



Alvernia
University

2022-2023 - Course Catalog

Course Catalog

2022-2023

Effective Catalog

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

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

See the Registrar for more information.

Students who interrupt their schooling for more than one calendar year must reapply to the university and are subject to the requirements in the most recent catalog.

The contents of this catalog are provided for the information of the student. It is accurate at the time of printing, but is subject to change from time to time as deemed appropriate by the university in order to fulfill its role and mission or to accommodate circumstances beyond its control. Changes may be implemented without prior notice and without obligation and, unless specified otherwise, are effective when made. Feedback, additions, and corrections should be directed to:

The Provost Office

610-796-8340

Telephone Directory

Academic Success Center (ASC)	610-568-1494
Admissions	610-796-8269
Athletics Office	610-796-8276
Bookstore	610-796-8250
Mission and Ministry	610-796-8211
Communications	610-796-8281
Community Standards	610-796-5508
Facilities Department	610-796-8243
Health and Wellness Center	610-568-1467
Holleran Center for Community & Global Engagement	610-790-1925
Institutional Advancement	610-796-8259
Justice, Equity and Inclusion	610-796-8211
Library	610-796-8223
Marketing	610-796-8281
Office of the Senior Vice President and Provost	610-796-8340
O'Pake Institute-Economic Development & Entrepreneurship	484-254-2125
Public Safety	610-796-8350
Registrar's Office	610-796-8201
Residence Life	610-796-8320
Graduate & Adult Education	610-796-8228
Student Activities	610-796-8408
Student Financial Services/Student Accounts Office	610-796-8201
University Life	610-796-8211

Mailing Address

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

Nondiscrimination and Harassment In the Workplace

Nondiscrimination Policy: ALVERNIA UNIVERSITY complies with all applicable federal, state and local nondiscrimination laws in the administration of its educational programs, services, and employment relationships.

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

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

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

Harassment Policy: ALVERNIA UNIVERSITY strives to maintain an environment where all employees and students are free from harassment. It is the responsibility of each person on campus to respect the personal dignity of others. The university will not tolerate harassment of any type. No employee or student will be discriminated or retaliated against for bringing alleged issues of harassment to the attention of the university, and employees and students are encouraged to do so. Employees of the university are encouraged to consult with the Director of Human Resources regarding their concern. Students are encouraged to consult the Dean of Students for assistance. These individuals have been trained in issues involving harassment awareness and prevention.

Mission Statement

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

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

To Learn, To Love, To Serve

Vision Statement

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

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

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

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

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

Institutional Heritage

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

In the thirteenth century, the growth of the Franciscan Order was enriched by a desire for learning among the first friars and early Franciscan scholars, including the earliest Franciscan theologian, St. Anthony of Padua, followed by St. Bonaventure and Blessed John Duns Scotus, long associated with the great medieval universities of Paris and Oxford. The early Franciscans easily recognized the need to provide sound training in philosophy and theology for the growing members of the rapidly expanding

Order; from this awareness developed the Franciscan Intellectual Tradition, founded on the spirituality and vision of Francis and Clare of Assisi. A distinguishing trait of this tradition, making it singularly different from other great western religious traditions, is the intellectual view described by Saint and scholar Bonaventure as “knowledge joined with love.” Franciscan education recognizes the importance of love complementing understanding and learning, and the primacy of works-oriented active love that gives the intellectual life a practical context for implementation.

Alvernia University reflects the visionary leadership and uncommon perseverance of its founding president, Sister Mary Zygmunta Froncek, and the dedicated religious and lay faculty who laid the groundwork for academic excellence, intellectual curiosity, and learning linked with charity, service and social justice. As pioneers in the field of Catholic education, the Bernardine Franciscan Sisters were part of the 20th century movement in the Catholic Church to serve the poor and immigrant populations in America by founding and staffing schools and hospitals throughout the U.S. Their inclusive embrace positioned the congregation to serve beyond the needs of the Polish settlements, anticipating Alvernia’s present-day outreach to the growing Latino community in Reading. On the campus of Mt. Alvernia, the sisters opened an orphanage and a high school housed in Francis Hall. As the Order grew and the education of its members became a priority, the congregation founded a liberal arts college for women religious in 1958, graduating its first class of four sisters in 1961. With the increase in lay enrollment and expansion of academic offerings, it received final accreditation from the Middle States Commission on Higher Education in November, 1967.

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

Today, Alvernia brings together students diverse in age, background, belief, and educational interests to pursue academic excellence in a range of undergraduate, graduate, and non-degree programs, including an interdisciplinary Ph.D. program with concentrations in corporate, community and educational leadership. Across all programs, the hallmark of an Alvernia education is a conception of learning as grounded in values, connecting classroom and community, and linked to leadership and service. With the purchase of the Upland Center in 2006, Alvernia strengthened its commitment to lifelong learning and community outreach by creating a new home for graduate and adult education, and launched two new initiatives: a Center for Ethics and a Center for Community Engagement, helping to incorporate the broader community into the curriculum of higher education. As we move into the second decade of the Twenty First Century, Alvernia’s CollegeTowne Initiative expands the reach and influence of the University into Downtown Reading. Heralding the Bernardine Sisters’ earliest missions to outreach and minister to the surrounding community, Alvernia seeks to expand its relationship and community partnership with our diverse local community. Rooted in the liberal arts tradition of rigorous, open

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

True to its Franciscan heritage and mission motto “**To Learn, To Love, To Serve,**” Alvernia’s Franciscan values have shaped its character and history since its founding. Service, humility, collegiality, contemplation, and peacemaking are institutional core values woven through the academic, co-curricular, and spiritual culture of Alvernia. Francis of Assisi, an agent of spiritual change in the Middle Ages, gave to the Franciscan Movement and all humanity a legacy that is timeless and universal. To be Franciscan is to respect the dignity of each human person and all creation; to be open to the world and its diversity of cultures, faiths, traditions, races and peoples; to honor right relationships; and to seek peace through action for justice.

Core Franciscan Values

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

Honor Code

Alvernia University’s mission includes developing ethical leaders with moral courage. To uphold that mission, members of the Alvernia community promise to act in ways that are honest and principled and bring honor to the university.

As members of the Alvernia community, we commit to uphold the highest academic standards, based on honesty, trust, fairness, respect, and responsibility. We promise to act with the highest degree of integrity and moral courage in regard to our behavior and those we observe.

Breaches of honesty include (but are not limited to):

- Failure to cite a source, whether deliberately or unintentionally/ accidentally.
 - Copying, paraphrasing, or summarizing from any published or unpublished source without citing. This would include any online source.
 - Deliberately or unintentionally/accidentally presenting as your own work the words or ideas of another.
 - Using the words of others without quotation marks enclosing those words.

- Copying a paper, parts of a paper, or submitting any work that is not your own.
 - Putting your name on group work when you did not significantly contribute to the work of the group.
 - Putting the name of another student on work when that person did not significantly contribute to the paper or work.
 - Submitting as one's own, parts or the whole of another person's paper, exam/ test answers, essay, reflective writing, computer program, work of art, or musical composition

Everything submitted to a faculty member (professor / instructor) for a grade/ credit/ assessment is subject to the Honor Code Policy. It is the student's responsibility to clarify with the faculty member whether (s)he can receive help/ collaborate on an assignment, project, or assessment and the kind of help/ collaboration allowed.

Pledge:

Whenever requested by the faculty member, academic work will be accompanied by a student's handwritten (or, in the on-line learning environment, typed) pledge:

"On my honor I pledge that I have upheld the highest standards of academic integrity and have not lied, cheated, or received any unauthorized assistance on this [exam/assignment], nor have I in any way facilitated the dishonesty of another student on this [exam/assignment]."

Followed by the student's signature

Those who witness breaches of the Honor Code have an ethical responsibility to report such misconduct to the appropriate professor or supervisor.

Violations of the Honor Code will not be tolerated, and such breaches of academic trust will be met with appropriate sanctions. Professors have the ability to sanction students accused of breaching the Honor Code, and have the responsibility of adding the names of such students to the Alvernia University List of Honor Code Violations. Sanctions for violators will be determined by the professor alone except in egregious cases, when the university may also take action. In the case of first or second time offenders, egregious cases will be determined by the combined judgement of the referring faculty member and the Faculty Academic Standards Committee. A student whose name is referred to the Alvernia List of Honor Code Violations three times is automatically considered to be an egregious case and will be referred to the Academic Standards committee for sanctions. The sanctions imposed by the Academic Standards Committee are in addition to those imposed by the referring faculty member(s) unless explicitly stated otherwise.

The University Shield



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

The circular plate in the upper left of the shield bears the monogram of the name of Jesus, IHS. This is the symbol popularized by Saint Bernardine of Siena, the titular patron of the Bernardine Franciscan Sisters who sponsor the university.

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

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

Finally, the banner beneath the shield proclaims, in Latin, ***“May Christ teach you what is yours to do.”*** These are the final words attributed to Francis of Assisi, spoken to his brothers shortly before he died. May they inspire all at Alvernia to fulfill this worthy mission.

Accreditations

Since 1967, the Middle States Commission on Higher Education (MSCHE) has granted Alvernia University full accreditation. The most recent reaffirmation of accreditation was granted in November 2015.

The Education program for Early Childhood Education (Prek-4) and Special Education Certificate are approved by the Pennsylvania Department of Education.

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

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

The Masters of Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

The Bachelor's Social Work (BSW) program is accredited by the Council on Social Work Education (CSWE).

The Addictions and Mental Health Treatment Program courses may be utilized for professional certification by the Pennsylvania Certification Board.

The Business Department is accredited by the Accreditation Council of Business Schools and Programs (ACBSP) for the following programs: Bachelor of Science Degree in Accounting, Human Resources Management, Marketing, Management, Sport Management, the Associate Degree in Business and the Master of Business Administration Degree.

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

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

The Doctor of Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

The Applied Health Program (Nursing Program of the Reading Hospital School of Health Sciences) is accredited by the Commission for Education in Nursing (ACEN).

The Diagnostic Medical Sonography Program (in partnership with the Reading Hospital School of Health Sciences) is eligible to seek accreditation status with the Joint Review Committee on Diagnostic Medical Sonography (JRC-DMS) during Academic Year 2020-21.

UNDERGRADUATE ADMISSIONS

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

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

Questions regarding undergraduate admission to Alvernia University should be directed to the Undergraduate 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 any time after completion of the junior year in high school. All candidates should submit the following:

- Application for admission
- Official secondary school transcripts or record of equivalency
- Official SAT or ACT scores (optional)

High School Preparation

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

Standardized Test Scores

First-year students applying for admission to the university within five years of high school graduation, and who have not attended another institution of higher education are **not** required to submit scores from the SAT or the ACT. Students choosing to submit standardized test scores must do so 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 and an official transcript provided by the authorized educational agency. An admissions interview may also be required. Additional documentation such as course descriptions, course content, etc., may be required from the teacher or educational agency.

Notification of Freshman Admission

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

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. Alvernia also offers Dual Enrollment Courses and a Pre-College Program at select high schools. For more information please read below or contact the Office of Undergraduate Admissions.

Re-Entry Admission Process

Students who have attended Alvernia previously and have left the university for one academic year or more, or have attended another institution must re-apply for admission. Re-entry students should be in good standing to be considered for re-admission. Students wishing to return to the university must submit:

- Application for admission.
- Official transcripts of all colleges and/or universities attended since attending Alvernia. Credit may be given for coursework in which the student has earned “C” or higher in a 100 level course or higher from a regionally accredited institution (C+ or higher in fundamental sciences for Nursing students).
- Proof of High School Graduation and all official college transcripts if student has not attended Alvernia in the last five years.

Notification of Re-Entry Admission

Applicants are notified of an admission decision once all required credentials have been received and evaluated. All acceptances are contingent upon the satisfactory completion of all college coursework and maintaining the minimum transfer GPA requirements; and are subject to department chair approval in some cases. Students need to complete the Confirmation of Enrollment form and return the form to the Office of Admissions to reserve their place in the class.

Transfer Admission Process

Transfer students seeking admission to Alvernia University may apply any time. A minimum transfer grade point average of 2.5 when a student has earned more than 12 credits is required (higher for some majors). Students who earn 12 or less credits must have a minimum transfer grade point average of 2.75 (higher for some majors).

Students may transfer a maximum of 75 credits from regionally accredited two or four-year institutions. Transfer credit may be given for college courses in which the applicant has earned a “C” or higher in a 100 level course or higher from a regionally accredited institution (C+ or higher in fundamental sciences for Nursing students). Students must complete a minimum of 45 credits at Alvernia University to be eligible to earn a degree. All candidates must submit the following:

1. Application for admission.
2. 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.
3. Proof of high school graduation or equivalent.

Notification of Transfer Admission

Applicants are notified of a decision by Alvernia University as soon as all credentials have been received and evaluated. Students must submit a non-refundable enrollment deposit of \$300 along with the Confirmation of Enrollment form 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.

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

1. Application for admission
2. Official secondary school transcript or general equivalency diploma (GED). If the secondary school is not in the USA, Canada or Saudi Arabia, the transcript must be accompanied by a NACES member evaluation.
3. Official university transcripts, accompanied by a NACES member evaluation in the case of a non-USA university.
4. All international students who speak English as a second language must show proof of English proficiency scores.
 - a. TOEFL (minimum score 550 for paper-based test, 190-213 for computer-based test, or 75-80 for the internet based test), IELTS (minimum score 5.5) or Duolingo (85-90).
 - b. The English proficiency score is not required for a student who has had at least two consecutive years of education in an American high school or institution of higher education. A transcript from the American school should suffice for proof of American education unless otherwise determined by the Admissions Office.
5. International Student Financial Statement document
6. Passport

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

Notification of International Admission

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

Deferred Action Admissions Process

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

1. Application for admission
2. Official secondary school transcript or record of equivalency
3. Official SAT or ACT scores (optional)
4. 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.
5. Personal Essay
6. Copy of DHS application for Deferred Action receipt
7. Notice for Biometrics appointment*
8. Copy of Employment Authorization Document (EAD)*
9. Copy of Social Security card*
10. Copy of DHS Approval Notice**

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

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

Military/Veteran Students

Alvernia University recognizes the importance of military service and thanks our students for their contributions. Students should submit all necessary admission paperwork as well as their DD214 (member 4 copy) when available. Military and veteran students are given a specific contact in Admissions and Student Financial Service to help ease their transition. Students must submit the Confirmation of Enrollment form to hold a place in the class (non-refundable \$300 Enrollment Deposit is waived for military and student veterans).

A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-911 GI Bill ®benefits. Alvernia University will not impose any penalty on Covered Individuals, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a Covered Individual borrow additional funds, because of the individual's inability to meet his or her financial obligations due to Alvernia University due to delayed disbursement of funding from VA chapter 31 or 33.

Alvernia University requires a Covered Individual to take the following actions in order to participate in the course of education:

- Submit a Certificate of Eligibility (COE) for entitlement to educational assistance no later than the first day of the course of education
- Submit a request to use such entitlement
- Provide additional information necessary for the proper certification of enrollment by Alvernia University

Alvernia University is authorized to require additional payment, impose a fee, place a financial

hold on an account, or prevent access to the items listed above for the amount that is the difference in a student's financial obligation and the amount of the VA educational benefit disbursement.

"GI Bill ® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about the education benefits offered by the VA is available at the official U.S. government website at <https://www.benefits.va.gov/gibill>."

General Admission Information

Students with Special Needs

The university determines its ability to meet the specific requests of students with special needs on a case-by-case basis. Reasonable accommodations, as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), are provided when students self-identify and provide documentation to the university's Director of Accessibility Services. The Accessibility Services Director is located in BH 105C. Details on academic accommodations for students with special needs 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.

Pre-College Program

Alvernia's Pre-College Program allows local high school students to gain college experience and earn college credits that can be transferred while still in high school. Courses will be offered on Alvernia's beautiful campus and will be taught by Alvernia faculty. Earn up to 12 credits, taking one to three classes over the span of one year. Credits will be easily transferrable and can be used as general electives at most universities. Alvernia University is accredited by The Middle States Commission of Higher Education. Credits earned at Alvernia University generally transfer to other accredited institutions if the student receives a grade of "C" or higher. It is the student's responsibility to contact the institution they wish to attend to understand that college's transfer/dual enrollment policy. Students must have an overall GPA of 3.0 to apply to the program. A counselor signature is also required. Once you have been

accepted into the Pre-College Program and know the courses in which you would like to enroll, a representative will be in touch regarding the registration process. Desired course enrollment is not guaranteed as it will be based on availability after current Alvernia students register. Students who participate in the Pre-College Program and later enroll at Alvernia as a full-time student, will receive a \$1,000 scholarship in addition to any other aid and/or scholarships they are eligible for as an incoming freshman. The price for the Pre-College program is \$120 per credit, which includes required course textbooks. Any lab items will not be covered.

A credit card number is required and kept on file - although no additional fees will be charged to it - to ensure rented textbooks are returned by the deadline designated by the Alvernia bookstore. Students must go to the National Student Clearinghouse to request their official transcript to be sent to another college/university. The minimum cost of sending a transcript though mail is

\$5.00. Electronic transcripts sent through a secure online portal have an additional \$1.00 fee. If you plan on attending Alvernia University, you do not need to request a transcript be sent to us.

<https://tsorder.studentclearinghouse.org/school/select>

Dual Credit Program

Dual Credit is a program whereby a high school student enrolls in a class taught at the high school for college credit. Any high school course offered for dual credit will have been approved by the appropriate academic department at Alvernia University as being comparable to the same course given on the Alvernia campus. Dual Credit is a cost-effective way to earn college credit, and it gives students an idea of what full-time college coursework will be like.

Additionally, if a student completes and receives a B or higher in all Dual Credit courses through Alvernia University, he or she will receive a \$1,000 renewable merit scholarship to Alvernia University. The student must apply and be admitted to the University, and submit their FAFSA to Alvernia, by December 1st. Courses are \$80.00 per credit. Students must submit payment to their high school. Four weeks after the start of the academic semester, the responsible party at the high school will be billed for all students registered in Dual Credit courses. The High School will submit one payment to Alvernia University. Students must complete the Alvernia University Dual Credit Registration form by the designated due date. All students applying to the program must meet the requirements as defined by the course instructor to enroll in the Dual Credit course. Course instructors will forward the names of all students taking their course(s) to Alvernia University in early September. Dual Credit students must request special permission form Alvernia University Dual Credit Coordinator to take more than 15 credit hours. Alvernia University is accredited by The Middle States Commission of Higher Education. Credits earned at Alvernia University generally transfer to other accredited institutions if the student receives a grade of "C" or higher. It is the student's responsibility to contact the institution they wish to attend to understand that university's specific transfer/Dual Credit policy. Alvernia University does not reimburse students for the cost of the Dual Credit course(s) taken that do not transfer to another college or university. Students must go to the National Student Clearinghouse to request their official transcript to be sent to another college/university. The minimum cost of sending a transcript though mail is \$5.00. Electronic transcripts sent through a secure online portal have an additional \$1.00 fee. If you plan on attending Alvernia University, you do not need to request a transcript be sent to us.

