Core: 43 credits

The following are required as part of the Liberal Arts Core: MAT 209, PSY 101, COM 270

Secondary Education Professional Education: 33 credits

SPE 100, ED 203, 206, 209, 306, 313, 333, 416, 434, 470, 472

Major: 28 credits

BIO 103, 104, 115, 205, 221, 303, 320, 330

Related Requirements: 28 credits

CHE 104, 105, 107, 110, 111, 201, 210, MAT 230, PHY 103, 110, PSY 210

Biology Medical Technology

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: 29-30 credits

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

Related Areas: 25 credits

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

One year of clinical study and experience in a school of Medical Technology approved by the National Accrediting Agency for Clinical Laboratories Sciences (NAACLS) follows the requirements listed above.

Alvernia provides assistance in making application for admission to the clinical year program; however, admission is determined solely by the hospital. The University cannot guarantee all students be accepted for the clinical year experience.

All clinical year graduates become eligible to take the certification examination for medical technologists and after successful completion will be entitled, to use the designation

TEMPLE UNIVERSITY PARTNERSHIP

Alvernia University in partnership with Temple University offers an opportunity for students to enter Temple's School of Dental Medicine after completion of their third year at Alvernia University. Temple University will consider admission of qualified students and this enables the student to complete dental school one year earlier. 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 credits

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.

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BIO 203 3 credits

Environmental Issues

Study of humanity and its environment. Material may be drawn from various disciplines but includes ecological principles, energy resources, population dynamics and pollution. Specific considerations are given to human alteration of the environment. Students may not receive credit for both BIO 203 and CHE 203. Integrates laboratory and classroom work.

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.

Prerequisite: BIO 103 or permission of instructor.

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 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" grade.

BIO 216 3 credits

Nutrition

Overview of nutritional requirements of individuals in the healthful state as well as modification of those requirements during illness. Prerequisites: BIO 107/117, 108/118, or permission of 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 303 3 credits

Genetics

Introduction to classical and modern genetics. Topics include Mendel's principles of heredity, chromosomal aberrations, protein synthesis, population genetics and regulation of gene action. Three hours of lecture per semester week. Prerequisites: BIO 104 or instructor permission.

BIO 304 3 credits

Cell Biology

Biological reactions at the cellular level. Modern trends in physiology with emphasis on the chemical and physical properties of cells. Colloidal properties and chemical composition of protoplasm, nucleic acids, cellular metabolism, enzymes, energy utilization, photosynthesis and cell processes are stressed.

Three hours of lecture per semester week. Prerequisites: BIO 104; CHE 105, 202.

BIO 309 1 credit

Molecular Genetics Laboratory

Introduction to the basic methods and techniques employed in a modern genetics or biotechnology laboratory. Students will experiment with DNA amplification, electrophoretic separation, cloning and other recombinant DNA technologies.

Co-requisite for Biology and Biochemistry majors enrolled in BIO 303 Genetics.

BIO 311 1 credit

Cellular Physiology Laboratory

Introduction to the laboratory methods and techniques employed in the study of microscopic organisms, individual cells and cellular tissues. Students will experiment with *in vitro* cell growth and culture techniques, cellular metabolism as well as DNA and protein biosynthesis. Co-requisite for Biology and Biochemistry majors enrolled in BIO 304 Cell Biology.

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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 316 2 credits

Introduction to Biology Research

First of three courses in the student research sequence. An introduction to investigative and/or synthetic research in biology. The course will focus on literature review in a selected area of interest and development of a rational hypothesis and research proposal. Students will be introduced to research methods and procedures, be exposed to ongoing research projects and be expected to select a research mentor. Prerequisite: junior status.

BIO 317 2 credits

Experimentation in Biology Research

Second of three courses in the student research sequence. Students will continue studies in a guided research project under the direction of a selected research mentor. Students will advance their research projects through weekly laboratory or field activities. The focus will be on designing and conducting experiments as well as evaluating and interpreting experimental results. Prerequisites: BIO 316 and junior status.

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 330 2 credits

Biotechnology

Introduces the student 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 402 2 credits

Seminar

Students research a topic, including review of the literature, and then prepare a paper for presentation.

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 407 2 credits

Data Analysis in Biology Research

This third and final course in the student research sequence focuses on the interpretation and dissemination of data compiled during investigative studies in laboratory or field biology. Students will complete any final experimentation and wrap-up their research project. Students will work to formulate conclusions and output their data in a presentable research format. The focus will be on preparation of a formal oral presentation, poster presentation or research article. Prerequisites: BIO 317 and Senior status.

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 480 6 credits

Biology 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.

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 in their class lectures.

Admission Requirements for Junior Level: Students will not be fully admitted to their respective Business Department major 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 send an e-mail to info@acbsp.org

BACCALAUREATE DEGREE

Bachelor Degree students in business major in one of five areas: accounting, human resources management, marketing, management, and sport management.

Required Business Core: 33 credits

BUS 101, either BUS 200 or 250, BUS 206, 207, 342, 410, 411, 426, and 438.
 Related Requirements: 6 credits: ECON 248 and 249.

Mathematics: 7 credits, in addition to meeting the liberal arts core requirement in math, students must complete: MAT 208 or 209.

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 course work. 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

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.

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 course work 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 are able to specialize in this curriculum.

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

ASSOCIATE DEGREE

The Business Associate's 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

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

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

Business Computer and Information Technology Education Major (K-12)

The professional education program provides evidence that Business certification candidates complete a program of Business studies the same as the academic content area courses and required electives of a major in a bachelor's degree. The program shall require the certification candidate to demonstrate knowledge of and competency in applying the fundamental concepts of business, computer, and information technology necessary for teaching at the elementary, middle and secondary levels (K-12).

Business, Computer and Information Technology Secondary Education Certification (K-12)

Total Program: 123-125 credits

Liberal Arts Core: 47 credits

The following is required as part of the Liberal Arts Core: PSY 101, COM 270

Secondary Education Professional Education: 33 credits

SPE 100, ED 203, 206, 209, 306, 313, 333, 416, 432, 470, 472

Major: 36 credits

BUS 101, 218, 250, 304, 312, 342, 431, 492, CIS 202, 302, ECON 248 and 249.

Related Requirements: 7 credits

MAT 208, PSY 210

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.

Human Resource Management Minor: 18 credits

BUS 101, 206, 280, 320, 420, and 443.

Sport Management Minor: 19 credits

BUS 101, 206; SM 201, 210, 310, 325. BUS 208 suggested.

Human Resource Management Certificate

The certificate program in human resource management meets the needs of the human resource professional by giving a solid foundation in theory, knowledge and practical skills upon which to build a level of expertise in the field.

Required Courses: 24 credits

BUS 206, 280, 320, 322, 420, 427, 443; PSY 350.

Master in Business Administration

Students have the opportunity to take six graduate credits during their senior year thereby allowing them to complete their M.B.A within one year after graduation (these six credits also count toward undergraduate course requirements). With proper scheduling many students are able to complete their undergraduate and graduate degrees in five years.

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 M.B.A. program, contact the Graduate Center at 610-796-8228.

Course Descriptions

**500 and 600 level courses are for the M.B.A. 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. Prerequisite: BUS 207 or permission of instructor.

BUS 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.

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 Resources Management

The study of human resources in the management of the organization. Emphasis placed in understanding human resource planning, talent acquisition and talent management, total rewards management, and the human resource practitioner as 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

Change Management 3 credits

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. Prerequisites: BUS 200 or 250, 206, 207, 280; ECON 248 & 249.

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 250.

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. Prerequisites: BUS 101, BUS 206, and evidence of computer information literacy.

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 and junior status or above or permission of the department chair.

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 320.

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 253.

BUS 402 3 credits

Auditing

Incorporates the principles of accounting and applies them to auditing procedures and standards. The use of working papers simulates the actual auditing process. The auditor's legal liability and responsibilities according to the Code of Professional Ethics established by the American Institute of Certified Public Accountants is reviewed. Prerequisite: BUS 301.

BUS 410 3 credits

Financial Analysis

Provides in-depth analysis of role our financial system and financial intermediaries have on a nation's economy. Emphasis is placed on how businesses acquire capital in our institutional and market environment. Financial statement analysis, including ratio analysis, is shown as a means of analyzing a firm's strengths and weaknesses. By exposing students to institutions, markets and management, they understand how these three areas interrelate. Prerequisites: BUS 101; ECON 248 and 249.

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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. Prerequisites: BUS 200 and 410.

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. Prerequisites: BUS 207 and ECON 248 or 249.

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. Multi-cultural and global legal employment trends are presented. Prerequisite: BUS 320.

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. Prerequisites: BUS 200 or 250 and BUS 206, and BUS 410; senior-level standing.

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. Prerequisite: BUS 320.

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. Course work 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.

BUS 441 credits vary

Cooperative Education in Business I

Supervised learning experience that integrates theoretical course work, 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. Prerequisites: Statistics course, BUS 207 and either ECON 248 or 249;; senior-level standing.

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, organization culture and change. Students apply these theories to practice through research, experiential exercises and case studies. Prerequisite: BUS 206.

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 the power to act 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. Prerequisite: SM 201. 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. Prerequisite: SM 210.

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 307.

SM 441 6 credits

Cooperative Education in Sport Management

Supervised learning experience that integrates theoretical course work, 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. Cross-listed with BUS 441.

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. Pre-requisite: senior status or permission of the department chair.

Graduate Courses:

- MBA 500 Strategic Management
- MBA 510 Managerial Accounting
- MBA 515 Critical Issues/White Collar Crime
- MBA 520 Marketing Services
- MBA 525 Workplace Violence
- MBA 530 Corporate Finance
- MBA 535 Crisis Management
- MBA 540 Employment Law
- MBA 550 Labor Relations and Management
- MBA 560 Compensation and Benefit Management
- MBA 570 Marketing Research Seminar
- MBA 600 Quantitative Methods
- MBA 610 Legal Environment
- MBA 620 Managerial Economics
- MBA 630 Management Finance
- MBA 635 Public Relations
- MBA 640 Accounting for Government and Not-for-Profit Organizations
- MBA 680 Executive Leadership Seminar

CHEMISTRY / 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 and professional careers.

Major: 40 credits

CHE 104/110, 105/111, 107, 201/210, 202/211, 212, 221, 301, 302/303, 402; either CHE 408 or CHE 316/317/407.

Related area: 17-20 credits

PHY 110, 111; 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 adviser.

Chemistry Secondary Education Certification

Total Program: 130-132 credits

Liberal Arts Core: 39 credits

The following is required as part of the Liberal Arts Core: PSY 101, COM 270

Secondary Education Professional Education: 33 credits

SPE 100, ED 203, 206, 209, 306, 313, 333, 416, 434, 470, 472

Major: 31 credits

CHE 104, 105, 107, 110, 111, 201, 202, 210, 211, 212, 301, 302, 401, 410

Related Requirements: 27 credits

BIO 103, 104, MAT 230, 231, PHY 110, 111, PSY 210

Chemistry Medical Technology

Emphasis: 50 credits

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

One year of clinical study and experience in a school of Medical Technology approved by the National Accrediting Agency for Clinical Laboratories Sciences (NAACLS) follows the requirements listed above.

Alvernia provides assistance in making application for admission to the clinical year program; however, admission is determined solely by the hospital. The University cannot guarantee all students are accepted for the clinical year experience.

All clinical year graduates become eligible to take the certification examination for medical technologists and after successful completion are entitled to use the designation M.T. (ASCP).

Major: 28 credits

CHE 104, 105, 107, 110, 111, 201, 202, 210, 211, 212, 301, 401, 410.

Related Areas: 22 credits

BIO 107, 108, 117, 118, 221, 303, 409; MAT 209.

Clinical Experience and Study in Hospital Facility: 30-32 credits

Courses include: immunohematology, chemistry, clinical microscopy, coagulation, hematology, microbiology, serology and immunology. Consult biology specialization area for Biology-Medical Technology requirements.

Temple University Partnership

Alvernia University in partnership with Temple University offers an opportunity for students to enter Temple's School of Dental Medicine after completion of their third year at Alvernia University. Temple University will consider admission of qualified students and this enables students to complete dental school one year earlier. Specific guidelines and requirements are available from the Chair of Science and Mathematics.

BIOCHEMISTRY

Total Program: 75-80 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, 302/303, 401/410.

Select One:

- 6 credits of Internship (either CHE 480 or BIO 480)
- 6 credits of Research Sequence CHE/BIO 316, 317, and 407.

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

Related Areas: 41-46 credits

BIO 103, 115/116, 221, 303/309, 304/311, or 409; BIO/CHE 402; MAT 209, 220, 230 (MAT 131 recommended); PHY 110, 111.

FORENSIC SCIENCE

Total Program: 85-89 credits

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

Major: 55-56 credits

CHE 104/110, 105/111, 107, 201/210, 202/211, 212, 221, 301, 405; CJ 101, 175, 203, 207, 275, Seminar (either CHE 402 or CJ 403)

Select one:

- 6 credits of Internship (either CHE 480 or CJ 408)
- 6 credits of Research Sequence (CHE 316, 317, and 407)

Major Electives: 6-8 credits from: CHE 401/410, CHE 315; BIO 303/309, 304/311, 315, 405, 409.

Related Area: 30-35 credits

BIO 103, BIO 115, BIO 116, PHY 110, 111; MAT 209, 220, 230 (MAT 131 recommended).

Forensic Science Minor

Consists of 22 credits earned by completing CHE 104, 110, 405; BIO 103; one course from CHE 212 or 401 and 410; one course from BIO 303, 304, or 405; 3 credits of CJ electives (203 recommended). Science majors must take an additional 3 credits of CJ electives.

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.

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 hours lecture per week. 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, 275, 403, 408.

CHE 202 3 credits

Organic Chemistry II

Study of functional groups, reaction mechanisms and problems in synthesis. Three hours lecture per week. Prerequisites: CHE 201, 210; Co-requisite: CHE 211.

CHE 203 4 credits

Environmental Issues

Study of humanity and its environment. Material may be drawn from various disciplines but will include ecological principles, energy resources, population dynamics and pollution. Specific consideration given to human alteration of the environment. Students may not receive credit for both BIO 203 and CHE 203. Integrates laboratory and classroom work for a total of four class hours per semester week.

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; 105, 111 or 112. 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. Prerequisite: CHE 104, 105, 110 or 112, 111.

CHE 221 3 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. Will integrate lab and lecture coursework. Prerequisites: CHE 212.

CHE 301 3 credits

Physical Chemistry I

Study of properties of gases, laws of thermodynamics and thermochemistry. 3 hours lecture/week. Prerequisites: CHE 104, 105, 110 or 112, 111.

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 303.

CHE 303 1 credit

Physical Chemistry Laboratory

Experimental investigation of physical forces acting on matter and various chemical processes. Examination of thermodynamics, kinetics, light absorption, electrochemical potential and conductance, viscosity, diffusion and other physical-chemical phenomena is performed. Prerequisites: CHE 104, 105, 110 or 111, 112. Co-requisite: CHE 302.

CHE 305 credits vary

Research in Chemistry

Research of a selected problem following a preliminary investigation under direction of a staff member. May be extended two or more semesters. Hours and credits to be arranged.

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 316 2 credits

Introduction to Chemistry Research

First of three courses in the student research sequence. An introduction to investigative and/or synthetic research in chemistry. The course will focus on literature review in a selected area of interest and development of a rational hypothesis and research proposal. Students will be introduced to research methods and procedures, be exposed to ongoing research projects and be expected to select a research mentor. Prerequisite: junior status.

CHE 317 2 credits

Experimentation in Chemistry Research

Second of three courses in the student research sequence. Students will continue studies in a guided research project under the direction of a selected research mentor. Students will advance their research projects through weekly laboratory or field activities. The focus will be on designing and conducting experiments as well as evaluating and interpreting experimental results. Prerequisites: CHE 305 and junior status.

140

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.

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; CJ 203.

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 407 2 credits

Data Analysis in Math/Science Research

This third and final course in the student research sequence focuses on the interpretation and dissemination of data compiled during investigative studies in laboratory or field studies. Students will complete any final experimentation and wrap-up their research project. Students will work to formulate conclusions and output their data in a presentable research format. The focus will be on preparation of a formal oral presentation, poster presentation or research article. Prerequisites: CHE 317 and senior status.

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 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

COL 101 1 credit

Freshman Tutorial I

Provides academic support for students admitted to the Freshman Foundations program. It will be attached to two core courses during the fall semester at one credit per course. Students spend one hour twice a week working with student assistant(s) reviewing notes and assignments and taking and reviewing quizzes

and tests for the specified courses to which this course is attached. Grading is Pass/Fail.

COL 102 1 credit

Freshman Tutorial II

Provides academic support for students admitted to the Freshman Foundations program. The course is attached to two core courses during the spring semester at one credit per course. Students spend one hour twice a week working with student assistant(s) reviewing notes and assignments and taking/reviewing quizzes and tests for the specified courses to which this course is attached. This course is graded Pass/Fail.

COL 110 2 credits

First Year Seminar

Designed specifically for new college students, the course emphasizes the principles and methods that promote academic success and personal development. Students are introduced to the expectations and values of the academic community, learn to be self-reflective and active learners, strengthen their overall study habits and time management skills, and learn the basics of educational planning. The course emphasizes the student's role in his or her success.

COL 150 3 credits

The Community Classroom

Students have the opportunity to integrate service with academic study. Students identify directly with the needy and seek to meet their needs through service projects. Academic area consists of readings, reflections, projects, research, and papers.

COL 160 2 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 COL 110 requirement.

COL 180 1 credit

Information Literacy

Information retrieval and evaluation assume growing importance in most professions and occupations. This course focuses on the skills necessary to effectively use technology-based information resources. Through classroom instruction and hands-on experience, students explore computer-mediated information resources while acquiring skills needed to intelligently use such resources.

COL 210 credits vary

Life Experience Portfolio

Students entering Alvernia have a one-time opportunity to earn general college credits for life experiences and work achievements made prior to admission. Students must write a statement of goals and objectives and complete a portfolio that both describes and documents the achievements for which they are seeking college credit. Portfolio is examined by the Life Experience Committee, which determines the number of credits, if any, awarded to the student. A detailed description of the requirements for the portfolio is available at the Registrar's Office. Maximum credits available is 30 credits.

COL 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.

COL 300 3 credits

Contemporary American Culture

Examination of American culture and society at the threshold of the 21st century. Emphasis is on value systems and their relation to technology, economics and social issues. Prerequisite: junior standing.

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 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.

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, 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, and theatre.

English and communication courses may be selected to fulfill the liberal arts core requirements.

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

Majors must complete one of the six following tracks:

Corporate Communications: Four of the following: COM 213, 240, 332, 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, 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 the following: 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 251, 332, 340, 352, 362, 432*, 452*

Related Electives: Art, Computer Information Studies. Two of the following: Any ART or CIS course

Public Relations and Advertising: Four of the following: COM 213, 240, 332, 340, 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.

Theatre Minor: 18 credits

A student pursuing another discipline may choose electives to form a theatre minor. Credit distribution is as follows: COM 150, 155, 255 or 350, 355 or 404; six credits from COM 250, 351; ENG 213, 302, 303.

Communication majors must achieve a 2.5 GPA in their writing courses, successfully complete an EXCEL course (CIS 115 or CIS 105), and contribute to one of the University publications for at least one semester to graduate.

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 English/Communication chairperson.

COM 101 3 credits

Composition and Research

Core writing requirement, reviews fundamental principles of rhetoric, grammar, punctuation and spelling. Requirements include a research paper using MLA documentation guidelines and several expository papers. 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.

COM 132 1 credit

Journalism Workshop

Workshop where students write for the University newspaper, the *Alvernian*, and are responsible for production assignments. Prerequisites or co-requisites: COM 131 or 330 or permission of the instructor. 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 them to a greater mastery of writing at the college level. Course runs concurrently with COM 270 ESL Teachers.

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 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 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.

150

COM 270 3 credits

ESL Teachers

Students learn teaching techniques, tutoring strategies, and oral reading skills appropriate for working with ESL students. The course seeks to provide opportunities for native English speakers to tutor ESL students and to design and present lessons in grammar for both native and non-native speakers.

COM 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 will be accomplished. An additional focus will address the assessment of students' writing progress. This course is restricted to students majoring in Education or English. Prerequisite SPE 211 for education majors only. Cross-listed with ED 302

COM 310 1 credit

Tutoring Assistant

An experiential learning course in the training and tutoring of writing across the disciplines, requiring a minimum of 30 hours of work in the Learning Center. Students receive training in theory and techniques of tutoring writing and work as tutors in the Learning Center throughout the semester. Course is required for English/Secondary Education majors; permission of instruction required for all other students. Course is graded pass/fail and 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 newspapers and news magazines. Prerequisite: COM 131 or permission of instructor.

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 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. Introduce 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. Most of the classes are held at a local broadcast facility.

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.

152

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.

Prerequisite: COM 261 or 263 or permission of instructor. 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. Prerequisite: CIS 114 or permission of instructor.

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 413 3 credits

Language Development Through Literature

This course is designed to prepare prospective teaching candidates to select, evaluate, and utilize literary materials for children from pre-school through the elementary grades. Candidates will develop an understanding and appreciation for the various genres in children's literature. Instructional methods for using literature for language development, communication, and literacy learning in the elementary classroom will be discussed and examined. SPE 211 is the prerequisite required. Cross-listed with ED 413.

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* adviser.

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.

COMPUTER & INFORMATION STUDIES

CIST Minors

There are three minors related to information technology. The CIST minor is for the student seriously interested in programming; the Information Studies minor is designed around business information needs; and the Digital Media minor emphasizes communication tools.

CIST Minor: 18 credits

For students seriously interested in programming.

Required courses: CIS 151, 152, 226, 240; three elective CIS credits from 410, 420; three other CIS elective credits (not CIS 114).

Digital Media Minor: 21 credits

Combines the study of computer concepts with publishing applications such as graphic arts, desktop publishing, web design and video/broadcast media.

Required courses: CIS 115, 151; one from CIS 152 or 235; COM 332, 362; and two from ART 209, 251, 281; COM 251, 340, 352 or 452.

Information Studies Minor: 21 credits

Gives the student a platform of information and communication technology and sets it in the context of management information systems.

Required courses: CIS 151, 152, 235; one from BUS/CIS 311 or BUS 305; one from CIS 328 or 334, 410, and COM/CIS 362.

COURSE DESCRIPTIONS

CIS 104 1 credit

MS Powerpoint and Publisher Bootcamp

Part of the Alvernia Basic Training Series. Hands-on experience in Microsoft Powerpoint and Publisher. Powerpoint lessons will include using themes; tables and graphics; transitions and animations; printing notes, handouts and slides; customizing presentations, embedding and linking files; saving, managing and delivering presentations. Publisher lessons will include using templates; text boxes and frames; creating and customizing templates.

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. Cannot get credit for both CIS 115 and Excel Bootcamp.

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. Cannot get credit for both CIS 115 and Word Bootcamp.

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 151 3 credits

Intro to Computer Info Systems I

(Paired with CIS 152) Constitutes the first year of the required sequence in CIS. First semester is heavily concept-oriented. Topics discussed: input and output hardware; secondary storage; memory; parts and functions of the CPU; systems development life cycle; intro to programming logic; steps from source to executable code; the relationship between the program and the operating system.

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 202 3 credits

Projects in Computer Applications

This is a hands-on course, which introduces the student to concepts in microcomputer hardware, operating systems, application software through business examples, and the Internet.

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. Pre-requisites: CIS 152 or permission of the instructor.

CIS 225 3 credits

C++ Programming

Topics include data types; standard I/O; public, private and hidden declarations; functions; the interface between C and the operating system; and systems-level coding. Prerequisite: one previous programming language; CIS 240 and CIS 351 recommended.

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 151 or permission of CIS faculty.

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 302 3 credits

Advanced Projects in Computer Applications

This is a hands-on course, which assumes prior experience in microcomputer concepts through CIS 202 Projects in Computer Applications or its equivalent. This course is designed primarily for the student majoring in Business Information Systems Secondary Education. As such, it emphasizes advanced techniques in business applications as well as exposure to web and multimedia applications and the use of new classroom technologies.

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 314 3 credits

FORTRAN

Designed for those upper-level students focusing on programming problems in the sciences and mathematics. This course concentrates on mathematical algorithms, in addition to discussing I/O techniques, sort algorithms, functions, subroutines, table handling, and advanced data structures. Course is project-oriented, ending in a major project of the student's design. Prerequisite: One previous programming course. Recommended: CIS 152 and CIS 226.

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. Pre-requisites: One programming or scripting language, CIS 235. BUS/CIS 311 is recommended.

158

CIS 322 3 credits

COBOL

Designed for upper-level students concentrating in the business field, this course features the still-dominant business programming language. Topics include the mainframe programming environment, structured programming, COBOL program structure, documentation, report formatting, sequential file processing, batch vs. online processing, file updating, and array processing. Prerequisite: one programming language. Recommended: CIS 152 and CIS 226.

CIS 324 3 credits

Advanced COBOL

Continues CIS 322. Include random access file handling, internal sorts, interactive programming; COBOL as host language for database management systems, external subroutines, and object-oriented programming. Prerequisite: CIS 322.

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 334 3 credits

Java

Examines the Virtual Machine concept and the use of the Java programming language to develop portable applications for web, server, and the PC-based applications. Projects use Java applications and Java stored procedures to

communicate with server or host-based relational database management systems. Prerequisites: at least one programming language course.

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 351 3 credits

Advanced C# and Data Structures II

Topics include strings and arrays, dynamic arrays, dynamic vs. static reference types, polymorphism, inheritance, private and public classes, lists, trees, binary trees, binary search trees, and multilinked structures. Programs featuring these structures and algorithms are written in C#. Prerequisite: CIS 226 or permission of the instructor. Recommended: CIS 240.

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. Pre-requisites: at least 3 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. Pre-requisite: at least one programming course or Bus 311/CIS 311.

160

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, courts, probation, parole, private security, and the related service careers. Emphasis is placed upon 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 field. This is not a "one size fits all" major, but one that provides the variety offered in the course selection to encourage each individual to build a personal program for the future with the assistance of a faculty advisor.

Alvernia has recruited faculty who are professionals in their respective fields within the criminal justice system. In addition to academic accreditation, the full-time faculty have extensive experience in the criminal justice system. All part-time faculty are practicing professionals in the area in which they teach. The strength of the department lies in the philosophy that faculty are at the present time working in the specific field as the course that they teach. Class instruction is therefore as current as the events of that day. The curriculum of the Criminal Justice Administration major is innovative and demands intensive classroom learning combined with extensive research and required field experience. Most courses offer an opportunity for field experience and there is a required field practicum.