<https://tsorder.studentclearinghouse.org/school/select>

STUDENT FINANCIAL SERVICES – FINANCIAL AID AND STUDENT ACCOUNTS

All tuition and fees are payable by the due date in advance of each enrollment period. Students with outstanding obligations will not be permitted to pre-register for an upcoming semester unless financial arrangements have been made with the Office of Student Financial Services 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 2022-2023

Traditional Day Undergraduate Programs	
Full time (12-18 credits)	\$19,550/semester
Part time (less than 12 credits)	\$1,070/credit
Overload credits (more than 18 credits)	\$1,070/credit
Audit (no grade)	\$535/credit
Senior citizens (Age 65+; space-available basis)	No charge for tuition (Undergraduate Only)
Adult Education Programs Modules 1-6	
On-Campus Program	\$640/credit
Fully Online Program	\$535/credit
Graduate Programs: (excludes MSOT & Fully Online)	
Fully Online Program	\$900/credit
MBA Online Program	\$650/credit
MSOT Program	\$690/credit
	\$985/credit
Doctoral Programs	
Doctor of Philosophy in Leadership	\$1,110/credit
Doctor of Physical Therapy	Check Website
Doctor of Nursing Practice	\$1,145/credit

Room and Board for 2022-2023

Room per Semester	Single	Shared	Efficiency
Francis Hall	--	\$3,520	--
Veronica Hall	--	\$3,520	--
Assisi & Siena Halls	\$4640	\$3660	--
Anthony & Clare Halls	--	\$3,520	--
Judge Hall	\$4,950	\$4,125	--
Pacelli, Zygmunt & Academic Village Apts.	\$5,775	\$4,980	\$5,335
Pods	\$5,245	\$4,450	\$4,910
Residences at College Towne	\$5,305	\$4,140	\$5,335

Housing – (out of session – fall & spring): \$85/week

Meal Plan Options	# of Meals/ Semester	*Bonus Dollars/ Semester	Vern Bucks	Cost/ Semester	Cost/ Year	Allowed to Purchase
All-You-Can Eat Block	19/Week	\$100	---	\$3,495	\$6,990	Freshmen/All
14-Meal Block	14/Week	\$250	---	\$3,495	\$6,990	Freshman Alternative
190 Block	190	\$125	---	\$3,300	\$6,600	Soph./Jr./Sr.
150 Block	150	\$150	---	\$2,985	\$5,970	Soph./Jr./Sr.
110 Block	110	\$200	---	\$2,600	\$5,200	Soph./Jr./Sr.
75 Block	75	\$50	---	\$1,625	\$3,250	Pacelli/Zygmunta/Village Aptsexcept Pods
75 Block Bonus	75	\$200	---	\$1,790	\$3,580	Pacelli/Zygmunta/Village Apts - except Pods
75 Block with Vern Bucks	75	---	\$750	\$2,350	\$4,700	401 Penn Residents Only
Commuter	5			\$42.00	(5 meals) \$42	Commuter Block

***\$200/semester surcharge will be assessed to all meal plans for residential students

See student handbook for details regarding meal plan requirements.

**Bonus Dollars may be used to purchase food at all food service locations. Meals and dollars must be used during the semester of purchase.*

Resident Technology: \$100/semester (mandatory)

Housing Deposit: \$250/year

Upon entering Alvernia, new resident students must submit a \$250 housing deposit. Continuing resident students who are planning to apply for housing for the upcoming academic year must apply for housing during the room selection period with the Office of Residence Life. To complete the application, a \$250 deposit is due no later than the close of the housing selection process. Note:

Submitting a housing deposit does not constitute a guarantee for housing. Returning residential students may use ("roll") prior year's housing deposit.

Housing deposits are processed as follows:

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

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

The Student acknowledges that the University, in its sole and exclusive discretion, may elect to suspend, limit, restrict, or terminate in-person classes and/or substitute in-person classes with virtual, on-line or remote educational sessions or classes for reasons or circumstances or conditions beyond the University's reasonable control including, without limitation, war or other violence (whether declared or not), invasion, act of a foreign enemy, civil war, riot, rebellion, insurrection, civil commotion or disorder, act of civil disobedience, act of terrorism, plague, epidemic, pandemic, outbreaks of infectious disease or any other public health crisis, including quarantine or other health restrictions, act of authority, whether lawful or unlawful, compliance with any law or governmental order, rule, regulation or directive, curfew restriction, act of God or natural disaster, or general labor disturbance such as boycott or strike. In the event the University elects to suspend, limit, restrict and/or terminate in-person classes and/or to substitute in-person classes with virtual, on-line or remote educational classes or sessions, the University will not be responsible or liable to refund, reimburse or credit the student for any tuition, aid or award paid or remitted in connection with such classes.

Fees for 2022-2023

Comprehensive Fee :	3% of tuition
Applies to part-time students	
Comprehensive Fee:	\$825/semester
Applies to full-time student	
Comprehensive Fee DPT:	\$620/semester
Business Lab Fee	\$100/semester
Applies to all undergraduate Business majors and MBA (main campus only)	
Health and Counseling Fee	\$150/semester
Academic Support Service Fee	
Applies to fully online programs	\$55/credit
Technology Fee:	\$50/credit
Commencement Fee:	\$125
Late Fee:	\$125
NSF Check:	\$40

Academic Fees

Athletic Training:

AT 113	\$55/course
AT 222	\$135/course

Addictions and Mental Health Treatment:

AMH 404, 406 Liability Insurance	\$65/year
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Biology/Chemistry/Physics:

BIO 103, 104, 116, 117, 118, 320	\$75/course
BIO 102, 205	\$55/course
BIO 220, 221, 309, 311, 430	\$125/course
BIO 401	\$95/course
BIO 420, 421 Liability Insurance	\$65/year
CHE 109, 110, 111, 210, 211, 212, 221, 310, 311	\$75/course
CHE 405, 410	\$125/course
CHE 430	\$95/course
PHY 110, 111, 200, 201, 304	\$75/course

Criminal Justice:

CJ 408 Liability Insurance	\$65/year
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Education:

ED 302, 403, 404, 414, 434, 436, 440, 470 Liability Insurance	\$65/year
MED 522, 550, 553, 605, 611, 650, 673 Liability Insurance	\$65/year
MED 684, 685 Liability Insurance	\$65/year
SPE 315 Liability Fee	\$65/year

Engineering:

EGR 206, 480, 480	\$95/course
EE 201, 210, 300, 301, 302, 311, 312, 331, 400, 410, 421	\$100/course
ME 201, 211, 302, 310, 331, 341, 402, 410, 421	\$100/course
IE 201, 211, 302, 310, 321, 331, 402, 410, 421	\$100/course

Healthcare Science:

HCS 120, 125	\$55/course
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MACC:

MCC 550	\$125/course
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Nursing:

NUR 209, 220, 315, 317, 410, 418	\$325/course
NUR 209, 315, 410 Testing Fee	\$73/course
NUR 220, 412, 417 RQI (CPR)	\$35/course
NUR 220, 315, 410 Liability Insurance	\$65/year

NUR 209 TEAS Assessment \$75/course
NUR 770 \$230/course

Occupational Therapy:

OT 321, 332, 427, 532, 538 \$325/course
OT 526 \$55/course
OT 381, 481, 581, 583 Liability Insurance \$65/year

Physical Education:

PED 133 \$55/course

Psychology:

PSY 412, 413 Liability Insurance \$65/year

Physics:

PHY 110, 111, 200, 201, 304 \$75/year

Science:

SCI 305, 406, 407 \$95/course
SCI 480 Liability Insurance \$65/year

Social Work:

SW 316, 403 Liability Insurance \$65/year

Private Music Instruction:

MUS 051 - ½ hour sessions (1 credit) \$380/credit

Challenge Exam Credits:

\$230/credit

Life Experience Credits:

\$365/credit

Registrar's Office:

Transcripts - variable pending mode and timing
Duplicate/replacement diploma \$45/60
Mailing Diplomas Internationally \$150

Other Fees:

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

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

Other Expenses:

Books and Materials

\$400-800/year*

*Amount will vary depending upon the courses taken.

Billing Procedures and Payment Information

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

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

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

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

For additional information call the Office of Student Financial Services at 610- 796-8201, email sfs@alvernia.edu or visit Francis Hall 203.

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 Financial Services, 400 Saint Bernardine St., Reading, PA 19607. Payment may also be made via myAlvernia. Electronic payments from bank accounts (e- checks) can be made with no additional charge. Convenience fees will apply when utilizing our accepted credit cards (Visa, MasterCard, Discover, and American Express) for payment.

Payment Plan

The tuition payment plan is a service provided by CashNet on behalf of Alvernia University. Students may pay all or part of tuition on a monthly basis and interest-free. Students will be assessed a \$30 per semester enrollment fee. Students will enroll via their myalvernia portal.

Late Charges

A \$125 charge will be assessed on any balance due if not paid by the due date.

Past Due Obligations

Past due obligations include, but are not limited to, billing amounts past due for any semester, unpaid room damage charges, library materials, health center, athletics, or parking fines. Students are not permitted to register, receive a transcript, grade report, or diploma until past due obligations are paid. In addition, the university reserves its right to submit past due accounts to its collection agent.

Collection costs which amount to approximately 33 1/3% 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 all checks returned unpaid by the bank.

Errors or Disputes

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

Refund Policy

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

Withdrawal from the University

A student who voluntarily withdraws from the university must notify the appropriate individual, as identified below, of his/her intent to withdraw. Communication may be written or oral. If the communication is oral, the person providing the information must be able to verify his/her identity as the student or approved representative of the student by providing requested identifying information such as, but not limited to: student ID, social security number, date of birth, email and/or mailing address. The university reserves the right to refuse accepting oral information if it is incomplete or cannot be verified and may require the request to be provided in writing. Full-time undergraduate students should contact the Office of Student Financial Services; Reading Campus and online graduate or adult undergraduate students should contact the School of Graduate and Adult Education; and Schuylkill Center or Philadelphia Center students should contact their respective Centers' directors or designees. If a student notifies a faculty or staff member or department other than one of those listed above, the individual notified should make every effort to immediately notify the appropriate individual or department, as listed above, of the student's notification and provide documentation if available and as appropriate.

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.

Student Refund

Students who withdraw or are approved for medical leave are entitled to tuition refunds in accordance with the refund schedule below. Medical leave policy and procedures are outlined in a separate section of the Student Handbook.

Questions regarding medical leave should be submitted to the Director of Health Services.

<i>Withdrawal Dates</i>	<i>Semester</i>	<i>MOD Class(es)*</i>
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%

**Proration of tuition charges is applicable to students enrolled in a single module, enrolled in modules one, three or five if they also drop any subsequent module-based classes within the same semester, or withdraw from all classes in the second module session of each semester - modules two, four, or six and only if the student fully withdraws from the module session.*

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. For a complete description of the Title IV Refund Policy please see the section titled Financial Aid Refund Policy of the financial aid section of the catalog.

Medical Leave

Students who are placed on medical leave during the first five weeks of class and do not return during the semester will receive tuition refunds in accordance with the previously described tuition refund schedule for “Withdrawal from the University.”

Board/Meal Refunds

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

Room/Housing Refunds

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

Miscellaneous Fees/Other Charges

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

The Student acknowledges that the University, in its sole and exclusive discretion, may elect to suspend, limit, restrict, or terminate in-person classes and/or substitute in-person classes with virtual, on-line or remote educational sessions or classes for reasons or circumstances or conditions beyond the University’s reasonable control including, without limitation, war or other violence (whether declared or not), invasion, act of a foreign enemy, civil war, riot, rebellion, insurrection, civil commotion or disorder, act of civil disobedience, act of terrorism, plague, epidemic, pandemic, outbreaks of infectious disease or any other public health crisis, including quarantine or other health restrictions, act of authority, whether lawful or unlawful, compliance with any law or governmental order, rule, regulation or directive, curfew restriction, act of God or natural disaster, or general labor disturbance such as boycott or strike. In the event the University elects to suspend, limit, restrict and/or terminate in-person classes and/or to substitute in-person classes with virtual, on-line or remote educational classes or sessions, the University will not be responsible or liable to refund, reimburse or credit the student

STUDENT FINANCIAL SERVICES

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

Cost of Attendance

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

Financial Need

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

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

Standard Academic Year

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

Borrower-Based Award Year (BBAY)

Alvernia's definition of an academic year is a minimum of 30 weeks. For Adult Education and Graduate students an academic year consists of two semesters and can include the summer semester as one of the two semesters; therefore, aid is awarded in a BBAY (borrower-based award year) rather than the Standard Award Year. In order to be eligible for financial aid, students need to be enrolled at least half-time. Half-time enrollment is defined as six credits per semester or six credits within two consecutive modules within the semester, or a combination of semester and mod classes within the same semester. Full-time status is defined as 12 credits per semester or 12 credits within two consecutive modules within the semester, or a combination of semester and mod classes within the same semester. Students can refer to the academic calendar for the start and end dates of each semester or module. Please contact the Office of Student Financial Services for more information.

How to Apply

To apply for financial aid follow these steps:

1. Complete the Free Application for Federal Student Aid (FAFSA) beginning October 1 each year by going online to <https://studentaid.gov/> This form is available beginning October 1 each year and 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 forms of institutional, state and federal financial aid. A FAFSA must be filed each year in order to renew your financial aid eligibility.
2. Submit requested verification documentation in a timely manner. Selected applicants may be asked to submit copies of their U.S. Income Tax transcripts and other verification forms to Alvernia for review. Financial aid cannot be disbursed without these documents. Contact the Office of Student Financial Services for more information regarding verification policies.
3. Complete federal student loan documents. The FAFSA is the application for federal student aid. New student borrowers must complete a Master Promissory Note (MPN) and Entrance Counseling. The MPN and Entrance Counseling are available online at <https://studentaid.gov/>. Returning students who want to reapply for Direct Loans need to only file the FAFSA annually.
4. Additional financial options: Other loan options include the Parent Loan for Undergraduate Students (PLUS) and alternative loans. The PLUS application, which includes a credit check, and the PLUS MPN can be completed at <https://studentaid.gov/>. Information can be obtained from the Office of Student Financial Services (SFS) 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 Services' requirements for financial eligibility
- institutional aid funds awarded by Alvernia may only be applied toward tuition charges; these funds are not applied toward fees or room and board charges

Merit scholarships and awards are awarded to first-time accepted, full-time students enrolled in the day academic division, and do not have to be repaid. Students must maintain a minimum Cumulative Grade Point Average (CGPA) to retain the scholarship/award and they are renewable for up to four years (five years for Occupational Therapy and Athletic Training). Students who do not maintain the minimum

required CGPA at the completion of the academic year (academic year includes fall and spring) will not be eligible for their merit-based aid in the subsequent academic year. Students who have or had extenuating circumstances contributing to the student's inability to meet the minimum CGPA requirements may appeal to have the merit scholarship reinstated. If the appeal is approved, the merit scholarship will be reinstated for the fall semester of the next academic year. Students who have an approved merit scholarship appeal will be placed on probation and must achieve the CGPA required for the merit scholarship at the completion of the fall semester to have the scholarship awarded in the spring semester. Students may also take courses at Alvernia during the winter and/or summer semester in order to establish CGPA eligibility for the next semester.

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

Merit Scholarships

The following scholarships are awarded on a competitive basis to outstanding, first-time freshmen based upon review of a student's high school grade point average and SAT/ACT scores. Specific criteria and scholarship amounts may change each year depending upon the pool of applicants and funding available. Scholarships are renewable for up to four years of attendance (see Minimum Eligibility Requirements). A 2.0 is the minimum cumulative grade point requirements for all merit scholarships.

- *Shirley and Joseph Boscov Scholars Program:* This scholarship is the premier award for outstanding Berks County high school graduates who thrive in the classroom and outside it, through volunteer and community involvement. Applicants must have a minimum GPA of 3.5, a minimum SAT score of 1100. This award recognizes the student's academic promise as well as a solid record of strong leadership skills and community involvement. Students must complete a separate application for consideration.
- *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.
- *Trustees' Scholarship:* This scholarship is in honor of our Board of Trustees, which serves as the governing board of Alvernia.
- *Veronica Founder's Scholarship:* This scholarship is in honor of Mother Veronica, the foundress of the Bernardine Franciscan Sisters, the sponsoring congregation of Alvernia.
- *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.

- *Heritage Award:* This award honors our institution's heritage and is given to incoming Alvernia students who show promise. For renewal of this award students must maintain academic progress as defined at the end of this financial aid section.

Transfer Scholarships

The following are awarded to first-time, full-time transfer students accepted in the day program who meet the specific scholarship requirements listed below. These awards are renewable for up to four years of attendance at Alvernia. Students must file the FAFSA to determine eligibility for other need-based funding. Students must maintain a minimum 2.0 cumulative grade point average to renew the scholarship.

- *Provost Scholarship:* This scholarship is in honor of the academic leadership from our Provost and recognizes the student's academic promise.
- *Bernardine Scholarship:* This scholarship is in honor of the Bernardine Sisters, who founded Alvernia in 1958.
- *Deans Scholarship:* This scholarship is in honor of the Deans who have served the institution.
- *Transfer Scholarship:* This scholarship is awarded to students transferring to Alvernia and who do not qualify for one of the top three merit scholarships.
- *Alvernia Connects With Transfers Scholarship:* This scholarship is awarded to students who have a cumulative 3.0 grade point average or higher from all previous institutions AND apply to Alvernia for admission and submit their FAFSA prior to April 1, 2022 to begin classes in the Fall 2022 semester.

Students wishing to begin attending Alvernia classes in the Spring of 2023 must meet the same GPA requirement, apply for admission and submit their FAFSA by November 1, 2022.

Affiliation Awards

Alvernia offers the following tuition scholarships, awards, and discounts. Students receiving the Senior Citizen, Tuition Exchange, or other full tuition awards are not eligible to receive Alvernia grants, awards or scholarships. Students may only receive one award per period of enrollment. Federal Pell Grants, PA State Grant awards, and other outside scholarships and grants will be applied to tuition first and remaining charges will be awarded thru eligible progress.

Catholic School Scholarship: This award will be offered to first-time, full-time freshmen accepted in the day program who graduated from a Catholic high school. Students must remain enrolled full time in the day program and maintain academic progress as defined by Alvernia.