The Criminal Justice Department also periodically offers travel programs that award credit to criminal justice students. Students with career goals in law enforcement have the option of the Law Enforcement Track with the option of

attending 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 are eligible to apply for the Academy during their junior year in order to attend in their senior year.

Students with criminal history and/or motor vehicle violations may not be able to successfully complete this program and/or secure employment or an internship in the criminal justice and related fields. Prior to entering CJ 408 Agency Practicum, students are required to obtain criminal background clearances as outlined in the Practicum policies.

A Forensic Science major is offered in cooperation with the science department with the option of a criminalist emphasis.

Major: 42 credits

CJ 101, 175, 201, 216 or 218, 221, 272 or 274, 275, 301 or 309, 302, 377, 403, 408, 422. CJ elective courses: 6 credits.

Minor: 18 credits

Required courses: CJ 101, 218, 275, and 3 CJ elective courses (9 credits).

COURSE DESCRIPTIONS

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 104 3 credits

Introduction to Security Management

Nature and scope of private security in modern society from the historical, philosophical and legal vantage points. Basic principles of administration, organization, and operation of security and protection units.

CJ 171 3 credits

Policing in America

Provide an opportunity for the student to study evolution of policing in America from its earliest roots in Europe to the present day proactive police squad. The student learns the jurisdiction, responsibilities, and history of the numerous policing agencies that respond to the crime problem in America. Students also widen their career vista with the experience and exposure to all of the

specialized talents and backgrounds that are required for employment in the profession. This is an appropriate start to the study of criminal justice. CJ 101 is not required as a prerequisite.

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 Imitations 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. Prerequisite: CJ 175.

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

Women and the Criminal Justice System

Reviews diversity in general as it pertains to women and Criminal Justice. The history and contribution of equity issues are examined in the context of contemporary diversity themes. Gender issues examined include discrimination, glass ceiling, sexual harassment, role barriers. Focuses on the role of women in the criminal justice system; women as victims, women as offenders, and women as professionals. This course fulfills the human diversity graduation requirement. Prerequisite: CJ 101 and 175.

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 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 275 3 credits

Criminology

Examination of classical and contemporary theories of crime, nature and causes of crime and criminal behavior as well as relationship between law and crime. Emphasis placed on identifying various criminological theories and their advocates to give student an overview of the many theories posited as causes of criminal behavior and crime. Course satisfies the social science core requirement. Prerequisites: CJ 101, 175.

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, 175.

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 307 3 credits

Court Administration

Introductory course designed to acquaint students with the problems of management of the courts from the local systems up to the Supreme Court. The role of the Prothonotary is examined. Prerequisite: CJ 201, 302.

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 309 3 credits

White Collar Crime

Analysis and evaluation of white-collar crime, including public perception, sociological, political and economic impacts, as well as, past and present enforcement strategies. The role of the computer in committing white-collar crime is discussed. Prerequisite: CJ 101, 175.

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. Prerequisites: CJ 101 and 175.

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. Prerequisite: CJ 175.

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. Prerequisite: CJ 101, 175.

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. Prerequisites: CJ 101, 175.

CJ 401 3 credits

Legal Aspects of Drug Abuse

Analysis and definition of drugs and drug abuse with their effects, types, extent of abuse, and legal classifications. Present state of law and constitutional problems, techniques of enforcement, sentencing and alternative systems are

examined. Major offenders including gangs and cartels are discussed as case studies. Current strategies, trends and policies will be presented. Prerequisite: senior status.

CJ 403 3 credits

Senior Seminar in Criminal Justice

Examine basic principles, structures and processes of supervision and management. Emphasis on legal issues associated with CJ administration that provide student with informative, balanced and realistic perspective taught in a seminar. Prerequisite: senior status.

CJ 408 6 credits

Agency Practicum

Actual involvement in a work-study 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. Students are required to spend at least 200 hours with an agency. It is the responsibility of the student to locate and secure the internship placement. Prerequisite: 2.0 GPA overall, 2.0 GPA in Major, senior status (90 or more credits), and permission of instructor.

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 175, 201, 275. 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. Prerequisite: CJ 175, 201, 302.

CJ 422 3 credits

Crisis Management

Encompassed 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. Prerequisite: CJ 101, 175, 201, and either 216 or 218.

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.

Prerequisite: CJ 201, 275.

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.

NOTE: Prerequisites may be waived for non-criminal justice majors. The decision is made by the Criminal Justice Department Chair.

ECONOMICS

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 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.

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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.

Prerequisite: ECON 248.

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 serve to prepare individuals to work in a variety of education 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 Praxis I Tests: PSST: Reading, Writing, and Mathematics. Education students are required to meet the PA Required Minimum Scores for each individual Praxis I exam *and* meet the Composite Score of at least 521 in order to be officially accepted into the Education Department as a Certification Candidate.
- Minimum cumulative grade point average (GPA) of 3.0 or higher
- Application Form for Certification Candidacy

All education students complete three or more Field Experiences and Student Teaching. 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 annual test.

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 Praxis II Subject Tests.

Achievement of a “C” or better in each required Education course. 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 Praxis I and II Tests, the student may apply to Alvernia for State Certification. All applications are forwarded to the Alvernia Certification Coordinator and then sent to the Bureau of School Leadership and Teacher Quality in Harrisburg for processing.

The Pennsylvania Department of Education (PDE) has established new guidelines for Early Childhood (pre-K through 4), Middle School (4-8), and Special Education dual certifications for individuals entering the workforce in 2013. Alvernia University’s education curriculum has been totally re-designed to meet the new standards and the updates have been approved by PDE.

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: 122-123 credits

Liberal Arts Core: The following are required as part of the Liberal Arts Core: MAT 105, PSY 101, HIS 112, BIO 102 or 109, PED 304, COM 270, COM/ED 302, COM/ED 413

Professional Education: SPE 100, 211, ED 200, 204, 206, 209, 210, 300, 306, 310, 313, 314, 400, 402, 403, 404, 414, 436, 470, 472

Related Requirement: MAT 106

SPECIAL EDUCATION (PRE-K-8) AND DUAL CERTIFICATION EARLY CHILDHOOD (GRADES PRE-K-4)

The Special Education Program (Pre K-8) leads to a dual Pennsylvania Certification in both Special Education (Pre K-8) and Early Childhood Education (Pre K-4) in order to be “most highly qualified” according to the No Child Left Behind Act of 2001. The design of the dual certification program allows candidates to effectively deal with “special needs” students in the regular classroom, along with preparing them to teach students in most special education classrooms that are Pre K-8.

Total Program: 126 credits

Liberal Arts Core: The following are required as part of the Liberal Arts Core: MAT 105, PSY 101, HIS 112, BIO 102/109, PED 304, COM 270, COM/ED 302, COM/ED 413.

Professional Education: ED 200, 204, 206, 209, 210, 300, 306, 310, 314, 403, 404, 414, 436, 470, 472.

Special Education Requirements: SPE 100, 211, 335, 345, 350, 370, 410, 425.

Related Requirements: MAT 106

Middle School Education (Grades 4-8)

The Middle School (Grades 4-8) Program is grounded in adolescent development and prepares teachers to serve a diverse group in a variety of educational settings. The program prepares students for Pennsylvania Certification in Middle Level (Grades 4-8) Certification.

Students choose from one of seven (7) curricular options (TOTAL CREDITS RANGING FROM 129-133).

Middle School Professional Education (Grades 4-8) (42 credits):

ED 203, 206, 209, 210, 215, 306, 313, 333, 402, 436, 470, 472; SPE 100.

Social Studies Option (65 cr.):

Math: MAT 105, 106, 205; ED 463.

Science: BIO 103, 320; CHE 102; ED 464.

E/L/R: COM 101, 270; ENG Elective; ED 460.

Social Studies: POS 111, 225; ECON110; SSC 222; HIS 101, 240, 303, 308; HIS/ED 461.

English/Language/Reading Option (62 cr.):

Math: MAT 105, 106, 205; ED 463.

Science: BIO 103, 320; CHE 102; ED 464.

Social Studies: POS 111; ECON 110; SSC 222; HIS/ED 461.

E/L/R: COM 101, 261 or 263, 270; ENG 202 or 209, 302, or 303, ENG American Literature, ENG Elective, ED 460.

Mathematics Option (69 cr.):

Science: BIO 103, 320; CHE 102; ED 464; PHY 110.

E/L/R: COM 101, 270; ENG Elective; ED 460.

Social Studies: POS 111; ECON 110; SSC 222; HIS/ED 461.

Math: MAT 105, 106, 131, 204, 205, 208, 230; ED 463.

Science and English/Language/ Reading Option (67 cr.):

Math: MAT 105, 106, 205; ED 463; PHY 110.

Social Studies: POS 111; ECON 110; SSC 222; HIS/ED 461.

Science: BIO 103, 320; CHE 102; ED 464.

E/L/R: COM 101, 213 or 234, 270, 261 or 263, COM Elective, ENG Elective; ED 460.

Math and Social Studies Option (61 cr.):

Science: BIO 103, 320; CHE 102; ED 464.

E/L/R: COM 101, 270; ENG Elective; ED 460.

Math: MAT 105, 106, 204, 205, 208; ED 463.

Social Studies: POS 111, 225; ECON 110; SSC 222; HIS 101;
HIS/ED 461.

Math and English/Language/ Reading Option (63 cr.):

Science: BIO 103, 320; CHE 102; ED 464.

Social Studies: POS 111; ECON 110; SSC 222; HIS/ED 461.

Math: MAT 105, 106, 204, 205, 208; ED 463.

E/L/R: COM 101, 270, 261 or 263; ENG 202 or 209,
ENG American Lit, ED 460.

Math and Science Option (61 cr.)

E/L/R: COM 101, 270; ENG Elective; ED 460.

Social Studies: POS 111; ECON 110; SSC 222; HIS/ED 461.

Math: MAT 105, 106, 204, 205, 208; ED 463.

Science: BIO 103, 320; CHE 102; PHY 110; ED 464

**Math and English/Language/Reading (Grades 4-8) and
Special Education (Grades PreK-8) (143 cr.):**

A Special Education Certification added to dual certification Math and English/Language/Reading Option has a total of 143 credits. Students should expect to add an additional semester to their plan of study to successfully complete this option.

Science: BIO 103, 320; CHE 102; ED 464.

Social Studies: POS 111; ECON 110; SSC 222; HIS/ED 461.

Math: MAT 105, 106, 204, 205, 208; ED 463.

E/L/R: COM 101, 270, 261 or 263; ENG 202 or 209,
ENG American Lit, ED 460.

Professional and Special Education (54 cr.):

SPE 100, 335, 345, 350, 370, 410, 425; ED 203, 209, 210, 215,
333, 206, 306, 436, 470, 472.

SECONDARY EDUCATION (7-12)

Students who wish to teach in the secondary schools (7-12) select a specific content area. The number of credits required varies according to the discipline chosen as a major of study (Biology, Business Computer and Information Technology (K-12), Chemistry, English, Mathematics, and Social Studies).

Refer to appropriate discipline for details. The Secondary Education program is fully approved by the Pennsylvania Department of Education

Secondary Education (7-12) Professional Education: 33 credits

SPE 100, ED 203, 206, 209, 306, 313, 333, 416, 470, 472, and 430 or 431 or 432 or 433 or 434 Methods of Teaching Content area.

Related Area COM 270, PSY 101, 210, Math elective not 100 or Math in Liberal Arts.

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. Co-requisite: ED 206.

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. Co-requisite ED 206.

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 206 1 credit

Field Experience Stage I

This experience is an introduction to the teaching profession, which allows students the opportunity to observe classrooms in operation and to apply theory to practice using a lesson plan design that emphasizes small group/whole group instruction. All education majors should do this field experience in an inclusive general education setting with access to a separate special education setting as well. Students will have the opportunity to observe a practicing teacher in action and work with students in the classroom. As described in the Handbook, this

experience is the first developmental phase, which provides active observation and participation. Co-requisite: ED 200.

ED 209 3 credits

Planning, Instruction, & Assessment

Study of research-based teaching methods and education measures for students in diverse classrooms including lesson planning, and 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 211 3 credits

Teaching Music in the Elementary School

Study of methods, resources, techniques and issues of music instruction by classroom teachers in the elementary school. Includes basic performance on classroom instruments, observation and lesson planning. Emphasis on cooperation with other specialists, use of readily available resources, multi-cultural music activities, and music in Early Childhood Education. No music experience is necessary. Satisfies Fine Arts core requirement.

ED 215 3 credits

Adolescent Development

This course explores the varies and multi-dimensional elements of adolescent development, from ages 9 to 14, 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 300 3 credits

Teaching Science in Elementary School

Strengthens content background of elementary school science teacher 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; life forms. Prerequisite: lab science requirement and ED 209.

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 will be accomplished. An additional focus will address the assessment of students' writing progress. This course is restricted to students majoring in Education or English. Prerequisite SPE 211 for education majors only. Cross-listed with COM 302.