Allentown/Harrisburg Diocese Award: Full-time employees of the Allentown Diocese or Harrisburg Diocese and their dependent children will receive a \$1,000 non need-based award. A letter from the Diocese verifying employment must be sent to the Office of Student Financial Services each

year to receive this award. Students must be enrolled full-time in the day academic division to be eligible. Students may be eligible to receive additional funding from Alvernia.

Alumni Discount: Students who have earned a bachelor's degree from Alvernia and return to complete a second undergraduate degree in the day academic division are eligible to receive a 20% tuition discount, alumni who enroll in a graduate program are eligible to receive a 25% tuition discount, and alumni who enroll in the PhD Leadership program are eligible to receive a 20% tuition discount. This discount is not available to students in the MSOT, other doctoral programs, or online undergraduate or graduate degree programs. There may be other exceptions to the award, for more information please contact the Graduate Division or Student Financial Services Office for more information.

Discount Partnerships: Students who are employed by or hold memberships with approved employers, organizations, or Alvernia University may be eligible for a tuition discount or a reduced tuition rate. Students may only use one discount award per semester. If the student is eligible for more than one discount award, the higher award will be offered. Students may be enrolled as a cohort or required to provide a form verifying eligibility. Verification may be required to be provided each semester enrolled to receive the award. For more information, students should contact the Graduate and Adult Ed Department or Office of SFS.

Endowment Awards: These awards are funded by outside donors and often have specific criteria that must be met in order to qualify for the funds. Students must be enrolled as a full-time day student in good academic standing and should demonstrate financial need as determined by the Office of Student Financial Services through the completion of the FAFSA, unless otherwise noted by the award. Students are awarded the scholarship funds on a competitive basis and this award may reduce or replace Alvernia Grant funding. Recipients of the scholarship are required to write a thank you note to the donor and will be invited to the annual scholarship dinner held each spring for the opportunity to meet the donor or scholarship representative. Many of these scholarships are renewable each year for a maximum of four years (five years for Occupational Therapy and Athletic Training). For more information, please contact the Office of Student Financial Services.

Fostering Independence Tuition (FIT) Award: The Pennsylvania Higher Education Assistance Agency (PHEAA) is partnering with the PA Departments of Education (PDE), Human Services (DHS), and Labor & Industry (L&I) in the administration of this program. The program seeks to remove barriers in accessing a postsecondary education for youth who are or have been in foster care. Eligible students will be identified by PHEAA and are eligible to have all institutional charges for tuition and mandatory fees, which remain after all federal or state grants, or other scholarships and grants have been applied for eligible students. Students must be enrolled at least half-time and are eligible for the waive for five (5) academic years or ten (10) semesters including summer.

PA Transfer Award: The Pennsylvania Transfer Award (PTA) is for college students across the 14 community colleges and of the PA Commission for Community Colleges. The award is for up to \$2,000 distributed at \$500.00 per semester for the first four consecutive semesters for all undergraduate programs enrolled at least half-time (six credits per term). The award applies to undergraduate students seeking a bachelor's degree through the Graduate and Adult Education

Division. These students will have completed an associate degree from a partner community college or have completed 70 credits for Bachelor's seeking students. Students must maintain satisfactory academic progress and continuous enrollment in Fall, Spring, and Summer semesters / mods. If a student drops or is administratively withdrawn they are no longer eligible to receive this award and he/she must also remain in good academic standing. Pennsylvania Transfer Award cannot be combined with any other awards or discounts and traditional day students are not eligible to receive this award.

Reading Collegiate Scholars Program: These limited competitive awards are offered to residents of Berks County who have filed a FAFSA for the up-coming award year and have an estimated family contribution (EFC) of zero. The award is renewable for up to four years for first time, full-time undergraduate traditional day students and for up to two years for full-time students transferring in with an associate degree from Reading Area Community College. Award amount may vary from year to year based on changes in a student's financial eligibility. Students must meet all standards for academic progress and maintain continuous full-time enrollment. See scholarship agreement for more details.

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

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

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

International Student Scholarships

Alvernia University offers a limited number of international scholarships to qualified undergraduate degree-seeking students. Interested students must complete a separate scholarship application in addition to an application for admission.

All undergraduate students who wish to study at Alvernia University must complete an online Alvernia admission application, which can be completed online on the university website.

After being admitted to the university, undergraduate international students may apply for this scholarship opportunity, which consists of several levels of support ranging from \$10,000 to \$24,000 per year as a merit award. These scholarships are offered to both freshman international students and those transferring from another college or university located outside the United States.

Additional information regarding eligibility, application, scholarship options, including outside scholarships can be found on the website under admissions & aid, international students, and the Undergraduate International Students Scholarship link.

Need-Based Grants

Federal and State Aid

Full-time (minimum of 12 credits per semester)

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

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

Part-time (minimum of 6 credits per semester)

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

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

Alvernia Grant: Awarded to students on the basis of financial need as determined by the FAFSA.

Students must be enrolled full-time in the day academic program. Eligibility is renewed each academic year. Grant funding may be reduced or cancelled in proportion to decreased financial need. Changes in residential status may also affect eligibility.

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

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

Pennsylvania State Grant: The Pennsylvania Higher Education Assistance Agency (PHEAA) offers grants to undergraduates (over 18) who are enrolled at least half-time and have established residency

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

Other State Grants: Contact the higher education assistance agency in your state for additional information on eligibility criteria and the application procedures to determine if your state grant award may be applied in PA.

Student Employment Programs

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

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

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

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

Loan Programs

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

Direct Stafford Loans:

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

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

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

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

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

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

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

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

Direct Parent PLUS Loan: Through this loan program, a parent of a dependent undergraduate student may borrow up to the total cost of education (less any financial aid received) from the U.S. Department of Education. The interest rate on the Federal Loans is determined by federal law. The rate established each year is a fixed rate for the life of the loan. However, each year by July 1 a new rate is determined. This rate may be the same, higher, or lower than the prior year rate. The rate does cap at 9.5% and the interest may be tax deductible. The loan is subject to a 4-5% origination fee deducted from the loan prior to disbursement to the institution. The student for

whom the parent is borrowing must be enrolled at least half-time (six credits per semester) and be making satisfactory academic progress to be eligible for this loan. A credit check of the borrower is required for approval of the PLUS loan. If the parent is denied for a PLUS loan, the dependent student may borrow an additional Direct Unsubsidized Student Loan in his or her own name.

Direct Graduate PLUS Loan: Graduate and professional degree students may borrow through the Direct Graduate PLUS loan program. The maximum a student may borrow per academic year is the cost of education minus financial aid. Applicants for this loan are required to complete a Free Application for Federal Student Aid (FAFSA). Direct Graduate PLUS loans are only available to students after they have applied for their annual loan limits through the Direct Student Loan program. A credit check of the borrower is required for approval. Federal law determines the interest rate on Federal Loans. The rate established each year is a fixed rate for the life of the loan. However each year by July 1 a new rate is determined. This rate may be the same, higher, or lower than the prior year rate. The rate does cap at 10.5%.

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

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. Origination fees may be deducted from the requested loan amount prior to disbursement to Alvernia and as a result, the amount applied will need to be more than the outstanding balance to off-set the origination fee reduction. 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 Services and websites for scholarship searches on the Internet. Additional information is available in the SFS Office.

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

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

An application fee of \$30/semester will apply. Additional information is available in the Student Financial Services.

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

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

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

Financial Aid Policies

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

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

Students with outside scholarships payable or co-payable to Alvernia University should notify the Office of Student Financial Services 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 refer to the information earlier in this section of the catalog for additional information. Students who have received Federal Title IV financial aid, and have withdrawn completely from Alvernia, which includes students on an approved medical leave of absence, the following refund policy is the return of funds policy in accordance with the 1998 Code of Federal Regulations 668.22. For a complete copy of the refund policy and the allocation of refunds, contact the Office of Student Financial Services.

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

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

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

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

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

If a student earned more aid than was disbursed to him/her, the institution would owe the student a post-withdrawal disbursement which must be paid within 180 days of the student's withdrawal. Permission from the student may be required in order to issue the post-withdrawal disbursement. Written notification will be provided to the student and must be signed and returned within a specified period of time in order to credit the funds to a student's account. Alvernia must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Direct Student Loans (other than PLUS loans)
- Direct Subsidized Student Loans
- Direct PLUS Loans
- Federal Pell Grants for which a return of funds is required
- Federal Supplemental Opportunity Grants for which a return of funds is required

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

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

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

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

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

Financial Aid Standards of Satisfactory Academic Progress

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

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

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

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

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

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

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

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

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

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

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

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

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

- Name, student ID and program of study.
- Details of the situation resulting in the financial aid suspension
- Documentation supporting the details of the letter (e.g. death certificate, doctor's note, hospital bill, police report, letter from academic advisor or third party)

- Plans for next term of enrollment (e.g. number or credits, change of major, academic improvement plan details, etc.)

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

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

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

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

Academic Improvement Plan: If a student is unable to mathematically meet all SAP requirements within one semester, an academic plan will be developed.

The academic plan may outline grade and course requirements that will allow the student to successfully meet SAP. If necessary, the academic plan may extend beyond the current academic year. If SAP failure was based on the quantitative measure only, it is not necessary to establish an academic plan. If SAP failure was based on the maximum timeframe measure, the student must complete all credits required for degree completion by the end of the last semester of the academic plan.

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

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

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

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

appeal requirements as detailed above. A returning student's SAP will be assessed under the current SAP policies as detailed above.

Student Athletes: Students who are participating in intercollegiate athletics must maintain full-time enrollment (defined as a minimum of 12 credit hours per semester). The SAP standards listed above are specific to continued financial aid eligibility. Please refer to the student athlete handbook for NCAA academic standards to ensure eligibility is maintained.

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

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

Grades and their effects 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
AU	Audit	N	N	N	N

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

University Life

The University Life staff, located in several locations and supervised by the Senior Vice President for Enrollment Management and Student Affairs, encompasses services and programs that are designed to enhance the co-curricular learning environment as a vital element in Alvernia University's commitment to the education of the whole person. The staff and programs include: Health and Wellness, Community Standards, Counseling Services, Student Government Association, Residence Life, Student Activities,

Campus Ministry, Commencement, and Public Safety. These programs and services, taken together, assist students in developing their abilities to be self-directed human beings, capable of moving through various work, leisure, and life roles in order to make vital contributions to the home, church, and community. University Life works closely with the Academic Success Center, the faculty, and all other university staff for the benefit of the students of Alvernia.

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

Activities Calendar

Activities and events are posted on the university website calendar and the PAX events page. Semester activity posters are available in the Office of Student Activities.

Campus Ministry

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

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

Community Standards

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

Counseling Center (610-568-1467)

The Counseling Center entrance is located in the Health and Wellness Center, on the ground floor of Veronica Hall. Please see 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 compliant with patient privacy laws. This means that the center may not release any physical or mental health 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 health forms including an immunization history to the Health and Wellness Center prior to starting classes at Alvernia.

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 are minimal charges for onsite laboratory tests and medications prescribed by our medical staff). Please remember, it is the responsibility of the student to notify his/her professors regarding any absence due to illness. The Health and Wellness Center does not excuse students from class.

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

Public Safety (610-796-8350)

See "Safety and Security" in Student Services section

Residence Life (610-796-8320)

The Office of Residence Life is located on the first floor of Veronica Hall. The University's Residence Life philosophy promotes moral development and civic responsibility, welcomes diversity, and respects the dignity of the human person at all times. The living-learning environment of the residence halls provides valuable learning opportunities through interaction with other students. Alvernia University maintains several housing options for students: traditional residence halls, suite-style halls, apartment-style halls, and townhouse units. Full-time professional staff members including Resident 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 Office of Student Activities is located in the Campus Commons. The staff works with the university's numerous student organizations to provide a calendar of social, cultural, and other co-curricular

activities for Alvernia students throughout the year. These have included comedy acts, dances, educational and motivational speakers, activities related to majors and career choices, Spring Fling, and trips to New York City, Washington, D.C., and Baltimore, Md., to name a few.

Student Government Association (610-796-8341)

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

Student Services

Additional Student Service information is available in the Student Handbook.

Athletics and Recreation (610-796-8276)

Alvernia University views athletics as an integral component of the overall educational mission. Alvernia is a member of the Middle Atlantic Conference (MAC), the Eastern Collegiate Athletic Conference (ECAC), and the National Collegiate Athletic Conference (NCAA), Division III. The university has adopted the Division III philosophy statement as its own and follows the guidelines of Division III.

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

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

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

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

Bookstore (610-796-8250)

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

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

Campus Shuttle (610-796-8350)

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

Dining Services (610-796-8222)

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

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

Identification Cards (610-796-8350)

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

Parking (610-796-8350)

All motor vehicles parked on campus, and in auxiliary parking lots, must display a current Alvernia parking permit. Parking permits may be obtained from the Public Safety Department, located in the Library. 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, located in the Library, is staffed 24-hours-a-day, each day of the year, and conducts both vehicular and foot patrols. All officers carry cell phones and two-way radios while on patrol and are CPR AED and First Aid certified.

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

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

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

Campus Call Boxes

Alvernia has installed emergency call boxes on campus. Silver/white call buttons send calls directly to Public Safety. In an emergency; pressing the red button immediately sends a distress signal to the Reading Police Department and also notifies Alvernia Public Safety.

Omnilert

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

Escort Service (610-796-8350)

Alvernia Public Safety offers free escort service for students and staff who need assistance traveling on campus if our shuttle system cannot meet special needs. Students and staff should call x8350 to request assistance.

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.

Veterans Center (610-685-3425)

Located in Bernardine Hall Room 100 and working with our Veterans Club, the Veterans Center creates a comfortable atmosphere in which veterans and veteran affiliates are able to bond and share experiences. We promote members' participation in veteran organizations and outreach programs that will enlighten fellow Alvernians about veteran culture and history and raise awareness within our community about the issues surrounding veterans and their families. Our Veterans Advocate and our small staff of Student Veterans are ready to help veterans and veteran affiliates become aware and make use of all possible Alvernia and external support resources, as well.

Holleran Center for Community & Global Engagement

Career Development

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

Community Service (610-790-1925)

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

Holleran Center for Community & Global Engagement (610-790-1925)

Guided by Franciscan values and the ideal of "knowledge joined with love," the mission of the Holleran Center for Community and Global Engagement (HCCGE) is to create a culture that values unique, targeted and hands-on learning experiences which embrace the Franciscan value of Service while leading students to discover a clear path to their career. The Holleran Center thus cultivates and sustains strategic partnerships, both locally and globally, in order to strengthen campus and community life. The HCCGE's programs and activities are intended to provide transformational Real-World Learning

experiences for Alvernia's students, which help launch their careers and further their commitment to being ethical leaders with moral courage.

The HCCGE seeks to cultivate Alvernia graduates who understand that they can and should use the skills they gain to develop meaningful and successful professional lives, and that they can and should use those skills to promote positive change in their communities. These graduates also should be well-prepared to live and work in a diverse and inclusive environment, whether that be domestically or abroad.

International Student Program 610-568-1473

Each year Alvernia University hosts individuals from various countries either as a one-year exchange student or as a student seeking a degree. The university 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 U.S. Citizenship and Immigration Services (USCIS) and the record keeping and reporting requirements of the Student Exchange Visitor Information System (SEVIS).

Current Alvernia students interested in studying abroad should contact the Holleran Center for Community and Global Engagement at 610-790-1925. Alvernia officially accepts and hosts individuals from various countries throughout the world. Some come to campus as one-year exchange students while others enroll in traditional four-year degree programs. All international students follow Alvernia's standard admission policies and practices. In addition, standardized test scores of English proficiency may also be required. For more detailed information on applying to Alvernia as an international student, please call the Director of International Student Recruitment at 610- 568-1473.

International students at the Reading campus who have questions related to their acclimation to the United States should contact the office of the Director of International Student Recruitment, 610-568-1473; International students enrolled at our Philadelphia campus should contact 215-635-4734. Students who are interested in English language learning programs at the Schuylkill or Reading campuses should contact the Director of Multilingual Academic Success at 610-568-1495.

Alvernia fully complies with all Federal mandates concerning international students. The International Admissions 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 International Admissions.

Academic Information

The administration of the Alvernia University community is provided for by the policies stated in this catalog. Attendance at Alvernia is a privilege and not a right. By registering, the student concedes to the university the right to require his/her withdrawal. Request for withdrawal can be made at any time it is deemed necessary to safeguard the ideals of character and scholarship and to secure compliance with regulations.

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

Student Academic Responsibility

Students are solely responsible for assuring that their academic program complies with the policies of the university. Advisors are provided to assist students in planning their academic program and they assist with course selection and registration. Advisors are not authorized to change established policy of the university.

Bachelor's Degree Requirements

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

Any students requesting a variance from degree requirements must petition the Academic Standards Committee in writing and should submit supporting documents from their academic advisors as well as from the relevant departments. Contact the Registrar's Office for the Academic Standards Committee information. All students are encouraged to participate in Commencement, which is held in May. Seniors must submit the Graduation Application Form to the Registrar's Office as follows: October 1 for May Graduation, December 1 for August graduation, March 1 for December graduation. The graduation application is available on-line in MyAlvernia on the 'Academics' tab. A graduation fee will be charged when the application is processed.

Associate Degree Requirements

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

requirements. All associate degree candidates must complete 30 of their last 36 credits at Alvernia University. Students must complete a minimum of 9 credits in their major.

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

All students are encouraged to participate in Commencement, which is held in May. Seniors must submit the Graduation Application Form to the Registrar's Office as follows: October 1 for May Graduation, December 1 for August graduation, March 1 for December graduation. The graduation application is available on-line in MyAlvernia on the 'Academics' tab. A graduation fee will be charged when the application is processed.

Mid-Degree Program

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

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

Requirements:

- Satisfy the standards for a major degree program.
- At least 30 credits must be at the 300/400 level at Alvernia, which excludes experiential credit, e.g. life experience, challenge. Exception: RN to BSN must complete a minimum of 25 credit hours at the 300/400 course level at Alvernia. Students must complete a minimum of 9 credits at the 300/400 level at Alvernia University in their major.
- Satisfy requirements for human diversity, and community service.
- Complete at least 12 credits in the major at Alvernia University.
- Complete a modified core curriculum at Alvernia to include the following (relevant transfer credits may be applied to the modified core):

Communication	3
Composition & Research	3
Literature	3
Fine Arts	3
Mathematics	3
Science	3
Social Science	3
Ethics/Morality	3

Theology/Philosophy	6
Total Credits	30

Transfer Policy

Bachelor's Degree Residency Requirements:

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

Second Baccalaureate Degree

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

Second Major

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

Progress Toward a Degree

A student may make progress toward a degree by:

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

Maximum Number of Credits/Charges

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

Transferring Credits from Other Colleges/Universities

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

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

Challenge Examinations

An enrolled student may challenge certain courses by examination but cannot challenge courses that have been audited or for which the student received a grade of "F." Students interested in this option should contact the departmental chairperson to determine the courses available for challenge and, if appropriate, to make arrangements for an examination at least two semesters prior to graduation. A grade of "C"/2.0 or better on the examination is required to obtain credit. A student's cumulative GPA is not changed by the examination because no grade is recorded for a course completed in this manner. A student pays a tuition charge for credits earned through a challenge examination.