ED 306 1 credit

Field Experience Stage II

This experience provides the teaching candidate with the opportunity to apply theory to practice using classroom management and instructional strategies. It will include supervised observations of teaching with an emphasis on management skills, instruction, and assessment. Special Education dual majors should do this field experience in special education. Co-requisite: ED 313 or ED 375.

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. Co-requisite: ED 306 (Secondary Education Students).

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 3 credits

Professional Seminar

This course focuses on the development of dispositions required in the teaching profession. The concept of professionalism will be defined and discussed in depth. Other topics will include the importance of effective communication, building and sustaining relationships, and practicing professional responsibilities. These topics will be studied with regards to diversity of ethnicity, culture, socio-economic status, and family structures that influence and shape policies in schools today. Teacher candidates will also become thoroughly familiar with the evaluation instruments used to assess teacher competence and professionalism in Pennsylvania public schools. Co-requisite: ED 436 (Early Childhood Education students).

ED 403 3 credits

Reading Methods for the Elementary Inclusive Classroom

Through engaging instructional experiences teacher candidates will explore current best practices in literacy instruction and balanced literacy development. Candidates 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 candidates infuse comprehensive literacy strategies into their repertoires of teaching approaches. Prerequisites: SPE 211 Teaching Reading/Language Arts to Students with Disabilities and ED 302 Principles of Language Arts Instruction.

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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. Prerequisites: ED 209 & 210.

ED 413 3 credits

Language Development Through Literature

This course is designed to prepare prospective teaching candidates to select, evaluate, and utilize literary materials for children from pre-school through the elementary grades. Candidates will develop an understanding and appreciation for the various genres in children's literature. Instructional methods for using literature for language development, communication, and literacy learning in the elementary classroom will be discussed and examined. SPE 211 is the prerequisite required. Cross-listed with COM 413.

ED 414 3 credits

Teaching Social Studies in Elementary School

As an academic field for young children, social studies include geography, history, economics, 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.

ED 416 1 credit

Field Experience III

This experience provides opportunity to observe and participate in implementing classroom management strategies in the local school sites. It will include supervised observation and teaching with an emphasis on management skills. Co-requisite: ED 313 for Elementary Education students; ED 430-434 for Secondary Education students.

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 430 3 credits

Methods of Teaching Secondary English

This course will focus on the study of research-based teaching methods and the educational measures required satisfying the PDE Standards for teacher

certification. The student will demonstrate the ability to analyze and apply models of instructional approaches and to apply learning assessments in the areas of literature, reading skills, writing and language development. All instruction will be designed to meet the needs of diverse learners. Co-requisite: ED 416.

ED 431 3 credits

Methods of Teaching Secondary Social Studies

Study of research-based teaching methods and education measures required to meet the needs of students in social studies classrooms, including lesson planning and implementation, use of instructional media and materials, and the processes of teacher-student and student-teacher interaction. Co-requisite: ED 416.

ED 432 3 credits

Methods of Teaching Business, Computer and Information Technology

This comprehensive course is designed to present the theory and methodology to develop, teach and evaluate instructional lessons and units relating to business subjects including accounting, business laws, career development, communication, computation, economics and personal finance, entrepreneurship, information technology, international business, management, and marketing. Students will learn about establishing and administering advisory committees, business clubs, and work experiences. Applications are appropriate to the elementary, middle and high school settings. Co-requisite: ED 416.

ED 433 3 credits

Methods of Teaching Secondary Mathematics

Comprehensive study of how to plan and deliver instruction in the areas of mathematics that is taught in today's secondary schools. Topics include lesson planning and implementation use of instructional media and materials including mathematical computer software, and learning theories in mathematic education. Co-requisite: ED 416.

ED 434 3 credits

Methods for Teaching Secondary Science

A comprehensive study of how to plan and deliver instruction in the areas of science that is taught in today's secondary schools. Topics include lesson planning and implementation, use of instructional media and materials including science computer software. Learning theories are integrated. Co-requisite: ED 416.

ED 436 4 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 300, ED 403, ED 404, ED 414, Co-requisite for Middle School: ED 460, ED 461, ED 463, ED 464.

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 211 3 credits

Teaching Reading/Language Arts to Students with Disabilities

This course addresses the diagnostic and learning needs of exceptional and at-risk students, kindergarten through high school, and instructional strategies for teaching reading and literacy to these students in inclusive and/or special education classrooms settings.

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 350 3 credits

Autism Spectrum Disorders

This course presents an understanding of autism through a review of current research as well as through the words and behaviors of those who live it. The impact of this human condition on families and various professionals will be addressed, along with how various treatment approaches and collaboration support the education of these individuals. Prerequisite: SPE 100 or permission of the instructor.

SPE 370 3 credits

Positive Behavior Support

This course will focus upon the identification process for students who might be labeled as having emotional/behavioral disorders, and will address interventions which promote academic learning and appropriate social behavior, measures of students' progress toward behavioral goals and management objectives, effective classroom management systems, and general systems of care, as well as those assisting agencies and interventions that may be available for this population and their families. Co-requisite: ED 306.

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.

Graduate Courses*:

MED 500	Curriculum and Innovations
MED 501	Foundations of Teaching, Curriculum Design and Assessment
MED 505	Introduction to Special Needs Students
MED 508	Advanced Educational Psychology
MED 510	Assessment and Evaluation
MED 515	Strategies for the Special Education/Inclusive Classroom
MED 518	Quantitative Research Methods
MED 520	Educators as Researchers
MED 522	Field Experience (Practicum I)
MED 523	Field Experience (Practicum II)
MED 535	Issues Concerning Special Education Programs
MED 540	Curriculum, Instruction and Assessment for Adolescents
MED 545	Classroom Management for the Inclusive Classroom'
MED 550	Introduction to Educational Administration
MED 553	The School Administrator
MED 555	Teaching the arts in Cross-Cultural Settings
MED 560	Human Resource Management for Leaders
MED 565	Teaching Social Studies in Cross-Cultural Settings
MED 575	Teaching Health/Phys. Ed., Safety in Cross-Cultural Settings
MED 600	Language and Literacy in Cross-Cultural Settings
MED 602	Teaching Children's Literature in Cross-Cultural Settings
MED 605	Enhancing Literacy for Special Needs Students
MED 610	School Law and School Advocacy
MED 611	School Finance
MED 615	Literacy Learning in the Content Areas
MED 620	Teaching Math/Science in Cross-Cultural Settings
MED 650	Functions of School Supervision
MED 660	Teaching Strategies for Business, Computers, and Information Technology
MED 661	Teaching Strategies for Secondary English
MED 662	Teaching Strategies for Secondary Mathematics
MED 663	Teaching Strategies for Secondary Social Studies
MED 664	Teaching Strategies for Secondary Science
MED 670	Student Teaching
MED 672	Student Teaching Seminar
MED 680	Research Seminar
MED 685	Principal Internship

*Refer to Graduate Catalog for specific certification and/or degree requirements.

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 36-37 credits according to one of the following sequences:

English Major Sequence: ENG 302 or 303, 406. 3 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

Total Program: 122-124 credits

Liberal Arts Core: 43 credits

The following are required as part of the Liberal Arts Core: COM 103 or 155, PSY 101, COM 101 with a minimum grade of B-

Secondary Education Professional Education: 33 credits
SPE 100, ED 203, 206, 209, 306, 313, 333, 416, 430, 470, 472

Major: 40 credits

ENG 202, 209, 302 or 303, 404, 406, COM 270; 310; a 3-credit COM Media, Film or Theatre; 3 credits in Expository or Creative Writing; 3 credits of intensive study of a major writer or period; 12 credits of electives representing British, American, and World Literature, including at least one course each in fiction, drama, or poetry.

Related Requirements: 6 credits
PSY 210, MAT (not MAT 100 or under Liberal Arts)

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

Basic study of literature using a variety of critical approaches to interpret major works in world literature.

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.

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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.

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.

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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 adviser. Required of English majors.

FOREIGN 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.

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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 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 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 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.

190

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.

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

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, preparing for graduate study and for entrance into professional schools such as medicine, dentistry, physical therapy and veterinary.

GENERAL SCIENCE

Major: 41 credits

BIO 103, 104; CHE 104, 105, 107, 110, 111, 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, 203; PHY 103, 106, 110, 111. Students may not earn credit for both BIO 203 and CHE 203. Other courses from these disciplines may be substituted with the assistance of the student's academic advisor.

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 101, 102, 112; 6 credits at the 200 level; HIS 303; 6 credits of American: HIS 300, 308, 322, 334, 344, 352, 364; 6 credits from European sequence: HIS 307, 319, 323, 337, 349, 353; HIS 426 and HIS 493.

Minor: 18 credits

HIS 112, 121; HIS 426; plus 9 other history credits, 6 of which must be at 300 or 400 level.

COURSE DESCRIPTIONS

HIS 101 3 Credits

Western Civilization: Antiquity to the Renaissance

This course covers the ancient, medieval, and early modern periods, and looks at the evolution and development of Western Civilization from the Fertile Crescent through the Greeks and Romans, and onward to feudalism and the Renaissance.

HIS 102 3 credits

Western Civilization: Reformation to the Cold War

This course looks at the development of Western Civilization during the Reformation, the age of Revolutions, the era of European empires, and the 20th century.

HIS 112 3 credits

The Study of American History

Introduces student 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.

192

HIS 121 3 credits

The Study of European History

Introduces student 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 courses also seek 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.

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 transition from the Ancient World to

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, it focuses on the 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.

JOINT MAJORS

Designed for areas which are complementary and where requirements may be combined because of nature of the disciplines. For joint majors:

- The option is only applicable for areas in which a major is currently offered.
- All Liberal Arts Core requirements must be fulfilled.
- To declare a joint major, student must have approval of both department chairs and must plan programs with a department chair or a designee from each department. Because completing both majors is demanding, a strong academic record is required before undertaking joint majors. Most joint majors may be completed in four years. Depending on particular combination of majors and individual's academic level when declaring, additional time may be needed.
- The student wishing to declare a joint major must petition the department chairs in writing. The student is presented with the program in writing, with necessary requirements, prior to beginning program.
- Applications are accepted after a student has completed at least one semester and has a grade point average of 2.5 or better.
- Continuation in a joint major program is contingent upon the student maintaining a 2.5 or better grade point average overall.
- The student must complete all degree requirements within the majors as agreed upon by department chairs and student.
- Field placements may be used to fulfill requirements for two complementary majors.
- Together, joint major requirements cannot exceed 69 credits, with a minimum of 27 credits per major.
- Registrar is notified in writing of application and given a copy of the written agreement.

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 LIBERAL STUDIES

The Master of Arts Program in Liberal Studies cultivates an understanding of ideas, questions, and works from the liberal arts tradition. Exploring various approaches to studies of the arts and sciences complement students' attempts to

create and discover meaning in their personal and professional lives. Students broaden their understanding of ways to use knowledge from the liberal arts tradition to enrich the lives of individuals and to inform social action. Students who are serving in leadership roles in nonprofit organizations, churches, schools, and businesses can select courses, which expand their understanding of core areas of theology and the practical implications of these concepts for the ministries and human services.

Graduate Assistantship opportunities may be available to graduate students. For more information on these opportunities and this M.A. program, contact the Graduate Center at 610-796-8228.

COURSE DESCRIPTIONS

**500 and 600 level courses are for the M.A. program in liberal studies and the core courses (COR) are for the M.A., M.B.A., and the M.Ed. programs. See the Graduate Catalog for course descriptions.*

- COR 500 Communications and Information Literacy
- COR 510 Moral Leadership
- COR 600 Organizational Professional Ethics
- LAS 500 The Evolution of Scientific Thought and Perceptions
- LAS 501 Strategic Management in Criminal Justice
- LAS 505 Case Management and Clinical Supervision
- LAS 510 The Biology of Behavior
- LAS 515 Research Methods in Behavioral Health
- LAS 520 Major Artists and Writers in their Milieus
- LAS 535 Criminological Theory
- LAS 530 The Mathematics of Behavior
- LAS 540 Organizational Behavior in Criminal Justice
- LAS 550 Advanced Clinical Practice in Behavioral Health Counseling
- LAS 600 Topics in Christian Ethics
- LAS 601 Christian Origins
- LAS 602 Hebrew Scriptures
- LAS 610 Science, Literature and Philosophy in the Age of Pope and Swift
- LAS 620 Cross-Cultural Conflict in our Communities
- LAS 621 Gender, Family and Social Change
- LAS 630 Abnormality and Society
- LAS 631 Psychological Measurement
- LAS 640 Welfare Politics
- LAS 670 Seminar with Supervised Field Experience in Community Service

MATHEMATICS

The mathematics program provides students with sufficient background of 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 MAT 480 or MAT 316/317/407, 131 recommended.

Related area: 14 credits

CIS 151, 152; PHY 110, 111.

Electives: **4 courses** from: MAT 204, 209, 210, 240, 304, 308, 403.

Mathematics Secondary Education Certification

Total Program: 124-126 credits

Liberal Arts Core: 39 credits

The following is required as part of the Liberal Arts Core: PSY 101, COM 270

Secondary Education Professional Education: 33 credits

SPE 100, ED 203, 206, 209, 306, 313, 333, 416, 433, 470, 472

Major: 34 credits

MAT 131, 204, 209, 230, 231, 240, 307, 308, 332, 415

Related Requirements: 17 credits

CIS 151, 152, PHY 110, 111, PSY 210

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 liberal arts requirement for non-math or non-science students. Prerequisite: 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. Prerequisite: MAT 105.