Advanced Placement/College Level Equivalency Program (CLEP)

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

Dual Credit

Students may have concurrently enrolled in a class that counts for both the high school requirements and college credits. To receive credits for these courses, students must submit an official transcript from the college offering credits.

These transcripts should be sent to the Alvernia University Admissions Office during the application process.

Life Experience Credits

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

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

Registration

New Student Registration

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

Current Student Registration

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

Students are charged an additional fee for any credits over 18. Students may register for more than 18 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 Accounts Office.

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

Summer and Winter School Registration

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

Registration Changes

Each of the following constitutes a registration change:

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

Add/Drop Period

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

Withdrawal After Add/Drop Period

No student is permitted to withdraw from a course after the last day for withdrawal, which is listed on the academic calendar. Discontinuing a course without a valid withdrawal results in a grade of "F." A student receiving financial aid must notify the Student Financial Services Office of his/her withdrawal from a course. Schedule Change forms can be found in the Registrar's Office and returned there after all

signatures have been obtained to complete the process. During this period, a “W” is placed on the student’s official record.

Auditing a Course

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

Attendance Policy

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

Change of Major

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

Grade Reports

Early Warning Notices

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

Semester Grade Reports

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

Grading Policy and Grade Point Average (GPA)

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

A	94-100	P	Passing Grade
A-	90-93	I	Incomplete
B+	87-89		
B	83-86		
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 posted.

The student must complete and submit the assignments listed on the form to the instructor within four weeks of the exam period. Incomplete grades that have not been changed by the instructor at the end of this four-week period will automatically be changed to an "F." In extreme circumstances, the instructor may file a request for an extension with the Registrar.

Grade Point Average

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

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

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

Repeat/Delete Option

The repeat/delete option may be used when students have a grade of less than "C" or have failed to meet the minimum grade required by a specific program (for example, Nursing students need a "C+" or better in each nursing course). When a course is repeated for credit, the earlier grade remains on the student's permanent record and will appear on all transcripts. The higher grade is used in computing the cumulative GPA. The repeat/delete option may only be used in cases where both the original and

repeated courses were earned in class at Alvernia; neither may be by correspondence or by study at another institution. Students may be required to use the repeat/delete option to fulfill specific requirements.

Internal Transfer Option

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

Plagiarism

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

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

Academic Grievance Policy

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

Academic Standing

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

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

The Academic Standards Committee reviews the academic records of each student at the end of each semester. The credits used in the following scale are determined by the Alvernia GPA credits plus

transferred credits plus experiential and pass/fail credits. For students with Incompletes, the Academic Standards Committee reaches a decision based on available evidence.

12 to 23 credits	Cumulative average 1.75 and above: student in good standing Cumulative average between 1.00-1.749: student placed on Academic Probation Cumulative average below 1.00: student subject to dismissal
24 to 59 credits	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 associate, master or doctoral degree programs should see the Dean of Graduate and Adult Education for information regarding their academic progress requirements.

Student-Athletes

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

Academic Probation

It is recommended that students on probation meet with their advisor and use the repeat/delete or internal transfer options to raise their GPA. Students placed on probation at the end of the spring semester are encouraged to take courses at Alvernia during the summer sessions to improve their GPA.

Academic Dismissal

Students who are academically dismissed lose the right to complete their degree requirements under the catalog that was in effect when they first enrolled at Alvernia University; they lose their right to live in campus housing; and they also lose their eligibility for financial aid. Academically dismissed students may petition the Academic Standards Committee in writing for reinstatement to degree candidacy. After

one academic year's absence students must reapply to the university and may be reinstated by documenting their academic commitment.

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

Dean's List & Academic Honors

Dean's List

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

Academic Honors upon Graduation

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

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

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

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

Note: For the Commencement Ceremony, the above GPAs will be calculated at the end of Mod 3 since Mod 4 and semester grades will not be available until after commencement. The final GPA will determine the Honors posted on the graduate's diploma and transcript.

Honors Program

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

Twelve credits in coursework, including:

- First Year Honors Seminar (3 credits)
- Three courses (9 credits) of Honors Colloquia
- Six Credits in Honors Thesis. Identify a scholarly problem or develop a creative work under supervision of advisor.
- Reach a cumulative grade point average of 3.3 or higher

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

Transcripts

Requests for transcripts are made through the National Student Clearinghouse.

<https://tsorder.studentclearinghouse.org/school/select> No transcript (official or unofficial) will be released until all financial obligations to the university have been met.

Current students, former students, and alumni who attended after 2003 and do not have a billing hold may view and print their unofficial transcripts from their Self-Service account by clicking “Unofficial Transcript” under the “Grades” tab.

Withdrawal from the University

A student who voluntarily withdraws from the university must notify the appropriate individual, as identified below, of his/her intent to withdraw. Communication may be written or oral. If the communication is oral, the person providing the information must be able to verify his/her identity as the student or approved representative of the student by providing requested identifying information such as, but not limited to: student ID, social security number, date of birth, email and/or mailing address. The university reserves the right to refuse accepting oral information if it is incomplete or cannot be verified and may require the request to be provided in writing. Traditional undergraduate students should contact the Office of Student Financial Services; Adult undergraduate students should contact the School of Graduate and Adult Education. If a student notifies a faculty or staff member or department other than one of those listed above, the individual notified should make every effort to immediately notify the appropriate individual or department, as listed above, of the student’s notification and provide documentation if available and as appropriate.

The university reserves the right to require the withdrawal of any student whose scholarship is unsatisfactory or whose conduct renders him/her undesirable as a member of the university community.

Military Deployment

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

Students who are active in the military or are in the reserves will be allowed excused absences for mandatory military duties, including required trainings. However, students will still be held accountable

for all course requirements as outlined in course syllabi. Such students should provide their professors with dates of expected absence as soon as possible so that they can arrange to make up any course readings and assignments missed.

Non-Academic Dismissal

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

Family Educational Rights and Privacy Act

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

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

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

Student Right-To-Know & Campus Security Act

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

Servicemembers Opportunity Colleges

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

ACADEMIC OPPORTUNITIES

Consortium Classes

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

Graduate Opportunities at Alvernia University

Alvernia University offers nine master's degrees: Master in Business Administration; Master of Education; Master of Arts in three programs: Clinical Counseling, Organizational Leadership and Leadership for Sustainable Communities; Master of Science in Nursing; Master of Science in Occupational Therapy, Master of Social Work and Master of Science in Athletic Training (MSAT). For the M.B.A., M.A., M.Ed., and M.S.N., students have the opportunity to take six graduate credits during their senior year if these graduate credits are beyond and in addition to all their undergraduate degree requirements. A Doctor of Physical Therapy (DPT) offers a 3+3 year option allowing BIO, BIO/CHE, HCS and PSY students to begin the professional phase of the curriculum in their senior year. Alvernia University also offers a Ph.D. program in Leadership and a Doctor of Nursing Practice (DNP). Post-Baccalaureate nurses can choose from two tracks of study: Adult Gerontology or Family Nurse Practitioner.

Graduate Partnerships with Other Institutions

LECOM Partnership

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

Honors Program

The purpose of the Honors Program at Alvernia University is to assist students of outstanding intellectual promise and high motivation to seek increased challenges at the undergraduate level. The program is designed to recognize and encourage academic excellence, to stimulate students to work at their own pace, and to facilitate the exchange of ideas and information among students and faculty with varied interests in different disciplines.

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

Honor Students are:

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

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

Independent Study/Directed Study

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

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

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

Internships/Practicums/Cooperatives

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

Instructional Delivery Methods & Definitions

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

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

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

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

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

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

Asynchronous instruction involves course material that is available for access according to some timeframe established for the course. Asynchronous instruction can be connected to a schedule, or accessed on-demand in a student-determined, self-paced format.

Instruction is typically delivered through the institution's Learning Management System (i.e., Blackboard). Additional online resources, tools and activities may also be integrated to either enhance a classroom-based course, or provide additional options for online delivery.

Panopto – Audio/Video Storage and Streaming

Instructors may have created audios and videos to supplement instruction in and out of the classroom. These videos are hosted on Panopto and accessible through the course on Blackboard. Faculty may also

request that assignments and projects are completed using Panopto. You will see Panopto in your Blackboard course as Media@Alvernia.

ZOOM - Web/video Conferencing - Synchronous Classroom

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

Turnitin

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

Respondus LockDown Browser

Respondus LockDown Browser locks a student's computer down while taking an online quiz, test or exam. The use of other applications, printing, copying or browsing sessions are not permissible while taking online assessments. Respondus Monitor turns the students' webcam and microphone on to monitor movements and sounds. The program provides reports to faculty to prevent cheating during online exams. This is only used for fully-online courses.

Minimum Technology Requirements

For current technology requirements, visit:

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

PC-based	Minimum	Suggested
Processor	Core2Duo	i5 or i7
OS	Windows 7	Windows 10
RAM	4 GB	8 GB
Disk space	250 GB	500 GB or higher
Connection	DSL (at least 3mbps)	Broadband, Cable (10mbps+)
Browser	Google Chrome or Mozilla Firefox	Google Chrome or Mozilla Firefox
Flash Player	24	24
Java	7	8 update 71

Mac-based	Minimum	Suggested
Processor	Core2Duo	i5 or i7
OS	Snow Leopard 10.6	Yosemite 10.10.5 or El Capitan 11
RAM	4 GB	8 GB
Disk space	250 GB	500 GB or higher
Connection	DSL (at least 3mbps)	Broadband, Cable (10mbps+)
Browser	Safari 5.0	Safari 9, Firefox 43, Chrome 47
Flash Player	20	20
Java	7	8 update 71
*Apple supplies their own version of Java for Mac OS X versions 10.6 and below. Users should go to SoftwareUpdate under the Apple menu to look for updates.		

Note: Chromebooks will not suffice if you are taking a web-enhanced, blended or online course. Faculty accept Microsoft Word, Excel, PowerPoint and Adobe PDF files for submissions to assignments, assessments, etc. If you do have a Chromebook, you must be able to use Google Docs and export the file as a Microsoft or Adobe file. We provide each student with 1TB of storage on OneDrive for you to store these documents.

Online Consortium Policy

Alvernia University is a charter member of the Online Consortium of Independent Colleges and Universities (OCICU), which offers a wide variety of online courses from accredited educational institutions. A limited amount of Alvernia coursework may be completed through the online consortium. OCICU courses are a helpful alternative when a particular course requirement can't be met through the normal course scheduling sequence. Classes through the consortium must have approval of the department chair or, program director of the content area most closely allied to the course. The OCICU course offerings are published in advance of each semester. Students interested in OCICU offerings must speak with an academic advisor for additional information and complete an OCICU Course Approval Form.

Special Topics Courses

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

Study Abroad 610-790-1925

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

programs, as well as, semester and year-long programs Each of which presents students with the opportunity to engage in new culture while studying abroad, enroll in courses that provide a new understanding, and leave the world in which they are familiar.

The Washington Center 610-796-8225

Alvernia students have an opportunity to translate their college major into a career path, while spending a semester in Washington DC. through an immersive, residential experience. Students serve as interns in one of over 600 partner agencies in areas such as government, business, arts, education, and mass communications. In addition to their internship, students participate in an academic seminar and a variety of professional development experiences designed to foster personal and professional growth. 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. Interested students should see the Office of Career Development.

Academic Support Services

Academic Advising

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

Academic Success Center (ASC)

The Academic Success Center provides student advising and support services. Located on the first floor of Bernardine Hall, its team includes professional, administrative and student staff with responsibilities for advising, academic support services, and disability services.

ASC hours are: Monday through Thursday 8 a.m. to 8 p.m., Friday 8 a.m. to 4:30 p.m. Weekend hours vary.

ASC Areas of Service:

General Advising Support

Although every student is assigned a faculty advisor, additional advising support is available in the Academic Success Center (ASC). Students can meet with an advisor to get help with questions about advising and many university policies and procedures: course scheduling, adding or changing majors, preparing for advising appointments with academic advisors, and understanding how decisions about coursework impact the degree plan and financial aid.

First Year Student Advising

Each First Year Student is assigned to a SEARCH Seminar section, and the faculty/staff member who teaches that section serves as the student's advisor for the first year. Their work is supported by the ASC who provide advising training and materials to First Year Advisors. Freshmen wishing to make changes to their first semester schedules must visit the ASC to do so, as they do not yet have access to the registration features of self-service.

Advising for Students with Undeclared Majors

After the first year, each student is assigned a faculty advisor in the department that houses the student's major. However, not all students are ready to declare and some students change their minds.

Students who have not declared majors are offered additional support through the ASC to continue exploring their interests and developing their educational plan.

Academic Support Services

Academic support services listed below are offered in both face-to-face and online formats. Visit alvernia.mywconline.com to sign up for an appointment.

Students can access a menu of academic support services, including but not limited to:

- Individual subject-specific
- Peer and professional writing support
- Professional tutoring for nursing students
- Group study sessions
- Supplemental Instruction for selected classes in Health Majors
- Academic Success Workshops
- Academic skills coaching in time management, note taking, test taking, academic anxiety, and more

Accessibility Services

The Accessibility Services Office coordinates the academic accommodations for students with disabilities, as required by the Americans with Disabilities Act (ADA). Academic accommodations are decided on a case-by-case base in accordance with what is reasonable for the institution and the student.

ADA Accommodations

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act and Amendments Act (ADAAA), the university offers accommodations to students with documented learning, physical and/or psychological disabilities. It is the responsibility of the student to contact the Accessibility Office, to initiate the accommodation process so accommodations can be determined early in the semester. Academic accommodations are not retroactive. It is the responsibility of student to provide each of their professors with their letters of academic accommodations at the start of each semester/mod. Students needing assistance should visit the Academic Success Center (ASC) in BH 105c or call 610-568-1499.

Library

The Dr. Frank A. Franco Library Learning Center provides resources and services to support students both on and off campus. The Library space is available 24/7. It is accessible with your campus ID card outside of regular Library service hours. The Library's virtual collection is also available 24/7 at <http://www.alvernia.edu/library>. In addition to a large print collection, the library offers access to over 100,000 electronic academic journals and over 240,000 eBooks. Virtual access off campus is available to all enrolled students.

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

In the stairway mini-café students can find comfortable seating for enjoying a hot drink, get a snack from the vending machine, read the newspaper or a magazine, or study. The Browsing Room with its collection of popular fiction and non-fiction as well as comfortable furniture and interesting displays is also a welcoming place. Students may check out a movie from our DVD collection.

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

The first floor of the building brings together students and librarians in a rich learning environment. This flexible study area offers café-style booths, comfortable seats on casters for mobility, an ADA- accessible workstation, mobile white boards, and a charging station for mobile devices. In the Bonaventure Reading Room, students will find a variety of resources, chairs, and tables for individual study or for group work. Poetry readings and other special events are often held in the Bonaventure Room. Also located in the library's Bonaventure Reading Room is The Alvernia University Prayer and Reflection Room, a small, private, personal, reflective prayer space for meditation and contemplation, designed to meet the needs of persons from all faith traditions. The second floor of the building is dedicated to quiet study, and also features a computer classroom, our Polish American collection room, and our Italian American collection room; the lab and rooms can be used when they are not booked for classes or meetings.

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. Students can also schedule virtual meetings with librarians. Finally, librarians teach information literacy classes and workshops and are available to students and faculty to assist with research, specific assignments or major projects.

Library Building Hours:

The Library is accessible 24/7.

Library Service Hours:

Monday through Thursday: 8:00 a.m. – 8:00 p.m.

Friday: 8:00 a.m. to 4:30 p.m.

Sunday: Noon to 8:00 p.m.

Registrar

The Registrar, located in Francis Hall, plans the master course schedule, handles course registration and scheduling of all day students, maintains academic records, issues transcripts, and confirms eligibility to receive degrees. The following services are available in the Registrar's Office: questions regarding academic records, letters of enrollment verification, schedule changes (add/drop), permission forms for directed or independent study, and forms for Academic Overload, Change of Address, Change of Major, Graduation Application.

Information Technology

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

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

Information Technology consists of the following support areas

(www.alvernia.edu/it/):

Application Management and Support

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

Instructional Design and Learning Technologies

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

Infrastructure Management and Support

The Infrastructure Management and Support office is responsible to support wireless connectivity, Office365 email, network logons, hardware support for university owned computers, printing and general technology support.

Note that computer labs for student use are available in Bernardine Hall, the Library, Veronica Hall, Campus Commons and the Philadelphia and Schuylkill Community Campuses. Wireless access is available in all University buildings on all campuses.

The Programs and Courses of Study...