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 4 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 4 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: high school algebra and 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.

202

To be required of all Science majors; MAT 208 or 209 are prerequisite (or co-requisite).

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: four years high school mathematics or 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 316 2 credits

Introduction to Math/Stats Research

First of three courses in the student research sequence. An introduction to research in the computational sciences of Mathematics and Statistics. The course will focus on literature review in a selected area of interest and development of a rational hypothesis and research proposal. Students will be introduced to research methods and procedures, be exposed to ongoing research projects and be expected to select a research mentor. Prerequisite: kunior status.

MAT 317 2 credits

Experimentation in Math/Stats Research

Second of three courses in the student research sequence. Students will continue studies in a guided research project under the direction of a selected research mentor. Students will advance their research projects through weekly activities in mathematical/statistical theory and/or practice. The focus will be on designing and conducting experiments as well as evaluating and interpreting experimental results. Prerequisites: MAT 316 and junior status.

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 407 2 credits

Data Analysis in Math/Stats Research

This third and final course in the student research sequence focuses on the interpretation and dissemination of data compiled during studies in mathematical/statistical theory and/or practice. Students will complete any final experimentation and wrap-up their research project. Students will work to formulate conclusions and output their data in a presentable research format. The focus will be on preparation of a formal oral presentation, poster presentation or research article. Prerequisites: MAT 317 and senior status.

204

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.

MAT 480 6 credits

Mathematics Internship

Student must participate in 200 hours or more of Mathematical, Statistical or other computational-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.

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.

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.

206

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 holistic pre-licensure professional nursing education in a Christian-oriented environment. The BSN graduate functions as a generalist practitioner in a variety of health care environments. Alvernia's BSN graduate is prepared to deliver health care 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 has received full approval 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 seven outcomes expected of our graduates. Upon graduation the nursing student will be able to:

- Use the nursing process as a framework for providing nursing care. This process includes client or group assessment, identifying nursing diagnoses, planning and providing interventions, and evaluating nursing care outcomes.
- Assess the client's need for nursing interventions integrating research-based knowledge from the disciplines of nursing, the arts and sciences.
- Demonstrate caring in practice relevant to the client's developmental stage and the client's right to be self-determining.
- Assume a leadership role within a variety of health-care settings to coordinate and manage care in meeting the needs of the client/population to maximize the quality of life.
- Provide nursing care within a collaborative model that integrates cultural, ethical, legal, and spiritual commitments to clients.
- Synthesize the social and political influences affecting the nursing profession.
- Incorporate professional nursing standards into daily practice.

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, DC 20036-1120.

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.

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 pre-requisite 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 1000 or greater and a high school grade point average of 2.5 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
- Present a cumulative minimum grade point average of 2.7 or higher
- Provide official transcripts of completed college work and courses in progress
- College students must have a grade point average of at least a 2.5 with consideration given to individual courses. Grades and credits from developmental courses are not considered.
- 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 accredited nursing program must meet the general admission requirements of Alvernia University and have a minimum cumulative grade point average of 2.7.

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 decision regarding transfer into the nursing major is made by the Nursing Department Chair. Applicants accepted into the nursing program are required to successfully complete NUR 098 to demonstrate theoretical knowledge and clinical proficiency.

Advanced Standing for the Licensed Practical Nurse

Advance standing is available for the Licensed Practical Nurse. The Advanced Standing Policy details are available from the nursing department.

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/delete each science course 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.
- 85% or better on the Medication Administration/Math Calculation Examinations given in specified clinical courses.
- 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 clinical setting as outlined in the Nursing Student Handbook.
- Adhere to policies found in the Nursing Student Handbook, this 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 205), certification in CPR (one and two man adult, child, and infant), 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, child abuse fees, 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: 56 credits

Required Nursing Courses: NUR 205, 208, 209, 210, 311, 312, 315, 317, 408, 409, 410, 412, 417, 418.

Related Requirements: The following are required as part of or in addition to the Liberal Arts 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 course work. Graded as pass/fail.

NUR 099 0 credit

Transition to Professional Nursing

This ten-hour workshop is designed to facilitate the LPN's transition from vocational education to the professional collegiate environment. Didactic presentations introduce the student to the philosophical and theoretical foundations of nursing practice. Processes utilized in professional nursing practice are reviewed. Practice with the nursing process and therapeutic communication is integrated. Graded as pass/fail. Successful completion of NUR 099 is a prerequisite for NUR 205.

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 205 5 credits

Nursing in Health and Illness I: Medical-Surgical Clients

This course introduces the student to professional nursing practice in relation to potential and simple alterations in health. Students have the opportunity to apply the nursing process to adult clients who are coping with their reactions and responses to stressors. Health promotion and protection concepts are integrated. The practicum provides integration and application of theory.

Students will be responsible for implementing and evaluating appropriate nursing interventions and demonstrate critical thinking skills. 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: completed Health and Immunization Records, Professional CPR Certification, completed Pennsylvania Child Abuse History Clearance, Criminal Record Check and Drug Screen.

NUR 208 3 credits

Pharmacology and the Nursing Process

Explores the ever-expanding role of pharmacology in the practice of nursing. The nursing process is utilized to provide a holistic approach for individuals and their families within multiple environments. Traditional and complementary principles are applied to the client at various points on the wellness continuum. Prerequisites: NUR 201, 202. Co-requisite: NUR 205.

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. Prerequisite: PSY 101; 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. Prerequisites: Nursing major eligible for sophomore level nursing courses or permission. Co-requisite: NUR 209 or department permission.

NUR 300 3 credits

Professional Nursing Concepts & Theories

Professional nursing concepts, nursing theories, historical perspectives and other factors, which impact contemporary nursing are introduced. Concepts are applied throughout curriculum. Three hours lecture per week.

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: NUR 205.

NUR 312 3 credits

Transcultural Nursing

Focuses on health care practices and beliefs in a variety of cultures. Political, economic, spiritual and geographic factors affecting health care 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.

NUR 313 5 credits

Nursing and Human Responses II

Focus is on nursing care of clients across the lifespan related to behavioral health, chronic illness, and end-of-life issues. Students focus on therapeutic communication with clients in emotional distress whether from behavioral health, chronic diseases or death and grieving issues. Students have the opportunity to demonstrate therapeutic communication within a variety of acute care and community based settings. The nursing process, client education, and social and ethical issues are integrated and emphasized. Three classroom hours and eighty-four supervised clinical practice hours. Prerequisites: NUR 205; PSY 101; SOC 111; BIO 107/117, 108/118, 220; CHE 106/109 or CHE 104/110.

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 health care.

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 205. Co-requisite: NUR 311.

214

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 205; 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 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 health care 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 health care teams for the purpose of outcome based practice. Co-requisite: NUR 417.

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. 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. Prerequisite: NUR 309, NUR 313 (5 credits).

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 health care 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. Prerequisite: NUR 415. Co-requisite: 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 health care needs. Critical care concepts are addressed. Prerequisite: NUR 315. Co-requisite: NUR 417.

OCCUPATIONAL THERAPY

The mission of the occupational therapy program is to provide a broad base of occupational therapy knowledge and skills within a strong liberal arts education. The program seeks to prepare graduates to think logically and creatively, act professionally and ethically, analyze ideas and situations, and solve problems encountered in their service delivery as practitioners, supervisors and leaders. In harmony with the mission of the University, the occupational therapy program seeks to prepare graduates to become reflective practitioners and life-long learners, to act with moral courage and spiritual fullness, and to become ethical leaders who are engaged in their communities.

To prepare graduates for occupational therapy practice the program offers three programs of study: (a) for those without a bachelor degree, an entry-level five-year Bachelor of Science in Health Science and Master of Science in Occupational Therapy degree; (b) for those who already possess an undergraduate bachelor degree outside of Occupational Therapy, an entry-level Master of Science in Occupational Therapy degree; and (c) for those who

possess a bachelor degree in Occupational Therapy and are licensed to practice as an Occupational Therapist, a completion degree leading to the Master of Science in Occupational Therapy.

The core values of the American Occupational Therapy Association and those of Alvernia University combine well in the mission of the occupational therapy program. These complementary philosophies value the uniqueness of each individual and service to others. The curriculum seeks to provide learning opportunities for students to discover their special gifts and to learn the skills needed to be inclusive and engaged practitioners. The occupational therapy program continues to focus on the mission of the founding order of Alvernia University, the Bernardine Sisters, by providing education and care where there is genuine need.

The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220; phone number 301-652-2682. 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. All occupational therapy students must complete Level II fieldwork within the timeframe established by the program. 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 web page for the Occupational Therapy Program.

Admissions Requirements

Admission requirements of the University must be met before applications to the program are considered. Student 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.

Students who meet the criteria for admission to the University, but not the occupational therapy program, may be accepted as undeclared Bachelor of Science students. Students who are interested in becoming an OT major may petition the Occupational Therapy Program Director to take the same courses as accepted first year occupational therapy students (Please note: approval to take such courses does not indicate or guarantee formal acceptance into the occupational therapy program). At the end of the first year of studies, students may petition the Occupational Therapy Program Director for formal acceptance into the OT program. Students who meet the progression requirements may be accepted into the OT program as space permits.

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 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 accepted at the Freshman, Sophomore, and junior level only.

Progression Requirements

- 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 3.0 for a 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.
- The repeat/delete option may be used 3 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 3 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.
- During 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.

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.

- 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 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.
- Students with a Baccalaureate Degree in a related field must successfully complete undergraduate prerequisites as outlined on an individual plan of study and approved by the Occupational Therapy Program Director, following a review of previously completed academic coursework.
- A grade point average of 3.0 on a 4.0 scale for the undergraduate work leading to the awarding to the baccalaureate degree from an accredited college of university.
- All required prerequisite courses must be completed with a grade of “C” or better.

- Three letters of reference from persons competent to judge the applicant's probable success in graduate school (former professors, employers, or supervisors).
- Observation of occupational therapy practitioners working in clinical settings is recommended, but not mandated.

Currently practicing Occupational Therapist with Baccalaureate Degree in Occupational Therapy, or a Certificate in Occupational Therapy and an accompanying Baccalaureate Degree in a related area are accepted directly into the graduate phase of the program provided all admission requirements are met, including:

- Evidence of satisfactory completion of a course of study from an ACOTE accredited program, including successful completion of level II fieldwork, leading to a bachelor's degree in occupational therapy from a regionally accredited four-year college.
- A grade point average of 3.0 on a 4.0 scale for all previous undergraduate work.
- Three letters of recommendation from persons competent to judge the applicants probable success in graduate school (former professors, employers, or supervisors).
- Proof of current practice as an OT (current NBCOT certification/current state license as an occupational therapist).

Advancement and 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.
- Students are allowed to utilize the repeat/delete option for only ONE course for any class in which a grade of "C" or below is received. This grade remains on the student's record; the second grade is calculated into his or her overall GPA.
- 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.

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 416 and OT 417 or 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 for one course only (COR or OT) at the graduate phase.

All Level II Fieldwork must be completed in sequence and within 24 months following completion of the didactic portion of the program. 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 request for 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 may take no more than 3 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*.

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: 78 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. All 300-400 level OT course 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: 34 credits

PSY 101, 208, 403; SOC 111; BIO 107/117, 108/118, 208, 211; MAT 208 – these must have a final grade of C or better.

COR 510, 600 – these must have a final grade of B or better.

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 personnel. It introduces professional organizations, terminology, concepts and regulatory requirements of the profession. Observation of service settings occurs through scheduled off-site fieldtrips. Required for freshmen and sophomore admit occupational therapy students.

OT 205 4 credits

Analysis of Occupations I

Examines the theories underlying the use of occupational performance and purposeful activity in the areas of self-care, education, work, social participation, play and leisure for individuals, groups and populations through the life span. Students examine therapeutic equipment, and analyze, grade, adapt and teach activities that enable individuals to perform chosen occupations to fulfill life roles. Students learn how to adapt devices to maximize the functioning of individuals. Integrated lecture and lab. Prerequisite: OT 101. Prerequisite or co-requisite: BIO 211.

OT 210 3 credits

Concepts and Theories of Occupational Therapy

The theories and models that guide occupational therapy practice are examined. Theory development is introduced and the importance of theoretical concepts in a practice-based profession is explored. Historical and philosophical foundations are introduced as well as new models in response to growing knowledge. Prerequisite: OT 101.

OT 302 3 credits

Disease, Injuries and Health Conditions I

Study of the etiology, pathology, clinical course, treatment, management, prevention and prognosis of acute and chronic diseases, injuries disorders and health conditions that are seen in occupational therapy practice. Students examine the effects of environmental, economic, cultural, and psychosocial factors on human functioning, with implications for the individual, family and community. Emphasis given to disorders and health conditions occurring at the beginning of life through late adolescence. Prerequisites: BIO 107, 108, 208; OT 101.

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OT 303 4 credits

Occupational Therapy Evaluations

(Includes Level I Fieldwork*) Focuses on the occupational therapy evaluation process, development and administration of assessment tools, and documentation of results. Observations of practitioners conducting evaluations are made during the course related fieldwork component. Prerequisite: OT 101.

OT 304 3 credits

Motor and Perceptual Development

An advanced review of normal human development from inception through the life span. Aspects of motor, sensory, perceptual, and cognitive development relevant to occupational therapy practice are explored. Prerequisites: OT 101, PSY 208.

OT 305 3 credits

Intervention Planning

(Includes Level I Fieldwork*) Examines various models of intervention, principles of treatment and approaches that provide basis for planning and documenting intervention for identified client problems and goals. Students begin to apply theoretical concepts to the occupational therapy process. Case studies are used to analyze client needs, determine goals, and plan intervention. Observations of the intervention planning process are made during course related fieldwork. Prerequisite: OT 101, 303 (or co-requisite).

OT 306 4 credits

Occupational Adaptation and Social Participation

Advances the use of occupations as the basis for the practice of occupational therapy by defining occupation, activity, and purposeful activity. Explores activity analysis in selecting, grading and adapting occupations for evaluation and intervention. Analyzes groups, interpersonal relationships and normal activities as the foundation for planning intervention for clients across the life span in their areas of occupation. Grading, adapting, and teaching purposeful activities in group settings is experienced in the laboratory. Prerequisites: OT 101, 204 and 206 or permission of the OT Program Director.

OT 308 4 credits

Intervention I: Activities and Instrumental Activities of Daily Living Performance

Intensive study of theories, principles and models of intervention to enable clients of various ages to optimize occupational performance in activities and instrumental activities of daily living. Specific methods and techniques used in intervention, therapist responsibilities, and documentation requirements are practiced in the laboratory. Observations of interventions in activities and instrumental activities of daily living are made during course related fieldwork.

Prerequisites: OT 101 and 305 (or co-requisite) or permission of the OT Program Director.

OT 309 3 credits

Disease, Injuries and Health Conditions II

Continuation of the study of the etiology, pathology, clinical course, treatment, management prevention and prognosis of acute and chronic diseases, injuries, disorders and health conditions that are seen in occupational therapy practice. The effects of environmental, economic, cultural, and psychosocial factors on human functioning with implications for the individual, family, and community are studied. Emphasis given to disorders and health conditions of early adulthood through the end of life. Prerequisites: OT 101, 302 (or co-requisite).

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. OT 101 Prerequisite/Co-requisite.

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, OT 101 Prerequisite/Co-requisite.

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 Freshmen and Sophomore Admits, 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 Permissions 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 credits

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, Certification in CPR and First Aid; current health and immunization status reports. Where applicable: Child Abuse History Clearance, State Criminal Record Check, FBI Background Check, and/or other site required clearances. Please refer to the Alvernia University OT Student Handbook for full FW I requirements. Students will be required to meet all requirements as outlined. The student is responsible for travel arrangements and costs. Co-requisite OT 337.

OT 382 1 credits

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, Certification in CPR and First Aid; current health and immunization status reports. Where applicable: Child Abuse History Clearance, State Criminal

Record Check, FBI Background Check, and/or other site required clearances. Please refer to the Alvernia University OT Student Handbook for full FW I requirements. The student is responsible for travel arrangements and costs. Co-requisite OT 334 and/or OT 336.

OT 401 4 credits

Intervention II: Work and Educational Performance Intensive study of the theories, principles and models of intervention to enable clients of various ages to optimize occupational performance in areas of work and education. Specific methods and techniques used in intervention, therapist responsibilities, and documentation requirements are practiced in the laboratory. Observations of interventions in work and educational performance activities are made during course related fieldwork. Prerequisites: OT 101 and 305 (or co-requisite) or permission of the OT Program Director.

OT 403 3 credits

Intervention III: Play, Leisure, Sleep, and Wellness Promotion
Intensive study of the theories, principles and models of intervention to enable clients of various ages to optimize occupational performance in areas of play, leisure, and sleep. Additional content related to modes of intervention for illness prevention and wellness promotion will be studies. The development of satisfactory play, leisure, and sleep is further explored. Specific methods and techniques used in intervention, therapist responsibilities, and documentation requirements are practiced in the laboratory. Observations of interventions in play, leisure, sleep, and/or wellness promotion are made during course related fieldwork. Prerequisites: OT 101 and 305 (or co-requisite) or permission of the OT Program Director.

OT 405 3 credits

Community Health Care Administration and Organization
Examines the nation's needs, resources, public policies and laws affecting health care delivery. Predictions for future health care trends are analyzed. Occupational therapy services for local, regional, national, and global communities are reviewed. The occupational therapist's responsibilities as a manager of services, styles of supervision, and role delineation for occupational therapy practitioners is presented in this course. Prerequisite: OT 101.

OT 416 6 credits

Occupational Therapy Fieldwork II: 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. Prerequisites: All undergraduate OT courses and all other related required courses with a “C” or better; completion of all undergraduate, core and elective requirements; satisfactory completion of all level I fieldwork; approval of academic fieldwork coordinator, clinical fieldwork educator, and Program Director; current certification in CPR (infant, child and adult) and first aid; and current health and immunization status reports. Where applicable: Child abuse clearance, State Criminal Record Check, and/or FBI background. The student is responsible for travel and accommodation expenses. This course is graded pass/fail.

OT 417 6 credits

Occupational Therapy Fieldwork II: 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. Prerequisites: all undergraduate OT courses and all other related required courses with a “C” or better; completion of all undergraduate, CORE and elective requirements, satisfactory completion of all level I fieldwork; approval of academic fieldwork coordinator, the clinical fieldwork educator and program director; current certification in CPR (infant, child and adult) and first aid; and current health and immunization status reports. Where applicable: Child abuse clearance, State Criminal Record Check, and/or FBI background. The student is responsible for travel and accommodation expenses. This course is graded pass/fail. Prerequisite: Successful completion of OT 416 or approval of Occupational Therapy 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), and 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), and 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 deliver. 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 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, Certification in CPR and First Aid; current health and immunization status reports. Where applicable: Child Abuse History Clearance, State Criminal

Record Check, FBI Background Check, and/or other site required clearances. Please refer to the Alvernia University OT Student Handbook for full FW I requirements. The student is responsible for travel arrangements and costs. Co-requisite OT 421, and or OT 423.

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; current certification in CPR and first aid; and current health and immunization status reports. Child abuse clearance, State Criminal Record Check, FBI background, and any other certification or testing that the fieldwork site requires. 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 in 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. Where applicable: current certification in CPR and first aid; and current health and immunization status reports. Child abuse clearance, State Criminal Record Check, FBI background, and any other certification or testing that the fieldwork site requires. 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 I

This course is individually designed to offer specific support and remediation work for the student who experienced an unsuccessful first Level II Fieldwork. This course will focus on assisting the student to acquire and practice foundational skills considered necessary for a successful full-time clinical placement. This course is part 1 of a 2 part series, which students must complete after an unsuccessful first affiliation of Level II Fieldwork. Prerequisite: All level II fieldwork prerequisites and a terminated first Level II Fieldwork.

OT 486 1-3 credits

Fieldwork Progression Seminar II

This course is individually designed to offer specific support and remediation work for the student who experienced an unsuccessful first affiliation of Level II Fieldwork. This course will focus on assisting the student to acquire and practice foundational skills considered necessary for a successful full-time clinical placement. This course is part two of a two-part series, which students must complete after an unsuccessful first affiliation of Level II Fieldwork. Prerequisite: OT 485.

OT 487 1-3 credits

Fieldwork Progression Seminar III

This course is individually designed to offer specific support and remediation work for the student who experienced an unsuccessful second affiliation of Level II Fieldwork. This course will focus on assisting the student to acquire and practice foundational skills necessary for a successful placement into FW II. This course must be completed after an unsuccessful second affiliation of Level II Fieldwork. Prerequisite: Successful first Level II fieldwork and a terminated second Level II Fieldwork.

OT 501 4 credits

Analysis of Theoretical Concepts in Occupational Therapy Practice I

Students utilize knowledge gained during undergraduate studies and fieldwork experiences to study problems in clinical reasoning. Students apply 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, laboratory simulations, and field trips. The case studies represent persons with disorders and health conditions occurring at the beginning of life through late adolescence. Prerequisite: OT 416 and 417, or permission of the Program Director.

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. Prerequisite: OT 416 & 417, or permission of the Program Director.

OT 503 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 choose between a research project or an action project, define a research interest, and work with an advisor in the scholarly project. By the end of the course, students develop a detailed proposal and obtain formal approval from their adviser and the institutional review board. Prerequisite: MAT 208, PSY 309, OT 416 & 417, or permission of the Program Director.

OT 505 4 credits

Analysis of Theoretical Concepts in Occupational Therapy Practice II

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 project experienced through collaborative exercises, laboratory simulations and field trips. The case studies represent persons with disorders and health conditions of early adulthood through the end of life. Prerequisite: OT 501, OT 416 & 417, or permission of the Program Director.

OT 513 3 credits

Advocacy and Public Policy

This course focuses on the identification and analysis of those factors influencing the change within the profession and the promotion and development of leaders within the profession. Examines the needs, resources, policies and legislation affecting occupational therapy profession at the regional, national, and global levels. Issues of financing services, reimbursement,

measuring outcomes, developing partnerships, grant writing, the development of business and marketing plans are presented. The role of the practitioner as an educator, advocate, and consultant with a central focus on occupation and its relationship to health are examined. OT majors only. Prerequisites: formal acceptance into the OT Program or Permission of the Program Director, OT 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, CARF, JCAHO, etc.) as they relate to managing services and leading organizations. Students will explore the operational functions required within multiple practice settings, and consider different models for ethical leadership. OT majors only. Prerequisite: Formal acceptance into the OT Program or Permission of the Program Director, OT 482 (Grade of "P") and OT 483 (Grade of "P").

OT 526 3 credits

Current Trends In OT: Wellness & Public Health

This course will investigate timely topics of critical interest to occupational therapy professionals. The current focus will examine the role of the occupational therapist in the promotion of wellness & health, disability postponement, and prevention through the use of the public health and social models of disability. Emphasis will be placed on the relationship between chronic disease, disability, occupational performance, and wellness from the societal perspective and of those living with disabilities. Presentation of historical analysis, healthcare discourse, cultural critique, evaluation and application of occupational therapy theories and philosophies will expand

opportunities for service delivery to disadvantaged, underserved and/or nontraditional populations both in the United States and internationally. OT majors only. Prerequisite: Formal acceptance into the OT Program or Permission of the Program Director, OT 482 (Grade of “P”) and OT 483 Grade of “P”).

OT 601 3 credits

Occupational Therapy Outcomes

Examines health related quality of life measures as indicators of occupational therapy interventions for individuals, families, and communities. Issues in discharge planning, transition to the community, and economic factors are analyzed. Techniques in making level of care decisions, choosing the best approach for intervention, and assessing quality of care based on evidence is presented. During course related fieldwork students develop an outcomes measure for occupational therapy services. Prerequisite: OT 416 & 417, or permission of the Program Director.

OT 603 3 credits

Advocacy and Leadership

Current and future professional issues and ethics are presented. The course focuses on identifying and analyzing factors in the health care environment, and those skills needed to develop advocacy and leadership. Methods for developing partnerships, sources of funding, grant writing, the development of business and marketing plans are presented. The role of the practitioner as an educator of clients, families, and the community is explored. Course related fieldwork requires completion of a proposal for new or expanded occupational therapy services. Prerequisite: OT 416 and 417, or permission of the Program Director.

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 choose between a research project and an action project, define an area of interest, and work with an advisor to develop a research proposal. By the end of the course students will have obtained approval for their research from their advisor and the Institutional Review Board. OT majors only. Prerequisites: Matriculation into the MS OT degree or Permission of the Program Director, MAT 208 or equivalent (Grade of “C” or higher), 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).

OT610 4 credits

Research Project

Completion of the research or action initiated in OT 503 expands the understanding of the research process at the graduate level. An interdisciplinary team of faculty members supervise the research or action project. Meeting with peers and faculty provides opportunities to share and critique findings. The capstone activity is a committee presentation and defense of the research project. Prerequisite: OT 503.

OT 620 3 credits

Research Report

Completion of the research or action project initiated in OT 503 Research Design will expand the understanding of the research process at the graduate level. Critical review of professional literature will prepare students to be users of research. An interdisciplinary team of faculty will supervise the research or action project. Meeting with peers and faculty will provide opportunities to share and critique findings. The capstone activity is a written report and an oral defense of the research project. 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

This capstone course is the culmination of the Masters of Occupational Therapy Program and as such must reflect a high degree of scholarly competence for students. Students working with a faculty research mentor will develop their research project in preparation for critical review and public defense. The culminating activity of this course will be a committee presentation and defense of the research or action project. 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”).

*Level I fieldwork requires a minimum of 15 hours for each of the designated courses. Students are responsible for required health status, insurance, special clothing, travel expenses, and other designated prerequisites for each fieldwork experience.

PHILOSOPHY

Courses in philosophy are designed to acquaint students with the fundamental principles and methods of the subject and to develop skills in critical thinking and analysis.

A major in philosophy prepares students for graduate studies in philosophy and also provide a solid foundation for law school or other professional careers. A minor in philosophy may be taken in conjunction with any other major and can help students develop a more thoughtful perspective on their field of interest.

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, Foundations of Philosophy, or permission of department chair. Students in the Mid-degree, Plus Two, and Degree Completion programs 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.

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PHI 200 3 credits

Ethics: Values and Quality of Life

Systematic study of ethics with the aim of arriving at objective values and principles of moral conduct as the means to genuine happiness. Normative ethics is compared and contrasted with descriptive ethics and meta-ethics. Cultural, philosophical and historical approaches to ethics are also considered.