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

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

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

PROGRAMS AND COURSES OF STUDY

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

Associate of Science Degrees/Certificates:

Applied Health – Dual Admission

with Reading Hospital School of Health Sciences

Applied Science – Dual Admission

with Joseph F. McCloskey School of Nursing

Business (Adult Education)

Diagnostic Medical Sonography – Dual Admission

with Reading Hospital School of Health Sciences

Emergency Medicine Management – Dual Admission

with Reading Hospital School of Health Sciences

Medical Imaging – Dual Admission

with Reading Hospital School of Health Sciences

Surgical Technology – Dual Admission

with Reading Hospital School of Health Sciences

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

Bachelor of Arts Degrees:

Addictions and Mental Health Treatment (Traditional & Adult Education)

Communication (Traditional & Adult Education)

Criminal Justice Administration (Traditional & Adult Education)

Digital Media Marketing

English

Education:

- Early Childhood PK-4 (Traditional & Adult Education)
- Early Childhood PK-4 & Special Ed PK-12 (Traditional & Adult Education)

History

Liberal Studies (Traditional & Adult Education)

Philosophy

Political Science

Theology
Theatre

Bachelor of Science Degrees:

Accounting (Traditional & Adult Education)
Biochemistry
Biology
Biology Medical Laboratory Science
Chemistry
Computer Science
Economics
Electrical Engineering
Environmental Science
Finance (Traditional & Adult Education)
Forensic Science
General Science
Healthcare Administration (Traditional & Adult Education)
Healthcare Science (Traditional & Adult Education)
Human Resource Management (Traditional & Adult Education)
Industrial Engineering
Mathematics
Management (Traditional & Adult Education)
Marketing (Traditional & Adult Education)
Mechanical Engineering
Psychology (Traditional & Online)
Sport Management

Bachelor of Science in Nursing (BSN)

Pre-Licensure Nursing (Traditional Only)
Nursing Completion – RN to BSN (Adult Education only)

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

Master's Degrees:

Master of Arts in Clinical Counseling
Master of Arts in Leadership
Master of Business Administration
Master in Education
Master of Science in Athletic Training
Master of Science in Nursing

- Adult-Gerontology Primary Care Nurse Practitioner
- Family Primary Care Nurse Practitioner

Master of Science in Occupational Therapy
Master of Social Work

Doctoral Degrees:

Doctor of Physical Therapy
Doctorate of Philosophy in Leadership
Doctorate of Nursing Practice

Minors:

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

Addictions & Mental Health Treatment
Art
Biology
Business
Chemistry
Communication
Community & Environmental Sustainability
Community Engagement Computer Science
Criminal Justice Administration
Cultural Studies
Cyber Security Data Science
Digital Media Marketing
Economics
English
Entrepreneurship
Environmental Science
Forensic Science
General Science
Gerontology
Health Communication
History
Leadership Studies
Mathematics
Music
Physics
Philosophy
Political Science
Pre-Law
Psychology
Sociology
Spanish
Sport Media
Theatre
Theology
Women's & Gender Studies

A minor is an optional program of study that will complement or supplement the student's major. Completion of a minor will be reflected on the transcript but not on the diploma. It is a sequence of courses constituting a coherent program of study *outside* of the major and less extensive than a major, typically 18-21 credits. The minor may not be in the discipline of the major and must include at least 12 credits not from the major's core, concentration, track or emphasis; related area courses supporting the major may be double-counted to fulfill the minor. Nine credits in the minor must be earned at Alvernia. A student pursuing two minors must have 9 credits in each minor that is not included in the other minor. A 2.0 GPA in the minor is required for completion.

SEARCH: GENERAL EDUCATION AT ALVERNIA

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

Note: Mid-Degree Transfer students should refer to the section in the catalog under Academic Information: Mid-Degree Program.

Course Number System

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

FIRST-YEAR CORE CURRICULUM: ENDURING QUESTIONS 12 CREDITS:

SRH 101 - SEARCH Seminar: Enduring Questions – 3 credits or HNR 160: Honors SEARCH-Enduring Questions

Designed specifically for new college students and based around contemporary themes, SEARCH Seminar promotes academic success, personal development, interpersonal connections, and awareness of current events. The course will introduce students to the expectations and values of an academic community, the Liberal Arts tradition, and to Alvernia's Franciscan mission and heritage. Preparing students for a successful transition to the university, SRH 101 will teach students how to become active learners, strengthen their critical reading and thinking skills, and develop an educational plan.

Note: There is no exemption from the SEARCH Seminar for new incoming students coming directly from high school.

COM 101: Composition and Research – 3 credits

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

THE 105: Foundations of Theology – 3 credits

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

PHI 105: Introduction to Philosophy – 3 credits

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

MID-LEVEL LIBERAL ARTS EXPLORATION**28/29 CREDITS****Exploring the Natural World:****Lab Science – 3-4 credits**

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

Mathematics – 3 credits

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

Culture and Language:**World Languages – 6 credits**

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

Communication – 3 credits

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

Individuals and Communities:**History and Political Science – 3 credits**

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

Social and Behavioral Sciences – 3 credits

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

Creative Expressions:**Literature – 3 credits**

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

Fine and Performing Arts – 3 credits

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

ETHICAL LEADERS AND FOLLOWERS - 6 CREDITS:**Theology or Philosophy – 3 credits**

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

Ethics and Morality – 3 credits

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

Human Diversity – one course

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

Writing Enhanced – one course

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

Community Service – 40 hours

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

CONCENTRATED PATHS OF KNOWLEDGE

Students continue their exploration of Enduring Questions and supplement study in their major by choosing from three paths of knowledge designed to integrate learning and promote problem-solving at more advanced levels. Students with a double major in which one major is in a Liberal Arts discipline satisfy this requirement. Liberal arts disciplines are represented across three of the four colleges, and include: Art, Biology, Chemistry, Communication, Computer Science, Economics, English, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Sociology, Theology, Theatre and World Languages.

Path 1: Interdisciplinary Study (IS)

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

Path 2: Multidisciplinary Study (MS)

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

Path 3: In-depth Disciplinary Study (DS)

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

Senior Capstone – one course

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

Human Diversity (D)

Diversity-designated courses may have either a global or domestic focus. In order for a course to be given a diversity designation, the majority of course content and assignments should meet the following guidelines:

Global Focus: Courses will provide students with a critical awareness and understanding of the histories, values, beliefs and perspectives of populations outside of the U.S.; illustrate the importance of peacemaking and social justice; and encourage students to recognize that moral and ethical leadership requires knowledge and appreciation of difference.

Domestic Focus: Courses will provide students with a critical awareness and understanding of how historically marginalized individuals and non-dominant populations within the U.S. are defined by factors such as geography, economics, religion, language, age, ability, gender, sexuality and race; illustrate the importance of peacemaking and social justice; and encourage students to recognize that moral and ethical leadership requires knowledge and appreciation of difference.

AMH 411	Counseling Special Populations
BIO 232	Sustainable Communities: Santo Domingo
BUS 312	International Business I
BUS 412	International Business II
BUS 414	Global Strategic Marketing

BUS 427	International Human Resource Management
COM 234	Intercultural Communication
COM 237	Gender, Sex & Identity in the Media:
COM 238	Race, Ethnicity & Social Justice in the Media:
COM 247	Fantasy, Folklore & Mythology:
CJ 217	Gender, Race and Crime
CST 200	Introduction to Cultural Studies
ENG 207	Contemporary Fiction and Drama
ENG 213	Studies in Drama
ENG 216	Women in Literature
ENG 247	Fantasy, Folklore & Mythology:
ENG 250	Textual Perspectives-African-American Literature
ENG 251	Textual Perspectives-Latinx Literature
ENG 252	Textual Perspectives-Indigenous Literature
ENG 253	Textual Perspectives-Queer Literature
ENG 254	Textual Perspectives-Literature of Disability
HCS 320	Healthcare Science & Cultural Competency
HIS 110	World Civilizations
HIS 230	Women's History
HIS 240	Topics in Global History
HIS 245	Topics in Native American History
MUS 222	Multicultural Music
MUS 322	World Music
NUR 312	Transcultural Nursing
NUR 318	Dev. Cultural Competency & Global Awareness
PHI 245	Eastern Philosophy and Religion
PHI 250	Feminist and Gender Theory
POS 235	The Politics of Race, Civil Rights and Social Justice
PSY 215	Multicultural Issues in Psychology
PSY 308	The Psychology of Gender
SM 210	Sport in Society
SOC 210	Sociology of the Family
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 110	Intro to Exceptionalities in Children and Youth
SPE 335	Supporting Neurodiversity & Mental Health
SPE 345	Individuals Requiring Complex Supports
SW 209	Death, Dying, and Bereavement
SW 231	Culturally Sensitive Human Service Practice
THE 225	Global Issues
THE 245	Eastern Philosophy and Religion

THE 355	Franciscan Pilgrimage to Assisi and Rome
THR 355	Theater History

Ethics (E)

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

PHI 200	Introduction to Ethics
PHI 205	Topics in Ethics
PHI 206	Biomedical Ethics
PHI 207	Ethics and Community Engagement
PHI 208	Ethics and Technology
PHI 210	Professional Ethics
PHI 215	Environmental Philosophy
PHI 220	Law and Justice
THE 200	Christian Approach to Morality
THE 210	Medical Moral Theology
THE 225	Global Issues: The Gospel Perspective
THE 227	Green Theology and Ethics
THE 235	Topics in the Catholic Social Tradition:

Capstone (CAP)

One capstone designated course typically within the major.

AT 445	Senior Capstone I
AT 446	Senior Capstone II
AT 635	Evidence Based Practice: Clinical Research II
AMH 407	Practicum Field Experience 4
BUS 402	Auditing
BUS 406	Investment and Portfolio Management
BUS 443	Compensation and Benefits
BUS 444	Marketing Research Seminar
BUS 450	Organizational Leadership
CJ 350	Professional Seminar in Criminal Justice
CJ 408	Agency Practicum
COL 400	Seminar in Liberal Studies
COM 480	Research Seminar
COM 481	Internship
ECON 432	Economics Capstone
ED 472	Student Teaching Seminar
ENG 406	Research Seminar
HCS 430	Healthcare Science Capstone
HIS 426	Research Seminar
MAT 415	Mathematics Seminar

NUR 408	Introduction to Research Methods
NUR 409	Leadership & Ethical Dimensions for Nursing Practice
NUR 417	Nursing Role Synthesis
OT 482	Occupational Therapy Fieldwork: Practicum I
OT 483	Occupational Therapy Fieldwork: Practicum II
PHI 480	Capstone
POS 425	Research Seminar
PSY 408	Senior Seminar
PSY 422	Ethical & Professional Issues I
PSY 450	Professional Ethics for the Helping Professional
SCI 406	Research I
SCI 407	Research II
SCI 480	Internship
SM 455	Sport Management Seminar
SW 407	Senior Field Education I Seminar
THE 480	Capstone
THR 434	Senior Production Workshop

WE – Writing Enhanced

AT 630	Evidence Based Practice: Clinical Research I
AMH 204	Theories of Counseling & Psychotherapy
BUS 441	Cooperative Education in Business I
BUS 442	Cooperative Education in Business II
CHE 211	Organic Chemistry Laboratory II
CJ 220	Writing for the CJ Professional
COM 131	Writing for the Media
COM 344	Writing for the Workplace
COM 360	Writers Workshop:
ED 110	The Teaching Profession
ENG 202	Critical Approaches to Literature
HCS 330	Healthcare Literacy and Advocacy
NUR 210	Intro to Nursing Practice: Roles & Responsibilities
OT 429	Writing for the Professional Occupational Therapist
POS 424	History of Political Thought
PSY 230	Applications of Research
SPE 420	Secondary-Age Students with Special Needs
SW 405	Methods in Social Research
THE 300	Marriage and Sexuality
THE 350	Franciscan Studies
THR 356	Theatre History II

Path 2 (MS) Course Lists:

Students complete nine credits, at least two courses from Liberal Arts disciplines and not in the major.

Imagination and Creativity

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

ART 201	Drawing II
ART 208	Painting I
ART 215	Art: Prehistoric through Middle Ages
ART 217	Art: Renaissance to Present
ART 251	3-D Design
ART 281	Graphic Design and Illustration
ART 307	Silk screening
ART 308	Painting II
ART 319	Digital Photography
ART 340	Watercolor
BIO 203	Biosphere
CHE 301&310	Physical Chemistry I & Lab
COM 244	Computer-Assisted Design
COM 250	Film Appreciation:
COM 251	Broadcasting & Electronic Media
COM 261	Poetry Writing
COM 263	Fiction Writing
COM 332	Multimedia Creation - Publications
COM 333	"The Campus Show" – Television Production
COM 351	Script Writing and Play Writing
COM 352	Video Production-Shoot, Edit, Share
COM 353	Cinema & Film Studies:
COM 360	Writers Workshop
COM 362	Multimedia Creations - Video
HIS 307	Greco-Roman Civilization
HIS 308	American Revolution and Constitution
HIS 319	Late Antiquity and Early Medieval
HIS 349	The Age of Revolution (1610-1815)
MUS 224	Broadway Musicals
MUS 235	Harmony
PHI 235	Existentialism
PHI 240	Philosophy of Art and Beauty
PHI 245	Eastern Philosophy & Religion
PHI 310	Metaphysics
PHI 332	Mind, Brains and Computers
POS 212	Comparative Politics
POS 424	History of Political Thought
PSY 312	Psychology of Play

SCI 406	Research I
THE 225	Global Issues: The Gospel Perspective
THE 245	Eastern Philosophy & Religion
THE 255	Santo Domingo
THE 300	Marriage and Sexuality
THE 350	Franciscan Studies
THE 364	Mysticism
THE 420	Worship and the Sacraments
THR 142	Creativity Workshop
THR 255	Intermediate Acting
THR 350	Directing for the Stage
THR 357	Behind the Curtain
THR 360	Advanced Acting/Directing

MAY USE ONLY ONE COURSE FROM:

AMH 330	Crisis Intervention
BUS 309	Advertising and Promotion
BUS 431	Entrepreneurship
CJ 422	Crisis Management
ED 302	Principles of Writing Instruction
ED 314	Teaching the Arts in Elementary School

Cultural and Global Issues

As the world moves closer together through increased globalization, migration, and technological advancement, humans are recognizing the importance of the role of culture within all aspects of human existence. Cultural and Global issues include a diverse array of subjects, such as Religious Freedom, Political Ideologies, Education, Technology, Gender Equality, Cultural Diversity, Migration and Indigenous Peoples, Global Citizenship, Economic Interdependence, Languages and Intercultural Communication. By approaching these issues from an interdisciplinary perspective, the complexities of these issues can be addressed in ways that yield well-informed solutions. Such an approach can also engender a critical mindset about the effects of cultural practices, norms and traditions; thus, we may be able to think more deeply about “who we are” and “where we have come from.”

BIO 203	Biosphere
BIO 230	Sustainability Principles & Practices
BIO 320	Ecology
COM 234	Intercultural Communication
COM 247	Fantasy, Folklore, & Mythology:
COM 422	Digital Media & Society:
ECON 352	History of Economic Thought
ECON 353	Economic Justice and Judeo-Christian Conscience
ECON 432	Economics Capstone
ENG 207	Contemporary Fiction and Drama
ENG 216	Women in Literature

ENG 247	Fantasy, Folklore, & Mythology:
HIS 230	Women in History
HIS 240	Topics in Global History
HIS 245	Topics in Native American History
MUS 221	American Music
MUS 222	Multicultural Music
MUS 322	World Music
PHI 215	Environmental Philosophy
PHI 240	Philosophy of Art and Beauty
PHI 245	Eastern Philosophy & Religion
PHI 250	Feminist and Gender Theory
PHI 420	Social and Political Philosophy
POS 212	Comparative Politics
POS 225	International Relations
POS 331	Constitutional Law
POS 424	History of Political Thought
PSY 215	Multicultural Issues in Psychology
PSY 308	The Psychology of Gender
SPA 151	Practical Spanish Conversation
SPA	Any course 200-400
SOC 212	Contemporary Social Problems
SOC 306	Racial and Cultural Relations
SOC 411	Sociology of Men and Women
THE 225	Global Issues
THE 245	Eastern Philosophy & Religion
THE 255	Santo Domingo
THE 355	Franciscan Pilgrimage to Assisi & Rome

MAY USE ONLY ONE COURSE FROM:

AMH 411	Counseling Special Populations
AMH 413	Special issues seminar
BUS 293	Change Management
BUS 312	International Business I
BUS 412	International Business II
BUS 414	Global Strategic Marketing
BUS 427	International Human Resource Management
BUS 445	Leadership Seminar
CJ 217	Gender, Race and Crime
ED 402	Professional and Legal Issues (1cr)
ED 472	Student Teaching Seminar (2cr)
HCS 320	Healthcare Science and Cultural Competency
HCS 400	Healthcare Systems and Policy
HCS 420	Current Issues in Healthcare Science
NUR 312	Transcultural Nursing

SM 210	Sport in Society
SW 301	Social Welfare
SW 347	International Community Development
SPE 110	Overview of Human Exceptionalities

Poverty and Wealth

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

BIO 230	Sustainability Principles and Practices
COM 422	Digital Media & Society
ECON 352	History of Economic Thought
ECON 353	Economic Justice & Judeo-Christian Conscience
ECON 432	Economics Capstone
HIS 323	The High and Late Middle Ages
HIS 349	Age of Revolutions
HIS 352	America's Industrial Revolution and the Age of Reform
HIS 364	America's Trial: The Depression through the Korean War
PHI 200	Introduction to Ethics
PHI 210	Professional Ethics
PHI 220	Ethics and Law
PHI 250	Feminist and Gender Theory
PHI 420	Social Political Philosophy
POS 221	American Political Parties
POS 310	Public Policy & Advocacy
POS 424	History of Political Thought
PSY 215	Multicultural Issues in Psychology
PSY 308	The Psychology of Gender
PSY 405	Social Psychology
SOC 212	Contemporary Social Problems
SOC 306	Racial and Cultural Relations
SOC 401	Sociological Theory
SOC 411	Sociology of Men and Women
THE 200	Christian Approach to Morality
THE 225	Global Issues: The Gospel Perspective
THE 255	Santo Domingo
THE 350	Franciscan Studies

MAY USE ONLY ONE COURSE FROM:

AMH 411	Counseling Special Populations
BUS 293	Change Management
BUS 320	Stakeholder Relations
CJ 102	Criminology
CJ 217	Gender, Race and Crime
CJ 285	Victimology
CJ 377	Juvenile Delinquency and Justice
CJ 379	Ethics in Criminal Justice
CJ 411	Domestic Violence
ED 402	Professional and Legal Issues (1cr)
ED 472	Student Teaching Seminar (2cr)
HCS 320	Healthcare Science and Cultural Competency
HCS 400	Healthcare Systems and Policy
NUR 312	Transcultural Nursing
SM 210	Sport in Society
SW 201	Introduction to Social Work
SW 231	Culturally Sensitive Human Services Practices
SW 301	Social Welfare
SW 302	Social Policy
SW 303	Human Behaviors/Social Environment I
SW 304	Human Behaviors/Social Environment II

Sustainability, Science and Technology

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

BIO 203	Biosphere
BIO 230	Sustainability Principles & Practices
BIO 315	Forensic Medicine
COM 234	Intercultural Communications
COM 332	Multimedia Creation - Publication
COM 340	Advertising Workshop
COM 420	Media Law & Ethics
COM 422	Digital Media & Society
ENG 207	Contemporary Fiction and Drama
HIS 349	The Age of Revolutions
HIS 352	America's Industrial Revolution & the Age of Reform

HIS 353	The European Century (1763-194)
LAS 500	Evolution of Scientific Thought
LAS 545	Science Concepts in Literature
LAS 638	Sustaining Our Environment
MAT 208	Introductory Statistics
MAT 209	Probability and Statistics
MAT 210	Inferential Statistic
PHI 210	Professional Ethics
PHI 215	Environmental Philosophy
PHI 220	Ethics and Law
PHI 250	Feminist and Gender Theory
PHI 420	Social and Political Philosophy
PHY 200	Physics I
THE 210	Medical Moral Theology
THE 225	Global Issues: Gospel Perspective
THE 350	Franciscan Studies

MAY USE ONLY ONE COURSE FROM:

AMH 201	Foundations of Addictions
AMH 411	Counseling Special Populations
NUR 405	Health Promotion in Families & Communities

Peace and Conflict

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

BIO 320	Ecology
BUS 320	Stakeholder Relations
COM 213	Interpersonal Communication
COM 234	Intercultural Communication
COM 422	Digital Media & Society:
ECON 353	Economic Justice & Judeo-Christian Conscience
ENG 303	Why Shakespeare Now?
HIS 281	Topics in Military History
HIS 303	20th Century World History
HIS 308	American Revolution & Constitution
HIS 334	Jacksonian and Ante-Bellum America
HIS 337	Early Modern Europe
HIS 344	The Era of the Civil War

HIS 349	The Age of Revolutions (1610 -1815)
HIS 364	America's Trial
PHI 220	Philosophy of Law and Justice
PHI 250	Feminist and Gender Theory
PHI 335	Philosophy of Love and Friendship
PHI 420	Social and Political Philosophy
POS 212	Comparative Politics
POS 221	Political Parties and Polarization
POS 225	International Relations
POS 308	American Foreign Policy
POS 317	Presidents & Power
POS 424	History of Political Thought
PSY 220	Close Relationships
PSY 306	Group Dynamics
PSY 330	Crisis Management in Mental Health Field
PSY 405	Social Psychology
SOC 210	Sociology of the Family
SOC 212	Contemporary Social Problems
SOC 306	Racial and Cultural Relations
THE 225	Global Issues: The Gospel Perspective
THE 300	Marriage and Sexuality
THE 350	Franciscan Studies

MAY USE ONLY ONE COURSE FROM:

AMH 202	Origins of Mental Illness
CJ 102	Criminology
CJ 346	Terrorism
CJ 377	Juvenile Delinquency and Justice
CJ 411	Domestic Violence
NUR 405	Health Promotion in Families & Communities
SW 211	Intervention Strategies for Families
SW 302	Social Policy

Applying for Graduation

Graduation Application is available on-line in MyAlvernia on the 'Academics' tab. Seniors must submit the Graduation Application to the Registrar's Office as follows: October 1 for May Graduation; December 1 for August graduation; and March 1 for December graduation. The advisor or department chair must sign the form and attach a copy of the completed major sheet. A graduation fee will be charged when the application is processed. All students are encouraged to participate in Commencement, which is held in May.