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 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

Existentialism 3 credits

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

Introduction to 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 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 Innovative Degree Programs (Plus Two, Mid-Degree, Degree Completion). Other students must have permission of the instructor.

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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.

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 415 3 credits

Philosophy of Religion

An inquiry into the place of reason, faith, and experience in religion. Readings include classics in eastern and western thought.

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 425 3 credits

Philosophy of Education

Basic concepts and methods applied to educational issues, including a survey of philosophies of education and approaches to development of personal philosophies of education.

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 credits in Physical Education may be applied to a baccalaureate degree. Some courses may require additional fees.

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 102 1 credit

Bowling

Fundamental movement patterns are emphasized. First class meets in Physical Education Center gymnasium. Remaining classes meet at Berks Lanes (15 minute drive).

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 104 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 may only take PED 104 or PED 133. Cross-listed with AT 113.

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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 107 1 credit

Tennis

Fundamentals are stressed. Course is designed for beginners, but all are welcome.

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 130 1 credit

Golf

Fundamentals are stressed. Course is designed for beginners, but all are welcome.

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 200 1 credit

Aerobics II

For students already familiar with aerobic dance whose physical condition permits intensive activity. Prerequisite: PED 100 or permission of instructor.

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.

PHYSICS

Alvernia University offers a minor in physics. Students complete PHY 110, 111, 304 and two other 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 assistant 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 liberal arts 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.

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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 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 111, MAT 231.

PHY 206 3 credits

Optics

Study of the geometrical and physical theory of light. Prerequisite: PHY 111.

PHY 303 3 credits

Electricity and Magnetism

Theoretical study of electrostatics, electromagnetism, electromagnetic waves and direct and alternating current phenomena. Prerequisites: PHY 111, MAT 231.

PHY 304 4 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. Course includes three hours laboratory per week. Prerequisite: PHY 111.

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 communications.

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.

244

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 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

The Department of Psychology and Counseling, in accordance with the Mission Statement of Alvernia University, prepares students to study behavior and mental processes within an applied framework.

This approach encourages students to integrate psychological research and theories with ethical practice and moral responsibility and leadership.

With an emphasis on human dignity, the department instills in students the concept of service to diverse populations.

The department provides an environment, which fosters the development of critical thinking skills. Students acquire professional development skills through community based learning.

PSYCHOLOGY

Major: 44 credits

Required: PSY 101, 208, 301, 310, 314, 320, 408, 412, 413, 422, 423 and five electives.

Recommend: BIO 109, MAT 208 or 209

Electives in Psychology may be fulfilled in one of the following emphases:

General Psychology: student chooses a unique combination of courses.

Counseling/Rehabilitation: PSY 215, 303, 330, 340, 403.

Sports Psychology: PSY 210, 306, 308, 405, 440.

Forensic Psychology: PSY 215, 303, 403, 405, 430.

Minor: 18 credits

Required: PSY 101, 208, 215 or 308, 309. Electives: 6 credits in psychology.

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 208 3 credits

Human Development across the Life Span

Focuses on physical, cognitive, social, personality and moral development through life span from infancy to old age. 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 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.

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.

PSY 309 3 credits

Scientific Methods in Behavioral Science

Provides the essentials for understanding the significance and nature of scientific methods in the behavioral sciences to enable students to be critical consumers of research. Prerequisite: PSY 101.

PSY 310 3 credits

Experimental Psychology

Introduces students to various scientific techniques and procedures, emphasizing experimental designs used in psychology. The course focuses on how to turn theories into concrete and testable notions, evaluate studies, avoid pitfalls, and remain ethical. Prerequisites: junior Psychology major and PSY 101.

PSY 314 3 credits

Counseling Theories and Techniques

Examination of the dynamics of counseling along with the basic techniques and various methods utilized in the counseling setting. Prerequisite: PSY 101.

PSY 320 3 credits

Research Methods in Psychology

Introduces students to planning, conducting and reporting laboratory, field and/or library research, by completing a research project in accordance with recognized principles of scientific and ethical standards. Prerequisites: MAT 208 or 209; PSY 101; or with approval of the instructor.

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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.

PSY 340 3 credits

Rehabilitation Psychology

Examines the psychological process involved in the recognition, acceptance, and treatment of an emotional, physical, or cognitive impairment from the perspective of the individual who experiences the impairment as well as the professional involved in the rehabilitation process. Topics include attitudinal changes, motivation, adjustment, social interactions, coping skills, competency, independence, and career planning as they relate to both the consumer of services and the service provider. The historical, legal, and philosophical background of the rehabilitation process is explored. Prerequisite: PSY 101.

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.

PSY 360 1 credit

Tutorial in Psychology

Elective for juniors/seniors who have demonstrated competence in introductory courses in Psychology, and are judged qualified to assist students, one on one. Permission of departmental faculty required. May be repeated.

PSY 403 3 credits

Psychopathology

Examination of maladaptive behavior. The etiology, clinical picture and treatment of various syndromes are discussed. Prerequisite: PSY 101.

PSY 405 3 credits

Social Psychology

Explores current research and principles of human social activity with emphasis on nature of interpersonal behavior. Prerequisite: PSY 101.

PSY 408 3 credits

Seminar

Capstone course in which a research project initiated in PSY 320 is prepared for professional written and oral presentation. Presentation of the completed project is required. The course includes readings and discussion of research in selected topics. Prerequisite: PSY 101 and 320.

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

Practicum I Seminar

Weekly seminars focus on sharing and evaluating practicum experiences. Integration of experiential learning with theory is stressed. Ethical and professional concerns are examined. Prerequisite: senior psychology major. Co-requisite: PSY 412.

PSY 423 2 credits

Practicum II Seminar

Weekly seminars focus on ethical, clinical and professional issues. Prerequisite: 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.

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.

MASTER OF ARTS PROGRAM IN COMMUNITY COUNSELING

The Master of Arts Program in Community Counseling is designed to combine theoretical knowledge, research, professional skills and an ethical foundation to prepare students to work with individuals, families, couples, groups and communities to enhance their ability to function within society. Special emphasis is placed on working with populations experiencing co-occurring mental health and substance abuse disorders. The Community Counseling Program is approved by the Pennsylvania Department of Education.

Graduate Assistantship opportunities may be available to graduate students. For more information on these opportunities and this M.A. program, contact the Graduate Center at 610-796-8228.

COURSE DESCRIPTIONS

**500 and 600 level courses are for the M.A. programs in community counseling and the core courses (COR) are for the M.A., M.B.A., M.C.C., and the M.Ed. programs. See the Graduate Catalog for course descriptions.*

COR 510	Moral Leadership
COR 600	Organizational Professional Ethics
MCC 500	Introduction to Counseling
MCC 510	Human Development Across the Life Span
MCC 515	Psychopharmacology
MCC 520	Counseling Theories
MCC 525	Psychobiology of Addictions
MCC 530	Multicultural Issues in Counseling
MCC 535	Counseling Children and Adolescents
MCC 540	Addiction and Society
MCC 545	Family Therapy Concepts & Methods
MCC 550	Practicum
MCC 560	Legal & Ethical Issues in Counseling
MCC 600	Advanced Counseling Theories and Techniques with Individuals
MCC 605	Counseling Special Populations
MCC 610	Advanced Counseling Theories and Techniques with Groups
MCC 615	Relapse and Recovery
MCC 620	Research Methods and Program Evaluations
MCC 625	Spirituality and Healing Process

MCC 630	Appraisal, Tests and Measurements
MCC 635	Criminality & Addictions Counseling
MCC 640	Psychopathology
MCC 650	Career Counseling
MCC 655	Program Management and Clinical Supervision
MCC 670	Internship I (300 hours)
MCC 680	Internship II (300 hours)
MCC 685	Advanced Clinical Internship

SOCIAL SCIENCE

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.

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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 shall require the 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

Total Program: 126-128 credits

Liberal Arts Core: 42 credits

The following are required as part of the Liberal Arts Core: PSY 101, HIS 101 or 102, COM 101 with a minimum grade of B-, COM 270

Secondary Education Professional Education: 33 credits

SPE 100, ED 20, 206, 209, 306, 313, 333, 416, 431, 470, 472

Major: 33 credits

ECON 110, POS 101, 111, HIS 112, 240, 303, HIS 426 or POS 425 or SSC 425; HIS 307 or 319 or 323; HIS 337 or 349 or 353; HIS 300 or 308 or 322; HIS 344 or 352 or 364

Related Requirements: 18 credits

MAT (not MAT 100 or MAT under Liberal Arts); POS 424 or PHI 420; POS 212, 225, 331, PSY 210

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 BSW (Bachelor Degree of Social Work). 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 gain the skills necessary to work effectively with individuals, families, groups, organizations, communities and the larger society. Issues concerning ethnicity, culture, gender and populations-at-risk are incorporated throughout the program. Students examine the contributions and needs of these special populations. The curriculum focuses on the various institutions, which 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:

- Help students integrate liberal arts and professional knowledge, values and skills into competent entry-level practice;
- Prepare students to understand social policy and policy analysis, and to participate in efforts directed toward policy change;
- Help students become aware of issues related to human diversity and be of assistance in pursuing equity in professional and institutional relations;
- Motivate and prepare students for continuing professional development and education.

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 client's 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 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 2.25 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.

BACHELOR OF SCIENCE IN SOCIAL WORK

Major: 65 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, 231, 347.

Related Areas: 13 credits

BIO 109; MAT 208 or 209; 3 credits in Psychology; 3 credits in Sociology.

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: 19 credits

Required: SW 201, 203, 209, 211, 307, 308.

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.

Departmental Requirement:

Students who achieve junior status must maintain an overall GPA of 2.25 to remain in good academic standing within the Social Work Department.

Students may repeat/delete a Social Work course (only once) in order to achieve a “C” in that specific course.

MARYWOOD UNIVERSITY MASTER OF SOCIAL WORK

Alvernia University offers Marywood University's Master of Social Work on our campus. Students have an opportunity to complete this degree largely on Alvernia's campus. See the Program Director for the Marywood Program in the Graduate Center for further details.

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, day care, 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 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 systems approaches 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.

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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 322 3 credits

Health Care, Chronic Illness, and the Social Work Profession

This course teaches practice models and multi-level methods of intervention for effective social work practice in health care. Included in the course are health promotion, disease prevention, assessment, treatment, rehabilitation, continuing care, and discharge planning.

SW 347 3 credits

International Community Development

Associated with the Dominican Republic Program, La Mision de Amistad, students learn theory, comparative cultural values, and the skills associated with community development within a developing country. This course fulfills the human diversity graduation requirement.

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. Prerequisite: SW 306.

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.

Prerequisite: SW 401.

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. Prerequisite: SW 306 and 316.

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.

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.

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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 liberal arts core requirement. Co-requisite: SW 403.

SW 408 1 credit

Senior Field Seminar II

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 liberal arts 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 health care 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.

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, Plus Two, and Degree Completion programs are exempt from this requirement.*

THE 105 3 credits

Foundations of Theology

Inquiry into 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 245 3 credits

Introduction to 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 PHI 245.

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.

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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 Innovative Degree Programs (Plus Two, Mid-Degree, Degree Completion). 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.

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: THE105; 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.

THEATRE

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 THR 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. Cross-listed with COM 142.

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. Cross-listed with COM 150

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. Cross-listed with COM 155.

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. Cross-listed with COM 156.

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. Cross-listed with COM 255.

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. Cross-listed with COM 350.

THR 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 ENG 355.

THR 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.

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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. Pre-requisite: 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. Cross-listed with COM 404.

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. Cross-listed with COM 434.

WOMEN'S STUDIES

Alvernia offers a minor in Women's Studies that is designed to heighten awareness of the impact of gender across all areas of human endeavor, encouraging a better appreciation of the diverse contributions of our common humanity.

Minor: 15 credits

9-15 credits from: ENG 216; PSY 308; HIS 230; SOC 411; MUS 331.

A maximum of six credits from: CJ 411; MUS 222; PHI 420; PSY 215; SSC 321; SW 202, 203; THE 300.