Community Service Requirement

Community Service Requirement (610-790-1925)

Community service 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 through supporting an organization's mission. Additionally, we aspire to encourage community service as an integral part of a students' learning experiences, contributing to their intellectual, social, and spiritual growth and development. Through intentional service while at Alvernia University the Holleran Center strives to provide a framework for students to develop a commitment that supports causes locally, regionally and even globally throughout their lives.

Alvernia students must complete community service hours as part of the General Education Program. Associate degree students must complete 20 hours; baccalaureate degree students must complete 40 hours. Transfer students' community service hours are based on the number of credits accepted upon matriculation. Transfer students should consult with the Registrar or their faculty advisor for specific number of hours to meet the requirement. Students are strongly encouraged to complete their requirements before the end of their sophomore year, and then to exceed them.

Service Opportunities

Students can select a combination of opportunities and activities to achieve the total number of hours required from:

1. An approved list of community partners;
2. Pre-approved organizations in the local community or in a student's home community;
3. Credit-bearing service-learning courses offered by Alvernia University (successful completion of each course and its service-learning component achieves 15 community service hours);
4. 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. Organizations/organized events not on the approved list but proposed by students, clubs, athletic groups, and/or faculty, and are pre-approved by the Holleran Center on an individual case basis.

Performing direct service to people who are most vulnerable or in need is consistent with Alvernia's Franciscan mission. Our commitment to service and providing valuable assistance to our local and global community is part of what makes Alvernia distinct among liberal arts colleges and universities. Our mission of creating engaged moral citizens begins with who and where we serve as well as how we reflect on these experiences. We further uphold our dedication to the Franciscan mission and cultivation of servant-leaders by observing the following:

1. Service hours are strongly encouraged to directly benefit an outside group of person(s) or a mission-centered organization in accordance with our service roots as we actively serve our community, environment, and the mutual transformation of all involved;

2. Service hours performed with an on-campus entity (defined as a department, club, or athletic group) should follow the same service principles and have a significant contribution and impact on others. While service to Alvernia's community is deeply appreciated, hours will be approved on a case-to-case basis and no more than ½ of a student's community service requirement may be performed on-campus. Students must complete the Community Service Pre-Approval Form prior to serving with an on-campus entity;
3. Community service that is not performed with an approved Community Partner, is not on the Weekly Service Opportunities List, or is performed on-campus must be pre-approved by the Holleran Center for Community Engagement. The official list of Community Partners can be found on the Get Connected volunteer platform and is also available by request;
4. Service submissions are not valid unless they have the name and contact information of a supervisor. Students cannot list themselves as supervisor. Students may also not perform their community service under direct supervision of a relative or close family friend unless approved through the Holleran Center;
5. Pre-approval of community service and questions may be directed to the Holleran Center for Community Engagement at 610-790-1925 or holleran.center@alvernia.edu;
6. Students must submit digital community service forms and a critical reflection via the Get Connected volunteer platform prior to the end of the semester in which the hours were completed. Hours completed in the Fall Semester must be turned in by January 15th, Winterim hours by February 15th, hours for the Spring Semester by May 15th and hours for the Summer by September 15th. Forms from previous semesters will not be accepted. Students can also request a physical community service form by emailing Holleran.center@alvernia.edu.

As with all curricular graduation requirements, the student may petition the Academic Standards Committee for a final determination in any dispute about service-hours.

If you have any questions please visit the Holleran Center for Community & Global Engagement located in Suite 102, Bernardine Hall.

Background Check Policy for Academic Programs and Service Learning

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.

The student must understand and agree that Alvernia University may disclose the results of the background checks to the clinical/field facility where the student has sought to be placed. Certain types of clinical/field facilities have the right and/or responsibility to preclude students from the facility who have a history of criminal activity or child abuse.

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

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

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

Specific laws affecting background checks and checking mechanisms:

ADDICTIONS AND MENTAL HEALTH TREATMENT

The addictions and mental health treatment 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 case management positions in the fields of addiction and mental health treatment. This unique yet expansive major is the outgrowth of community agencies needing to employ individuals with a broader base of expertise. This degree is designed to build the professional competence needed to address today's various and complex issues.

Students who major in addictions and mental health treatment will find their educational experience both enriching and enjoyable. Through the use of both full time and 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. 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 students valuable exposure to the work environment prior to graduation.

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

NOTE: All Alvernia Addictions and Mental Health Treatment courses are approved for credit hours toward professional certification by the Pennsylvania Certification Board (PCB). Students seeking certification can contact the PCB for specific requirements and steps related to the certification process.

Addictions and Mental Health Treatment: 54 credits

A grade of "C" or higher is required in all Major courses. Students must also complete a Child Abuse Clearance, a PA Criminal Record Check and an FBI clearance including fingerprinting. An arrest and/or conviction may/may not prohibit a AMH 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 four 100-hour, 3- credit practicum field placements. These additional 12 credits and 400 field hours are instrumental in helping to prepare students for addictions and mental health treatment practice.

Required Core: 36 credits

AMH 201, 202, 204, 230, 303, 305, 310, 330, 404, 405, 406, 407

Major Electives: 9 credits

Three courses may be chosen from Addictions and Mental Health Treatment, Criminal Justice, Psychology or Social Work (6 credits must be at 300-400 level).

Related Area: 9 credits

PSY 101, 208, 215

Minor: 21 credits

AMH 201, 202, 204, 303, 310 and two AMH electives.

Certificate Program: 21 credits

AMH 201, 202, 204, 303, 310 and two AMH electives.

COURSE DESCRIPTIONS

AMH 102 3 credits

Substance Abuse and Society

An introductory course designed specifically for students not majoring in addiction and mental health treatment. 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.

AMH 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 use disorders.

AMH 202 3 credits

Origins of Mental Illness

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

AMH 204 3 credits

Theories of Counseling and Psychotherapy

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

AMH 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.

AMH 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.

AMH 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.

AMH 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.

AMH 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.

AMH 304 3 credits

Counseling Techniques II

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

AMH 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 addictions and mental health clients.

AMH 306 3 credits

Group Counseling II

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

AMH 310 3 credits

Legal and Ethical Issues in Counseling

This course will examine specific knowledge and skills of ethical, legal and professional issues in addictions and mental health treatment practice. Students will learn the ethical values that underlie professional ethical standards as well as ethical decision-making based upon these standards. Students will also learn the major applicable laws governing professional counselors. Issues of cultural competency, client’s rights and professional boundaries will also be addressed.

AMH 315 3 credits

Treatment Planning and Case Conceptualization

This course will instruct students on how to conceptualize and understand the nature of clients’ concerns and problems from a number of major theoretical perspectives, incorporating various biopsychosocial domains including age, gender, race and ethnicity, sexual orientation and socioeconomic status. Students will learn to develop comprehensive treatment plans which containing therapeutic interventions and strategies that are most helpful to address the complexity of human experiences.

AMH 320 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.

AMH 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, AMH 201.

AMH 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, AMH 201.

AMH 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.

AMH 404 3 credits

Practicum Field Experience 1

The student will participate in fieldwork in an addictions and mental health treatment agency setting, consistent with the student's desired area of practice. Practicum field placements will occur only at facilities that have a signed agreement in place with Alvernia University. Prior to beginning field placements students must obtain all necessary background clearances. The fieldwork practicum promotes the integration of classroom and experiential learning in the development of clinical skills, self-reflection, cultural competence, ethical decision making and professionalism. This practicum involves 100-hours of fieldwork, and may be taken alone or in conjunction with another 3-credit practicum course for total of 6 credits or 200 hours. Prerequisite: 24 credits in AMH.

AMH 405 3 credits

Practicum Field Experience 2

The student will participate in fieldwork in an addictions and mental health treatment agency setting, consistent with the student's desired area of practice. Practicum field placements will occur only at facilities that have a signed agreement in place with Alvernia University. Prior to beginning field placements students must obtain all necessary background clearances. The fieldwork practicum promotes the integration of classroom and experiential learning in the development of clinical skills, self-reflection, cultural competence, ethical decision making and professionalism. This practicum involves 100-hours of fieldwork, and may be taken alone or in conjunction with another 3-credit practicum course for total of 6 credits or 200 hours.

Prerequisite: 24 credits in AMH.

AMH 406 3 credits

Practicum Field Experience 3

The student will participate in fieldwork in an addictions and mental health treatment agency setting, consistent with the student's desired area of practice. Practicum field placements will occur only at facilities that have a signed agreement in place with Alvernia University. Prior to beginning field placements students must obtain all necessary background clearances. The fieldwork practicum promotes the integration of classroom and experiential learning in the development of clinical skills, self-reflection, cultural competence, ethical decision making and professionalism. This practicum involves 100-hours of fieldwork, and may be taken alone or in conjunction with another 3-credit practicum course for total of 6 credits or 200 hours.

Prerequisite: 24 credits in AMH.

AMH 407 3 credits

Final Field Practicum 4

The student will participate in this final fieldwork in an addictions and mental health treatment agency setting, consistent with the student's desired area of practice. Practicum field placements will occur only at facilities that have a signed agreement in place with Alvernia University. Prior to beginning field placements students must obtain all necessary background clearances. This fieldwork practicum will serve as the capstone experience for behavioral health majors, integrating previously presented professional principles and practices with Alvernia's liberal arts and Franciscan traditions. Students will complete a capstone project culminating in a paper and/or presentation. This practicum also involves 100-hours of fieldwork, and may be taken alone or in conjunction with another 3-credit practicum course for total of 6 credits or 200 hours.

Prerequisite: 24 credits in AMH.

AMH 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.

AMH 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 addictions and mental health treatment 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.

APPLIED HEALTH

The Applied Health (AH) program leading to an Associate of Science degree is a dual enrolled degree program between The Reading Hospital School of Health Sciences (RH-SHS) and Alvernia University. In addition to the Associate of

Science degree, graduates will receive a Diploma in Nursing from RH-SHS. The RH-SHS Diploma in Nursing Program is nationally accredited by the Accreditation Commission for Education in Nursing (ACEN) and approved by the Pennsylvania State Board of Nursing.

The Reading Hospital School of Health Sciences Mission Statement

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

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

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

- Respond on a personal and professional level to changing healthcare issues of society by participating in community and professional activities and organizations.

Admission Requirements:

The AH program student admission is the responsibility and at the discretion of the RH-SHS. Admission standards meet and/or exceed Alvernia University’s admission standards. Admission to the AH program is competitive and the selection of students will be based on personal composition, academic ability, references, interview performance, aptitude tests, writing samples, and previous healthcare experiences. Refer to the RH-SHS Admission Office for details.

**APPLIED HEALTH PROGRAM
LEADING TO AN ASSOCIATE OF SCIENCE DEGREE**

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

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

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

COURSE DESCRIPTIONS

AH 100 12 credits
 Foundations of Nursing Care

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

AH 101 2 credits
 Professional Nursing Communication

This course introduces the student to the concepts that provide the foundation for nursing practice. Professionalism and how it is applied to nursing is addressed. The image of nursing and its influence on the profession is presented. The student is introduced to the nurse’s professional role of communicator.

Information that enhances the development of self-awareness, non-judgmental acceptance of others, communication skills and collaboration skills will be presented. The impact of informatics on nursing care is explored. Co-requisite: AH 100.

AH 102 12 credits

Family/Individual Nursing

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

AH 200 12 credits

Acute Care/Complex Nursing

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

AH 201 12 credits

Nursing Leadership/Critical Care

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

APPLIED SCIENCE

The Applied Science (AS) program leading to an Associate of Science degree is a dual-enrolled program between the Joseph F. McCloskey School of Nursing (JFMSON) and Alvernia University. In addition to the

Associate of Science degree, graduates will receive a Diploma in Nursing from JFMSON. The JFMSON is nationally accredited by the Accreditation Commission for

Education in Nursing (ACEN) and approved by the Pennsylvania State Board of Nursing.

The Joseph F. McCloskey School of Nursing Mission Statement

The Joseph F. McCloskey School of Nursing is committed to providing quality nursing education that prepares graduates to seek licensure as a registered nurse and to provide safe, quality, evidence-based, patient-centered nursing care in a variety of health care settings.

Alvernia University's Applied Science Associate Degree and the Joseph F. McCloskey School of Nursing Goals:

- Preparing the graduate to practice as an entry-level professional nurse who utilizes evidenced-based practice when providing quality care to patients in a variety of health care settings.
- Promoting commitment to life-long learning in order to enhance professional practice.
- Contributing to the development of responsible nursing leaders by integrating theories and concepts of leadership and management into nursing practices.
- Developing responsible and accountable graduates who practice within the legal limits and professional and ethical standards of nursing.

Minimal Admission Standards

The AS program student admission is the responsibility and at the discretion of the JFMSON. Admission standards meet and/or exceed Alvernia University's admission standards. Admission to the AS program is competitive and the selection of students will be based on a point system to determine admission qualification. Students are assigned points based on many factors: high school rank and GPA, SAT/ACT scores, prior college coursework, Test of Essential Academic Skills (TEAS), etc.

APPLIED SCIENCE PROGRAM LEADING TO AN ASSOCIATE OF SCIENCE DEGREE

Minimum Credits:	90
Total AS Credits:	50
General Education/Core:	40

Required ASM Courses: ASM 100, 101, 102, 200, 201, 300

Related Requirements: The following are required as part of or in addition to the General Education/Core: BIO 107/117, 108/118, 216, 220, 410, MAT 109, PSY 101, PSY 208, PHI 105, THE 210, Creative Expressions (MUS 220 recommended), COM 101, COM (COM 103 recommended)

COURSE DESCRIPTIONS

MAT 109 1 credit

Principles of Nursing Math for Safe Client Care

This course focuses on basic mathematical calculations as applied to clinical nursing practice accurate medication dosage calculation. Nursing math skills are developed and practiced through application exercises involving clients across the lifespan. Critical thinking skills are developed through the interpretation of medication orders. Professional standards related to quality and safety of medication administration are integrated throughout the course. Theory 15 hours

ASM 100 9 credits

Principles of Nursing

Nursing 100 is a fundamental nursing course that introduces the student to the profession of nursing. Basic nursing concepts are presented with emphasis on the Nursing Process. Essential nursing and communication skills are developed to meet patient needs in a medical-surgical setting. Opportunities for implementation of these skills are provided in concurrent simulation and clinical experiences. The course incorporates American Nurses Association Scope and Standards of Practice, Quality and Safety Education for Nursing Competencies, and The Joint Commission National Patient Safety Goals. Theory 90 hours; clinical 135 hours. Prerequisites: BIO 107/117, BIO 108/118, BIO 220; COM 101; PSY 101; COM 103; PHI 105; MUS 220; MAT 109.

ASM 101 8 credits

Medical-Surgical/Psychosocial Nursing I

Medical-Surgical Nursing/Psychosocial Nursing I is built on the knowledge and basic nursing skills taught during the previous term. This course provides the student with various learning experiences in utilizing the nursing process to provide safe, evidenced-based nursing care and to meet the needs of the patients, family, and the community. The topics taught in this course are respiratory, cardiovascular, hematologic, endocrine, gastrointestinal, and psychosocial disorders. The Joint Commission National Patient Safety Goals, the Quality and Safety Education for Nurse Competencies, and the American Nurses Association Scope and Standards of Practice are integrated throughout the course. Students receive concurrent simulation and clinical experiences.

Observational experiences are provided in the hospital and in the community settings. Theory 75 hours; Clinical 135 hours Prerequisites: BIO 107/117, BIO 108/118, BIO 220; PSY 101; COM 101, COM103; PHI 105; MUS 220; MAT 109; ASM 100. Co-requisite: BIO 410

ASM 102 8 credits

Medical-Surgical/Psychosocial Nursing II

Medical-Surgical Nursing/Psychosocial Nursing II is a continuation of Medical- Surgical Nursing/Psychosocial Nursing I taught during the previous term. This course provides the student with various learning experiences in utilizing the nursing process to provide safe, evidenced-based nursing care and to meet the needs of the patients, family and the community. The topics taught in this course are sensory-motor, renal & urinary, male & female reproductive disorders and patients experiencing psychosocial changes. The Joint Commission National Patient Safety Goals, the Quality and Safety Education for Nurse Competencies, and the American Nurses Association Scope and Standards of

practice are integrated throughout the course. Students receive concurrent simulation and clinical experiences. Observational experiences are provided in the hospital and in the community settings. Theory 75 hours; Clinical 135 hours. Prerequisites: BIO 107/117, BIO 108/118, BIO 220, BIO 410; PSY 101; COM 101, COM 103; PHI 105; MUS 220; MAT 109; ASM 100, ASM 101. Co-requisite: BIO 216

ASM 200 8 credits

Advanced Medical-Surgical Nursing

This course introduces the student to advanced medical-surgical nursing concepts. This occurs through interactions with individual patients and groups of patients in critical care, emergency/trauma, perioperative and outpatient settings. The course incorporates American Nurses Association Scope and Standards of Practice, Quality and Safety Education for Nursing Competencies, and Joint Commission National Patient Safety Goals. Theory 75 hours; Clinical 135 hours. Prerequisites: BIO 107/117, BIO 108/118, BIO 220, BIO 216, BIO 410; PSY 101; COM 101, COM 103; PHI 105; MUS 220; MAT 109; ASM 100, ASM 101, ASM 102. Co-requisite: Term 4 PSY 208, Term 5 THE 210

ASM 201 8 credits

Maternal/Child Health Nursing

Maternal/Child Health Nursing is concerned with the childbearing family, its needs during health and illness, and professes through the normal sequence of family development. The theory and clinical experience are concurrent. Clinical practice is delivered in the Hospital Maternity and Pediatric Units incorporating all present standards of care. Additional experiences, which are aimed at wellness, health maintenance, and preventive care, are provided in a variety of community settings such as: Childbirth Education Classes; Day Care Centers; Special Care Clinics; and school Health Programs. Also included is an experience in a community outreach education program. Course content focuses upon the assessment of needs of the mother, child, and/or family unit during the pregnancy phase of family development—from the planning of pregnancy, through the birth of the child, infancy, early childhood, through adolescence. In addition, the implications of illness patterns and behavior problems of each stage of child development are presented. Included are not only the physiologic and psychologic adjustments to the reproductive cycle, but also the study of human growth and development, presented as theory and concepts with clinical application. The maternal/child health nursing course is a study of the emerging family as well as the developing family. The course objectives and outline are based on the Joint Commission National Patient Safety Goals, Quality and Safety Education for Nursing Competencies, and American Nurses Association Scope and Standards of Practice. Theory 75 hours; Clinical 135 hours. Prerequisites: BIO 107/117, BIO 108/118, BIO 220, BIO 216, BIO 410; PSY 101; COM 101, COM 103; PHI 105; MUS 220; MAT 109; ASM 100, ASM 101, ASM 102. Co-requisite: Term 4 PSY 208, Term 5 THE 210

ASM 300 9 credits

Transition to Professional Nursing Practice

Transition to Professional Nursing Practice provides the student with learning experiences that simulate the future role of the entry-level professional nurse. The course addresses modalities of nursing care, concepts of leadership and management, nursing theories, research, and legal/ethical aspects of care. Synthesis of previous and concurrent learning occurs as students perform the role of an entry-level professional nurse in complex nursing situations. Goals include development of independence in nursing

practice, skill and accountability in clinical decision-making, and application of nursing leadership and management theory and skills. The student is prepared to meet the challenges of licensure examination, role transition, and career management in a complex and dynamic health care system through goal development and career planning. Professional growth and commitment to learning through formal and informal continuing education are stressed. The course incorporates American Nurses Association Scope and Standards of Practice, Quality and Safety Education for Nursing Competencies, and Joint Commission National Patient Safety Goals. Theory 60 hours; Clinical 225 hours. Prerequisites: BIO 107/117, BIO 108/118, BIO 220, BIO 216, BIO 410; PSY 101, PSY 208; COM 101, COM 103; PHI 105; MUS 220; MAT 109; THE 210; ASM 100, ASM 101, ASM 102, ASM 201.

ART

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

Art Minor Requirements: 21 credits

The following categories are required for the Art Minor. Students must have one from each foundational skill set (Drawing, Color Theory, 3D Design, Digital Design, Art History), plus 6 credits of art electives. Prerequisites may be required for 200 level course or higher.

Drawing: ART 101, ART 115, ART 124, ART 201

Color Theory: ART 103, ART 208, ART 308, ART 340

3-Dimensional Design: ART 106, ART 251

Digital Design: ART 130, ART 222, ART 230, ART 235, ART 281, ART 319

ART History: ART 215, ART 217

COURSE DESCRIPTIONS

ART 101 3 credits

Drawing I

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

ART 103 3 credits

Color and Design

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

ART 105 3 credits

Art Appreciation

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

ART 106 3 credits

Design and Crafts

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

ART 115 3 credits

Figure Drawing

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

ART 124 3 credits

Digital Drawing

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

ART 130 3 credits

Intro to Digital Design

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

ART 201 3 credits

Drawing II

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

ART 208 3 credits

Painting I

An introductory course in painting using the traditional medium of oil. Basic studies in the formal and technical process of image arrangement and techniques are explored. Direct observation assignments

and historical trends and painting methods are experienced. Students are encouraged to enroll if they have had some experience in drawing or two-dimensional design.

ART 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 222 3 credits

Basic Digital Photography

A study of the creative process using photographic principles and techniques. Students will gain experience in Composition, Image Capture, Lighting, and Photo Editing. Focus will be on live digital imagery captured from cameras. All while studying historically how photography has progressed as an art form.

ART 230 3 credits

Digital Painting

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

ART 235 3 credits

Design with Type

This course introduces students to the principles of typography as a working media of visual communication. Student designs focus on the use of basic letter forms, the relationship between typographic and verbal language, the expressive characteristics of type, typographic layout, and conceptual thinking. Prerequisite: Some experience with Adobe Illustrator and/or Photoshop programs.

ART 251 3 credits

3-D Design

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

ART 281 3 credits

Graphic Design and Illustration

Introduces students to the techniques, software, and materials used in graphic design. Emphasis is on basic design principles, layout, type, and integrity of image. These elements are used to produce final computer-generated graphic solutions such as logos, flyers, ads and newsletters.

ART 307 3 credits

Silk Screening

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

ART 308 3 credits

Painting II

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

ART 319 3 credits

Digital Photography

Students will learn the basics of digital photography and editing. A digital camera is required. Prerequisite: ART 222.

ART 340 3 credits

Watercolor

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

ATHLETIC TRAINING

According to the National Athletic Trainers' Association (NATA) a Certified Athletic Trainer (ATC) is a highly educated and skilled professional specializing in athletic healthcare for the physically active. In cooperation with physicians and other allied health personnel, the athletic trainer functions as an integral member of the health care delivery team in a variety of clinical settings.

Traditional practice settings include: secondary schools, colleges and universities, sports medicine clinics, professional sports programs. New and emerging practice settings include: industry, the military, law enforcement, and physician practices.

Throughout the program, students will gain a breadth and depth of knowledge in the field of athletic training, as well as in the liberal arts. Students will also develop critical thinking skills, as well as gain an appreciation for the profession, and the role of the Certified Athletic Trainer as a licensed healthcare professional. Specifically, the mission of the Athletic Training Program is as follows:

The Athletic Training Program at Alvernia University has a primary purpose of providing students with the intellectual and clinical foundation that will enable them to play an important role in the healthcare of athletes and others involved in physical activity. The program seeks to merge the Franciscan Values of Service, Humility, Peace-making Contemplation and Collegiality with the

foundations of evidence-based practice in theory and clinical experiences. Our practitioners develop the knowledge, skills and attitudes needed to become highly-qualified allied health professionals in the field of Athletic Training capable of “knowledge joined with love”. 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 within the healthcare delivery system.

Our student learning goals (outcomes):

1. Students will demonstrate basic understanding of foundational knowledge and skills within the athletic training education program.
2. Students will demonstrate problem-solving skills that will allow them to reason clearly and analytically. They will be able to identify and evaluate problems, utilize critical thinking skills to find solutions, implement solutions, and evaluate the outcomes of their decisions.
3. Students will communicate effectively and respectfully, with individuals/groups, professionals and society.
4. Students will use knowledge of the natural and applied sciences as well as research methodology to interpret evidence-based research related to athletic training to answer clinical questions and to guide clinical practice.
5. Students will demonstrate an integration of Franciscan values as the point of athletic training care.
6. Students will demonstrate clinical competence in clinical practice settings.
7. Students will demonstrate post-graduation preparedness as an Athletic Trainer for a career in health care.
8. The program will demonstrate excellence in education.

Admission Requirements

Admission requirements of the university must be met before students are able to declare athletic training as their major. Students seeking admission to the MSAT degree will be admitted to the University through one of the following routes:

1. Traditional freshman: may apply to Alvernia University and matriculate as an Athletic Training student (MSAT). These students will focus on the completion of the undergraduate requirements for a Bachelor of Science degree in Healthcare Science, along with any required prerequisite coursework (for the MSAT degree), during the first three years of academic study. Students will formally notify the AT Program Director of their intention to complete the professional phase of the Master of Athletic Training Degree at the end of the third year of study. The PD will complete a review of the student’s transcript to ensure each student meets the admission/retention standards listed below. Students who meet all retention/admission standards will begin their professional phase coursework during the fourth year of study and continue through the fifth-year study. Formal Clinical education will begin during the fourth year of study.

Students who choose to forego the professional phase of the MSAT degree have the ability to graduate from the health care science program at the end of the fourth year once all remaining required coursework is completed. These students should meet the HCS Program Director once this path is chosen to ensure all degree requirements are met. Please see “Option 3: Alternative matriculation (Opt-out).

2. Transfer Students and/or post-baccalaureate students: may enter the program at an appropriate spot to be determined by the AT Program Director. These students will typically matriculate as an Athletic Training major student. These students will focus on the completion of the undergraduate requirements for a Bachelor of Science degree in Healthcare Science, along with any required prerequisite coursework (for the MSAT degree). Students will formally notify the AT Program Directory of their intention to complete the professional phase of the Master of Athletic Training degree once all prerequisite coursework is completed. The PD will complete a review of the student’s transcript to ensure each student meets the admission/retention standards listed below. Students who meet all retention/admission standards will begin their professional phase coursework. The professional phase coursework will last two full academic years. Formal Clinical education will begin during the fourth year of study

Transfer students who have neither completed an undergraduate degree nor the required prerequisite courses, may apply to enter the pre- professional phase of the program (Healthcare Science degree program). These students will work with the University Registrar to determine their transfer profile as well as with the Athletic Training Program Director to determine the point of entry into the program.

Post-baccalaureate students will typically matriculate through the final two years, “the professional phase”, of the program. Post baccalaureate students must complete the following coursework at the level of a 3.0 GPA or higher to enter the professional phase of the MSAT degree program:

General Biology (4 credits), Anatomy and Physiology (8 credits), General Chemistry (4 credits), Physics (4 credits), Introduction to Psychology, Psychology: Development Over the Lifespan, Nutrition, Kinesiology and Exercise Physiology. These students must also provide proof of current First Aid and CPR and AED for the professional rescuer (adult, child, infant) certifications.

3. Alternative matriculation (Opt-out): An undergraduate student may decide to “opt-out” of the professional phase of the athletic training program. If a student chooses this option, they may choose to complete the remainder of the Healthcare Science major. The student would be responsible for the completion of all outstanding Healthcare Science coursework necessary to graduate with a Bachelor of Science in Healthcare Science degree. The student should work closely with the Program Director of Health Science to ensure all outstanding requirements are met.

A pre-professional phase student would also have the option to change to any major within the institution. Students who choose this option should seek the advice of the respective major department chair, as well as the office of the Registrar, regarding Alvernia's internal transfer process. The student would be responsible for the completion of all program/degree requirements necessary to graduate with the selected degree.

Progression/Retention Requirements:

1. Traditional Freshman will be directly admitted into the pre-professional phase of the Master of Science in Athletic Training Degree Program upon successful acceptance at Alvernia University. These students will be required to complete all pre-professional coursework (listed below), in addition, these students must complete all natural and applied science pre-requisite coursework prior to the start of the professional phase of the program.

To remain in this track, these students must maintain a 3.0 overall GPA, with a 3.0 GPA in all natural and applied science courses. Natural and applied science courses include the following: General Biology I, Anatomy and Physiology I & II, General Chemistry I, General Physics I, Introductory Psychology, Human Development Across the Lifespan, Introduction to Athletic Training, Emergency Response, Care and Prevention of Athletic Injuries, Sports Nutrition, Neuroscience for Rehabilitation, Kinesiology and Exercise Physiology.

2. Transfer students and/or post-baccalaureate students: will be admitted into the pre-professional phase (transfer students) of the Master of Science in Athletic Training Degree Program upon successful acceptance at Alvernia University at an appropriate place to be determined in consultation with the transfer credit assessment (generated by the Office of the Registrar) and the Program Director. These students will be required to complete all pre-professional coursework (see below), in addition, these students must complete all natural and applied science pre-requisite coursework prior to the start of the professional phase of the program.

To remain in this track, these students must maintain a 3.0 overall GPA, with a 3.0 GPA in all natural and applied science courses. Natural and applied science courses include the following: General Biology I, Anatomy and Physiology I & II, General Chemistry I, General Physics I, Introductory Psychology, Human Development Across the Lifespan, Introduction to Athletic Training, Emergency Response, Care and Prevention of Athletic Injuries, Sports Nutrition, Neuroscience for Rehabilitation, Kinesiology and Exercise Physiology.

Post-baccalaureate students will typically be accepted directly into the professional phase of the MSAT degree program. These students must maintain a minimum GPA of 3.0 or higher to remain in the professional phase of the program.

Students must formally declare their intentions to either complete the pre-professional phase of the MSAT program or "opt out" and follow Healthcare Science during the 3rd year of matriculation. This portion of the process involves the submission of:

1. All documentation (*including signed Technical Standards*),
2. A 3-part essay,
3. A record of all observation hours completed during the professional phase

Forms are available on-line or from the PD.

www.alvernia.edu/academics/professionalprograms/athletictraining/index

Once these forms are completed, the PD will review the student's transcript to ensure the student has maintained a 3.0 overall GPA, with a 3.0 GPA in all natural and applied science courses. In addition, the PD will ensure that no pre-requisite coursework has been completed below the level of a "C" or higher. Verification of the required major and overall GPA will also occur at this point. Please see "Progression/Retention requirements" listed above.

The MSAT faculty will meet with each student during the 3rd year of matriculation or prior to acceptance to the professional phase of the program to ensure all pre-requisite items are completed. Entry is limited on a space available basis.

Upon acceptance to the pre-professional phase of the MSAT program, students must meet the following requirements:

- Obtain a Pennsylvania Child Abuse History Clearance form (ACT 151), a Criminal History Record Check (ACT 34), and an FBI Criminal Clearance (ACT 114). All clearances are required upon acceptance into the program and must be renewed yearly. Clearances must be completed prior to beginning any clinical hours including observational experiences (pre-professional phase). Formal clinical education begins during the professional phase of the MSAT program (years 4 and 5). Clearances with violations are reviewed on an individual basis and may be subject to non-acceptance and progression related to clinical agency requirements.

Students must also complete the Background Checks Notification form.

- Submit a completed health record to the Health & Wellness Center, and complete the Authorization to Release Medical Information form.
- Obtain specific immunizations which includes a two-step TB Test, Diphtheria/Tetanus Booster, Measles, Mumps and Rubella, the series of Hepatitis B vaccinations, and a Pneumococcal vaccine or waiver.
- Required yearly influenza vaccine or documented refusal.
- Obtain yearly Blood-borne Pathogens and OSHA training and complete the Communicable Disease Policy.
- Maintain current certification in CPR and First Aid.
- Provide transportation for all clinical experience off-campus (public or private).
- Provide proof of current health insurance.

Progression/Retention Policy: Professional Phase

Students must maintain a 3.0 GPA throughout the professional phase of the program. Any athletic training course (AT) completed below the level of a "C" must be repeated. Students may repeat/delete only one athletic training (AT) course throughout the athletic training program.

Students who receive a grade of less than a "C" in an athletic training course may not progress in athletic training courses for which that course is a prerequisite.

Due to the nature of some clinical experiences (AT 520, 521, 610, and 611), a student may exceed the maximum number of required hours for these clinical practicum courses. The decision to exceed the maximum number of required hours should be made as part of a group process involving the athletic training student, the clinical preceptor and the Coordinator of Clinical Education coordinator. Additionally, some clinical experiences may begin ahead of the course start date and/or extend beyond the end date listed on the academic calendar (i.e. Start of summer camp for all fall clinicals).

ATHLETIC TRAINING

Major: 81 credits

AT 101, 113, 222, 433, 510, 511, 520, 521, 610, 611, 615, 618, 620, 625, 630, 635, 640, 645; HCS 305, 310, 320, 330; DPT 500.

Related Areas: 42 credits

BIO 103, 107, 108, 117, 118, 208, 211, 217; MAT 208; PHY 110; CHE 104, 110; PSY 101, 208; COR 520.

*Pre-requisite for all 500 and 600-level AT courses: Formal acceptance to the Professional Phase of the Athletic Training Program.

COURSE DESCRIPTIONS

AT 101 2 credits

Introduction to Athletic Training

This course is intended to introduce students to the profession of athletic training and sports medicine; including history, function, career opportunities and professional standards of the national (NATA) and state (PATS) organizations, as well as the educational objectives of the athletic training major. Facilities where athletic training is practiced, types of clients treated, equipment used, and the various relationships with other healthcare professionals are discussed. Students spend a minimum of 25 observational hours and a maximum of 30 observational hours with a preceptor at the university's facilities.

AT 113 3 credits

Emergency Response

Provides the knowledge, skills, and confidences to help a person who is a victim of injury or sudden illness. Students learn how to assess a person's condition and how to recognize and care for life-threatening emergencies. Students will also receive OSHA training in the handling of blood borne

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

AT 222 3 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 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.

Professional phase of the MSAT program:

DPT 500 5 credits

Gross Anatomy and Histology

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

AT 510 3 credits

AT Clinical Procedures I

This course covers the study of foundational clinical procedures in athletic training. Foundational skill sets will provide the students the skills necessary to function at a proficient level at each clinical site. Skill sets include but are not limited to: recognition of and the selection and application of immediate care techniques for instances of sudden cardiac death, the fitting of protective equipment, protective padding/splint fabrication, and the selection and application of taping and wrapping techniques and the selection and application of assistive devices. The foundations of therapeutic exercise and modalities (selection and application will also be discussed).

AT 511 3 credits

AT Clinical Procedures II

This course covers the study of evidence-based clinical procedures in athletic training. Students will select and discuss the best available evidence surrounding the following topics; 1) pain and pain management, 2) inflammation and tissue healing, and 3) the selection and application of therapeutic exercise and modalities to treat a variety of musculoskeletal injuries (Part 1). Topics include: Infrared Modalities (heat and cold), Ultrasound, Mechanical Energy and standard therapeutic exercise techniques. Students spend 2 hours in lecture and 2 hours in lab.