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 Assistant Professor of Nursing
 BSN The Pennsylvania State University
 MSN Villanova University

Scott Ballantyne, Ed.D., PRSBA
 Associate Professor of Business
 EPFC Policy & Leadership Fellow
 BA Alvernia University
 MPA Kutztown University
 EdD Widener University

Travis A. Berger, M.Ed.
 Instructor of Sport Management
 BA The Pennsylvania State University
 MEd Alvernia University

Beth Berret, Ed.D., SPHR
 Associate Professor of Business
 BS Bloomsburg State College
 MBA Philadelphia College of Textiles & Science
 EdD Widener University

Dolores B. Bertoti, MSPT
 Associate Professor of Occupational Therapy/Athletic Training
 BS, MSPT Temple University

Thomas R. Bierowski, Ph.D.
Associate Professor of English
BA St. Joseph's University
MA San Francisco State University
PhD Lehigh University

Tim Blessing, Ph.D.
Professor of History
BA University of Wyoming
MPA, MA, PhD The Pennsylvania State University

Marian Bompadre, MA
Instructor of Biology
BA Immaculata University
MA University of Kentucky

Peggy Bowen-Hartung, Ph.D., CTS
Associate Professor of Criminal Justice
BS, MS, PhD Texas A&M University

Vera Brancato, Ph.D., MSN, BSN
Professor of Nursing
BSN, MSN University of Pittsburgh
EdD Widener University

Audrey Caldwell, MA
Associate Professor of English and Communication
BS Millersville State College
MA Villanova University

Karen Ann Cameron, Ph.D., OTD, OTR/L
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.
Associate Professor of Forensic Science
BS King's College
PhD University of South Carolina

Greg Chown, OTD, OTR/L, BA
 Assistant Professor of Occupational Therapy
 BA Laurentian University, Canada
 BS McMaster University, Canada
 OTD Rocky Mountain University School of Health Professions

Scott Davidson, MA
 Instructor
 BS St. Louis University
 MA Washington Theological Union

Roxana Delbene, Ph.D.
 Assistant Professor of Languages
 BA Instituto de Profesores Artigas
 MA and PhD University of Pittsburgh

Maria Euginia De Luna Villalon, Ph.D.
 Instructor of Spanish
 BA, MA Universidad de las Americas Puebla, Mexico
 PhD University of Western Ontario, London, ON

Marybeth DeMeo, M.A.T.
 Associate Professor of English and Communication
 BA Syracuse University
 MAT University of Notre Dame

Liang Ding, Ph.D.
 Assistant Professor of Business
 BE Nanchang University
 MS Jiangxi University of Finance and Economics, China
 MA Howard University
 PhD Kent State University

Pietro DiStrovolò, MA
 Associate Professor of Language
 Degree, Instituto 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

Bryan T. Dreibelbis, M.Ed.
Associate Professor of Business
BS, MEd Bloomsburg State College

Joseph Elder, Ph.D., MA, M.Ed., BA
Assistant Professor of Education
BS, MEd West Chester University
MS University of Scranton
EdD Tempe University

Catherine Emery, MSOT
Assistant Professor of Occupational Therapy
BS Albright College
MSOT Boston University

Ellen M. Engler, M.S.Ed.
Associate Professor of Education
AB Immaculata College
MSEd Temple University

Anne M. Fink, RN, MSN
Assistant Professor of Nursing
BSN Thomas Jefferson University
MSN DeSales University

Caroline M. Fitzpatrick, Ph.D.
Assistant Professor of English, Communication and CIS
BS The Pennsylvania State University
MS Wilkes University
MA Bloomsburg University
PhD Indiana University of Pennsylvania

Louise Fura, RN, CRNP, MSN
Assistant Professor of Nursing
BSN DeSales University
MSN University of Pennsylvania

Elizabeth A. Gardner, Ph.D.
Assistant Professor of Biology
AB Indiana University
PhD Indiana University Medical Ctr.

John D. Gieringer, MA
Assistant Professor of Mathematics and Physics
BA Alvernia University
MA Kutztown University

Kevin Godfrey, Ph.D.
Associate Professor of Theology
Executive Director, Association of Franciscan Colleges and Universities, Inc.
BA University of Minnesota
MA The Catholic University of America
PhD Saint Louis University

Deborah A. Greenawald, Ph.D., RN
Assistant Professor of Nursing
BMus Bucknell University
BSN George Mason University
MSN Widener University
PhD Widener University

Susan Guay, MA
Instructor of English/Communication
BA, MA, MEd University of South Florida

Melissa Guyer, MFA
Assistant Professor of Theatre
BA Indiana University of Pennsylvania
MFA The University of North Carolina at Greenboro

Corey Harris, MA, BA
Assistant Professor of Theology
BA Lafayette College
MA LaSalle University
Grad Certificate in Health Care Ethics, Duquesne University

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Affiliate Faculty (Reading Hospital School of Health Sciences)

Assistant Professor of Biology

BS West Chester University

DC Life University

Diane Woznicki Kraft, MS

Affiliate Faculty (Reading Hospital School of Health Sciences)

Instructor of Biology

BS Penn State University

MS New York University

Michael Kramer, M.Ed.

Instructor of Communication

BS Kutztown State College

MA Lehigh 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

BA St. Joseph's University

JD Villanova University

Richard Law, Ph.D.

Associate Professor of English and Communication

BS West Chester State College

MA Lehigh University

PhD Temple University

Joan M. Lewis, Ph.D., ASCW, MSW

Associate Professor of Social Work

MSW Temple University

BA, PhD, Marywood University

Ann Marie Licata, Ph.D., MS, BS
Assistant Professor of Education
BS Indiana University of PA
MS St. Bonaventure University
PhD Marywood 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.
Assistant 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., M.Ed., MS, BA
Assistant Professor of Education
BA Alvernia College
MS Millersville University
MEd Wilkes University
EdD University of Delaware

Susan McDonald, Ph.D., MSW, BA
Assistant Professor of Social Work
BA Kings' College
MSW Marywood University
PhD Fordham University

Rosemary C. McFee, M.Ed, BS
Instructor of Criminal Justice
BS Pennsylvania State University
MEd Lehigh University

Steven Melnick, Ph.D., M.Ed.
Professor of Education
BS Kutztown State College
MEd Kutztown State College
PA Administrative Certification Bucknell University
PhD University of Connecticut

Jennifer Nolan Michalik, MM
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MM Northwestern University

Kathleen A. Muzevich, Ed.D.
Assistant Professor of Education
BS and MEd Bowling Green State University
MA Villanova University
EdD Widener University

Leon Neiman, MS
Affiliate Faculty (Reading Hospital School of Health Sciences)
Instructor of Biology
BS, MS Millersville University

Michael P. Nerino, MS
Assistant Professor of Computer Information Systems
BS U.S. Coast Guard Academy
MS U.S. Naval Postgraduate School

Sister Paula Nowak, OSF, MATM
Instructor of Math
BA Alvernia College
MA Villanova University

Neil H. Penny, Ed.D.
Assistant Professor of Occupational Therapy
BS University of Birmingham
MS St. Joseph's University
EdD Wilmington University

Thomas G. Porrazzo, ATC, Ph.D.
Associate Professor of Athletic Training
BSE S.U.N.Y. at Cortland
MS Eastern Illinois University
PhD Temple University

Jodi Radosh, Ph.D.
Associate Professor of Communication
Associate Director, Center for Community Engagement
BA Rutgers University
MJ, PhD Temple University

Peter Rampson, MA, BA
Assistant Professor of Graphic Art
BA Rhode Island School of Design
MA North Carolina State University

John A. Rochowicz, Jr., Ed.D.
Professor of Mathematics/Physics
BS Albright College
MS, EdD Lehigh University

Cynthia D. Rothenberger, RN, CDE, ACNS, BC, MSN
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

Elaine L. Schalck, M.S.Ed.
Assistant Professor of Chemistry
BS Alvernia University
MSEd Temple University

Tracy Scheirer, MS
Instructor of Nursing
BS Albright College
MS West Chester University

Mary B. Schreiner, Ph.D.
Associate Professor of Education
BS, MEd Slippery Rock University
PhD The Pennsylvania State University

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Associate Professor of Music
BS West Chester State College
MM University of North Texas

Bongrae Seok, Ph.D.
Associate Professor of Philosophy
BA, MA Seoul National University
MA, PhD University of Arizona

A. Janae Sholtz, Ph.D.
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BA Rhodes College
MA New School University
PhD University of Memphis

Jonathan H. Silver, Ph.D.
Assistant Professor of Business
BA, MA Bucknell University
MBA University of Pittsburgh
PhD The Pennsylvania State University

Holly L. Smith, M.Ed.
Instructor of Education
BA, MED Millersville University

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, ATC, EMT, Ed.D.
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BS, MEd The Pennsylvania State University
EdD Wilmington College

Mary Ellen Symanski, RN, Ph.D.
Associate Professor of Nursing
BSN University of Delaware
MS University of Maryland
PhD Wayne State University

Takele Tassew, Ph.D.
Assistant Professor of Economics
BA Daystar University, Nairobi, Kenya
MA Associated Mennonite Biblical Seminary
PhD Mississippi State University

Karen S. Thacker, Ph.D., RN, CNE
Associate Professor of Nursing
BSN Marshall University
MSN West Virginia University
PhD Widener University

Nathan Thomas, Ph.D.
Associate Professor of Theater
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MA, PhD Michigan State University

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MSEE Georgia Institute of Technology
MBA Long Island University

Tufan Tiglioglu, Ph.D.
Associate Professor of Business
BS Istanbul Technical University
MA, PhD Texas Tech University

Constance L. Twyman, RN, MSN
Assistant Professor of Nursing
BS University of New York
MSN West Chester University

Gerald S. Vigna, Ph.D.
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BA Temple University
PhD Northwestern University

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Professor of Counselor Education/Psychology
BS King's College
MS University of Scranton
PhD Lehigh University

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BA Elon University
MA, PhD George Mason University

Mary Ellen Wells, JD, LLM
Associate Professor of Business
BBA University of Massachusetts
JD, LLM Boston University

Paul L. West, LPC, Ed.D.
Assistant Professor of Psychology
BS, MS Shippensburg University
EdD Virginia Tech

Victoria Claire Williams, Ph.D.
 Associate Professor of Political Science
 BA Lynchburg College
 MA Baylor University
 MA, PhD University of Kentucky

Kathleen Z. Wisser, Ph.D., RN, CPHQ
 Assistant Professor of Nursing
 BSN Thomas Jefferson University
 MS in Nursing Pennsylvania State University
 PhD Indiana University of PA

Donna Yarri, Ph.D.
 Associate Professor of Theology
 BA Queens College
 MDiv Alliance Theological Seminary
 PhD Southern Methodist University

Di You, Ph.D.
 Assistant Professor Psychology
 BA Inner Mongolia Polytechnic University
 PhD University of Minnesota

Professor and Dean Emerita

Sr. Mary Stella Cisz, OSF
 Professor Emerita of Nursing
 BSN Creighton University
 MSN Catholic University of America

Louise Grim, M.S.Ed.
 Professor Emerita of Physical
 Therapy
 BA McGill University
 Certification of Physical Therapy,
 University of Montreal
 MEd Temple University

Sister M. Mercylle Grzeszkiewicz,
 OSF
 Professor Emerita of Music
 BM College Misericordia
 MME North Texas State University

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

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

2011-2012 ACADEMIC CALENDAR

FALL 2011

Saturday classes begin	Aug 27
Classes begin (Day, Mod 1, & Grad)	Aug 29
Labor Day Holiday (no classes Day, Evening, & Sat)	Sept. 3-5
Last day to add/drop (Day, Mod 1, Grad, & N1)	Sept 6
Classes resume	Sept 6
Last day to withdraw without F – Mod 1	Sept 26
Feast Day of St. Francis of Assisi	Oct 4
Feast of St. Francis observed – no classes (no classes day, Sat classes in session)	Oct 7
Mod 1 ends	Oct 19
Mod 2 starts	Oct 20
Last day to add/drop Mod 2	Oct 27
Pre-registration for Spring	Oct 31 –Nov 4
Last day to withdraw without F (Day & Grad)	Nov 4
Last day to W/D Mod 2	Nov 16
All Day, Eve, Mod, & Grad classes in session	Nov 23
Thanksgiving Holidays	Nov 24 - 27
Classes resume	Nov 28
Last class day (day)	Dec 9
Mod 2 & Grad ends	Dec 13
Study Day	Dec 14
Final examinations (day)	Dec 12-13-15-16
Graduation (Graduation Snow Date Dec 20)	Dec 18

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 2012

Winterim sections begin on or after	Dec 19
Last day to add/drop	Jan 4
Last day to W/D without F	Jan 9
Last day Winterim	Jan 13
Martin Luther King Observed – no classes	Jan 16
Classes begin (day, Mod 3, & Grad)	Jan 17
Saturday classes begin	Jan 21
Last day to add/drop (Day, Mod 3, & Grad)	Jan 24
Last day to W/D without F Mod 3	Feb 13
Spring break – no classes day only	March 5-9
(All classes beginning at 5:30 or later Including N1 & Sat are in session)	
Mod 3 ends	March 7
Mod 4 begins	March 12
Last day Add/Drop Mod 4	March 19
Pre-registration for Fall	March 26-30
Last day to W/D without F – Day & Grad	March 30
Easter Holidays (Day, Eve, & Sat)	April 5-8
All Mod, Grad, & N1 in session	April 9
Last day to W/D without F – Mod 4	April 12
Mod 4 & grad ends	May 3
Last class day (day)	May 4
Saturday classes end	May 5
Study Day	May 9
Final examinations (day)	May 7-8–10-11
Graduation	May 12

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 2012

Mod 5, Full Summer, & Mod A begins	May 14
Last day to add/drop Mod A	May 15
Saturday classes begin	May 19
Last day to add/drop Mod 5	May 21
Last day to W/D Mod A	May 25
Memorial Day Holiday	May 28
Classes resume	May 29
Mod A ends	June 1
Last day to W/D without F - Mod 5	June 11
Mod B starts	June 11
Last day to add/drop Mod B	June 12
Last day to W/D without F Mod B	June 22
Mod B ends	June 28
Mod 5 ends	July 3
4 th of July Holiday - no classes	July 4
Mod 6 starts	July 5
Last day to add/drop Mod 6	July 12
Last day to W/D without F Mod 6	Aug 1
Saturday classes end	Aug 18
Mod 6 ends	Aug 23

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
(ph) 1-888-ALVERNIA | (f) 610-790-2873 | www.alvernia.edu