AT 520 7 credits

AT Clinical Practicum I

(Clinical evaluation and pathology of the lower extremities)

This course includes didactic lecture and the practical application of clinical skills via formal clinical education. Students will meet for 3 hours of lecture each week. Students spend a minimum of 200 hours and maximum 320 hours working with a preceptor at the university's facilities or an affiliated site. Major foci for this clinical experience include: 1) Evaluation and immediate care of lower extremity injuries, 2) the selection and application of foundational clinical techniques, and 3) an exposure to male and female (individual and team sports). Students are exposed to the AT's role as an "entrance point" into the healthcare delivery system. Patient oriented evidence that matters (patient choices, cultural concerns,

AT 521 7 credits

AT Clinical Practicum II

(Clinical evaluation and pathology of the upper extremities)

This course includes didactic lecture and the practical application of clinical skills via formal clinical education. Students will meet for 3 hours of lecture each week. Students spend a minimum of 200 hours and maximum 320 hours working with a preceptor at the university's facilities or an affiliated site. Major foci for this clinical experience include: 1) evaluation and immediate care of upper extremity injuries, 2) the selection and application of evidence based clinical techniques, and 3) an exposure to male and female (individual and team sports). Pre-requisite: Successful completion of AT 520.

AT 610 6 credits

AT Clinical Practicum III

(Immersive clinical experiences 1)

This course includes the practical application of clinical skills via formal clinical education. This course will follow an 8 week modular approach and will include an immersive clinical experience at an approved clinical site. This immersive experience allows the athletic training student to experience the totality of care provided by an athletic trainer. Students will participate in the full-time day-to-day role of an athletic trainer. Students will meet with the AT Program Director and CEC to determine the focus and nature of this clinical education experience. Students spend approximately 320 hours working with a preceptor at the university's facilities or an affiliated site. Of the 320 hours, students will spend approximately 40 hours with a preceptor at a general medical facility. Students at this portion of the rotation will interact with patients with "general medical conditions" and/or with patients with chronic illness and disabilities. The weekly student contact expectation is approximately 40 hours. Pre-requisite: Successful completion of AT 521.

AT 611 6 credits

Clinical Practicum IV (Immersive clinical experience 2)

This course includes the practical application of clinical skills via formal clinical education. This course will follow an 8 week modular approach and will include an immersive clinical experience at one of our approved clinical sites. This immersive experience allows the athletic training student to experience the totality of care provided by an athletic trainer. Students will participate in the full-time day-to-day role of an athletic trainer. Students will meet with the AT Program Director and CEC to determine the focus and nature of this clinical education experience. Students spend approximately 320 ours working with a

preceptor at the university's facilities or an affiliated site. The weekly student contact expectation is approximately 40 hours.

AT 615 3 credits

General Medical Conditions in the Physically Active

This course will follow an 8-week modular approach. The didactic portion of the course constitute 2 credit hours, the lab portion will account for 1 credit hour.

Students will be instructed in medical conditions pertinent to the field of athletic training. The areas covered incorporate pathophysiology, (including congenital and acquired abnormalities, physical disabilities, and diseases), therapies, physical examination, and psychosocial aspects of the patient-provider relationship. These areas will be explored through a systems approach; nervous, pulmonary, integumentary, endocrine, cardiovascular, gastrointestinal, renal, and genitourinary. The lab portion of the class will meet approximately 2 hours per week for clinical skill instruction and assessment.

AT 618 2 credits

Pharmacology in Athletic Training

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

AT 620 2 credits

Clinical Pathology and Differential Diagnosis

This course explores clinical pathology and pathophysiology associated with systemic disease. Students will focus on the use of evidence-based practice concepts to generate a complete differential diagnosis and clinical diagnosis. Students will focus on the use of patient-reported outcomes and informatics to track patient data related to care. Students will analyze these data and synthesize alterations to established plans of care or aid in preventative approaches to national health issues.

AT 625 3 credits

AT Clinical Procedures III

This course covers the study of evidence-based clinical procedures in athletic training. Students will select and discuss the best available evidence surrounding the following topics; 1) the selection and application of therapeutic exercise and modalities to treat a variety of musculoskeletal injuries (Part 2). Topics include: Electrical stimulation, Iontophoresis, Biofeedback, Laser and functional therapeutic exercise. Students spend 2 hours in lecture and 2 hours in lab.

AT 630 3 credits

Evidence Based Practice: Clinical Research I

This course explores quantitative and qualitative research methodologies used in athletic training and evaluation of published research in the field. This is a writing enhanced (WE) course. WE courses require a substantial amount of writing as a way to help students learn course content, as well as to support the development of each student's writing ability. Course grading will include assessments based on the demonstration of writing elements, such as a clear thesis, good organization, support or evidence for claims, proper grammar, and proofreading. Research methodologies are discussed including: with how

to identify a research topic (PICO), how to perform a literature search and organize resources, and how to organize and write a literature comprehensive review of the literature. Students will then design a research project, generate and research proposal and submit the proposal for Institutional Review Board approval.

AT 635 3 credits

Evidence Based Practice: Clinical Research II

This capstone course builds on and brings to fruition the work completed in AT 630. Students will work in groups to complete their research projects. This includes, but it not limited to 1) recruitment of subjects, completion of all experimental methodology, collection and analysis of the data, and synthesis of results. The student groups will present their respective projects at the local, regional or national level as appropriate.

AT 640 2 credits

Healthcare Administration and Professional Responsibility

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. Students will complete a comprehensive self-study, practice examinations and course work related to test-taking strategies.

AT 645 3 credits

Evidence Based Practice: Prevention, Conditioning and Performance Enhancement

Course includes a functional and scientific approach to the design of strength and conditioning programs with sports nutrition concepts. Includes testing protocols used for measuring fitness, body composition, posture, flexibility, muscular strength, power, speed, and endurance. The sports nutrition component includes the use of nutrients to sustain and enhance life, wellness and fitness, as well as the use of dietary supplements or other performance enhancing substances. Course includes 2 hours of lecture and 2 hours of lab weekly.

BIOLOGY

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

Biology: 80-89 credits

Core: 32 credits

BIO 103, 104, 221, 303/309, 304/311, 320, SCI 402; either SCI 480 or SCI 406/407.

Related Area: 34-36 credits

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

Electives: 14-20 credits

BIO 115/116 or 107/117 & 108/118, 200, 203, 205, 208, 211, 216, 315, 324, 401,405, 409, 410, 430; CHE 401/410.

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

Minor: 17 credits

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

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

Doctor of Physical Therapy (DPT) Program:

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

Biology Medical Laboratory Science

Emphasis: 72-73 credits

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

Major: 61-62 credits

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

Related Areas: 25 credits

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

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 has an affiliation agreement with Reading Hospital Tower Health.

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.

Clinical Experience and study in Hospital Facility: 30-32 credits. Courses include: Immunohematology, Clinical Chemistry, Urinalysis, Clinical Microscopy, Coagulation, Hematology, Pathogenic Microbiology, Serology and Immunology.

For students that do not obtain a position in a NAACLS accredited program, their last year at Alvernia would be completing the requirements to obtain a B.S. in Biology.

LECOM PARTNERSHIP

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

COURSE DESCRIPTIONS

BIO 102 3 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. Offered: Fall

BIO 103 4 credits

Principles of Biology I

First semester of a two semester introductory sequence providing a survey of major biological concepts and principles important to all living organisms. Topics include the chemistry of life (matter, water, carbon-based molecules), cells (prokaryotic and eukaryotic, membrane structure and function, metabolism, cell cycle), genetics (meiosis, Mendelian genetics, inheritance, gene expression), mechanisms of evolution (descent with modification, evolution of populations, origin of species), and the evolutionary history of biological diversity (including bacteria, archaea, protists, plants, and fungi). Integrates laboratory and classroom work. Limited to science majors and biology minors. Offered: Fall

BIO 104 4 credits

Principles of Biology II

Second semester of a two semester introductory sequence providing a survey of major biological concepts and principles important to all living organisms.

Topics include a continuation of the evolutionary history of biological diversity (animal diversity, invertebrates, vertebrates), animal form and function (levels of organization, homeostasis, nutrition, circulation, gas exchange, immunity, endocrine regulation, reproduction, development, nervous systems, behavior), and ecology (biomes, populations, communities, ecosystems, and conservation).

Integrates laboratory and classroom work. Limited to science majors and biology minors. Prerequisite: BIO 103 or permission of instructor. Offered: Spring

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. Offered: Fall and Spring

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. Offered: Fall and Spring

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. Offered: Fall and Spring

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. Available as an elective for biology majors. Offered: Irregularly

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. Offered: Irregularly

BIO 117 1 credit

Human Anatomy & Physiology I Lab

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

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. Offered: Fall and Spring

BIO 200 1 credit

Medical Terminology

The study of the principles of medical word building to help the student develop the medical vocabulary used in various health care occupations. Students will receive a thorough overview in basic medical terminology through a study of root words, prefixes and suffixes. The study focuses on correct pronunciation, spelling and use of these medical terms. Anatomy, physiology, and pathology of disease are discussed. This does not fulfill the lab science requirement. This can count as a biology major elective. Offered: Fall and Spring

BIO 203 3 credits

Biosphere

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

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. Offered: every two years-Spring

BIO 208 3 credits

Neuroscience for Rehabilitation

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

BIO 211 4 credits

Kinesiology

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

BIO 216 3 credits

Nutrition

Overview of nutritional requirements of individuals in the healthful state as well as modification of those requirements during illness. Three hours of lecture per semester week. Does not fulfill the lab science core requirement. Students may not earn credit for both BIO 216 and BIO 217. Offered: Fall and Spring

BIO 217 3 credits

Principles of Sports Nutrition

An overview of nutrition requirements, practices, and conditions specific to people engaged in athletic activities. Course intended for students enrolled in the athletic training program and designed to meet competencies published by the National Athletic Trainers Association. Does not fulfill the lab science core requirement. Students may not earn credit for both BIO 216 and 217. Offered: Fall

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. Offered: Spring

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. Offered: Spring

BIO 230 3 credits

Sustainability Principles and Practices

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

BIO 232 3 credits

Sustainable Communities: Santo Domingo

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

BIO 303 3 credits

Genetics

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

BIO 304 3 credits

Cell Biology

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

BIO 309 1 credit

Genetics Laboratory

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

BIO 311 1 credit

Cell Biology Laboratory

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

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 104. Offered: Spring

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. Offered: Fall

BIO 324 3 credits

Medical Bio-A Case Study

Medical biology is a field of biology that has practical applications in medicine and health care. Through this course, students will receive a thorough overview of different diseases, taking a case study approach to learning. Each major organ system will be addressed with an overview of the biology and anatomy, followed by several case studies to enhance learning. Various disease aspects and pharmacology will also be discussed. This course is intended to aid students pursuing a career in healthcare, so they can apply this material to their future studies. This course is intended to aid students pursuing a career in healthcare, so they can apply this material to their future studies. This course does not fulfill the lab science requirement.

BIO 325 3 credits

Environmental Law & Policy

Development of sound public policy on environmental quality and sustainability depend greatly upon effective communication of biological and chemical principles and research to policy and lawmakers. This course is intended to provide students interested in environmental biology and chemistry with an overview of the current state of environmental law and policy, the processes involved in environmental law and policy development, and highlight emerging issues, which will demand collaboration of biologists, chemists and policymakers for resolution. Does not fulfill lab science requirement. Offered: Irregularly

BIO 401 4 credits

Vertebrate Physiology

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

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. Offered: every two years-Spring

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, 220 or 221, and CHE 105, or permission of instructor. Offered: every two years- Fall

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. Offered: Spring

BIO 420 16 credits

Medical Laboratory Science Clinical I

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

BIO 421 16 credits

Medical Laboratory Science Clinical II

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

BIO 430 4 credits

Forensic Biology

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

BIO 440 3 credits

Biodiversity

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

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

BUSINESS

The Business Department at Alvernia University embraces the Catholic, Franciscan tradition. Therefore, Alvernia's business programs examine the contemporary business world from both practical and ethical standpoints. The Alvernia University Business Department is committed to providing quality opportunities for students to obtain the necessary knowledge, skills, and advisement to become productive members of the business community.

Opportunities are available for business majors to combine classroom learning with real-world knowledge through experiential learning opportunities and cooperative education internships. This broad-based approach prepares Alvernia business majors to succeed professionally by developing the supervisory and managerial skills necessary for career advancement. The Alvernia business faculty members have solid academic qualifications and years of business experience. They are aware of the latest trends and issues in the business world and incorporate these into class lectures.

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

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

Graduation Requirement - Experiential Learning:

Alvernia business students in all majors and all modalities regardless of status as traditional freshmen, adult education, transfer, or mid-degree students, must complete an experiential learning opportunity of at least 75 hours as part of the core requirements in the business program. The 75 hours applies to transfer students as well. Students are strongly encouraged to complete this requirement in their junior or senior year, and are also encouraged to exceed the hours required. Completing an experiential learning opportunity provides students with an opportunity to apply what they are learning outside of the classroom setting and develop a network of professionals in their discipline.

Students can select a combination of opportunities and activities to achieve the total number of hours required. Some of the ways to secure experiential learning opportunities to meet the Business Department graduation requirement to satisfy the 75-hour requirement, may include, but are not limited to:

1. Internship* opportunities in the community or within Alvernia advertised through Career Services, identified by faculty, the student intern, or other networking;
2. Experiential projects with community organizations, including clinical placements;
3. Satisfactory completion of the BUS 441 Co-op course or other approved internship course;
4. Completion of at least 75 hours as an O’Pake Institute or Holleran Center Fellow.

Students may complete the experiential learning opportunity with any organization, including Alvernia, provided the opportunity relates to the student’s discipline.

*Internships satisfy the Business Department Experiential Learning graduation requirement regardless of whether the student is enrolled in BUS 441, BUS 442, or another course for academic credit in conjunction with such internship for those hours. The hours may be double-counted for such course as well as for the Business Department Experiential Learning graduation requirement.

ACCREDITATION

Alvernia University’s Bachelor of Science Degrees in Accounting, Human Resource Management, Management, Marketing, Sport Management; the Business Associates Degree; and the MBA are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). For information explaining all of the benefits of earning a degree from an ACBSP accredited program, please visit www.acbsp.org or e-mail info@acbsp.org.

5 Year MBA (4+1)

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

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

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

1 year MBA

This program is for students who have obtained a bachelor’s degree in business, but want to earn a Master of Business Administration degree prior to obtaining fulltime employment. This program meets the 150-credit requirement for the CPA licensure exam.

BACCALAUREATE DEGREE

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

Required Business Core: 27 credits

BUS 101, either BUS 200 or 250, BUS 206, 207, 315, 342, 410, 411, 426

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

High Performer Development Series (1 credit per course): BUS 251, BUS 351, BUS 451. (With Department Chair approval, Transfer and/or Adult Education students may take BUS 452 to fulfill this requirement.)

Professional Readiness (1 credit): UNIV 200

Related Requirements: 9 credits: COM 344, ECON 248 and ECON 249.

Recommended: 3-12 credits

Cooperative Education BUS 441 and BUS 442

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

Accounting: 18 credits

Students prepare for careers in industry and/or public accounting and are encouraged to consider obtaining a Certified Management Accountant (CMA) or Certified Public Accountant (CPA) certification at the completion of their coursework. Students can satisfy the 150-hour CPA requirement, including the required 36 hours in accounting, by completing appropriate additional undergraduate courses currently available in the business curriculum, or by earning an Alvernia MBA degree. All accounting courses selected for the 36 credit requirement, that are in addition to those required to earn an undergraduate accounting degree, shall be approved by the student's advisor in order to ensure compliance with CPA rules. Accounting is a dynamic field which provides a vast array of employment possibilities including specialties such as management accounting, cost accounting, tax accounting, financial analysis, small business planning, mergers & acquisition work, forensic accounting and auditing.

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

Economics: 18 credits

The Bachelor of Science degree in business economics prepares students to pursue job opportunities in the broad areas of business and economic analysis, banking and insurance, government and not for profit economic research positions. Graduates may seek employment in the corporate world or in federal agencies such as the Federal Reserve, Treasury Department or in the Internal Revenue Service. Positions may also be found at the state and local level of government in economic development agencies and non-governmental agencies that support economic growth and development.

ECON 110, 218, 260, 348, 349, 432.

Finance: 18 credits

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

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

Healthcare Administration: 18 credits

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

HCS 310 or 320, 330, 400, 410, 430; 340 or BUS 280.

Human Resource Management: 18 credits

Students develop an understanding of the components necessary to prepare for a career in human resource management including positions in training, recruitment, compensation management and benefit analysis. HR majors graduate with tools to develop and evaluate resources necessary to sustain a positive return of the people investment in an organization. Students are encouraged to join the nationally recognized Society for Human Resource Management (SHRM) Student Chapter on campus. The Society for Human Resource Management (SHRM) confirms that curriculum taught at Alvernia University aligns with the recommended requirement for human resource degree programs as prescribed.

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

Marketing: 18 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, 309, 324, 414, 434, 444. Recommended: COM 103 or 155.

Management: 18 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 312; 320; 332; 431; and 450.

Sport Management: 18 credits

Students acquire an understanding of the role of sports in our society, the role of management in sports, and have opportunities to apply knowledge in a variety of practical experiences through coursework and the cooperative education internships. Students seeking careers in professional or collegiate sports, resorts, athletic clubs/facilities, retail sporting goods, public relations, activities programming, sales and

marketing. Students are able to specialize in this curriculum rich in possibilities from other business majors.

BUS 208, SM 201, 210, 310, 325, 455.

ASSOCIATE DEGREE

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

Total Associate Degree Program: 66 credits

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

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

Fraud Examination Concentration

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

BUS 101, 200 or 250, 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.

BUS 101, 200, 206, 207, 342, 410; ECON 248 or 249.

Economics Minor: 18 credits

With a minor in economics, students will be in demand in both the private and public sectors. A course of study in economics will provide students with an understanding of economics and train students to engage in critical thinking by studying behaviors of firms, workers, resource distribution, and the performance of exchange systems. Knowledge of economics is important to creating an informed public, and a minor in economics will equip students to engage society in an informed manner.

ECON 248, 249, 348, 349 plus 6 credits of electives; 3 of which may be applied from BUS.

Entrepreneurship Minor: 18 credits

With a minor in entrepreneurship, students will learn how to develop and launch their own business. A course of study in entrepreneurship will provide students with an understanding of the basic functions of a business organization, the creative and innovation processes behind a business idea, the theory and practice of evaluating entrepreneurial opportunities, and how to obtain funding for an entrepreneurship. In the two capstone courses, students will learn how to launch and sustain their entrepreneurial endeavor.

BUS 213, 214, 333, 334, 415, and 416.

Master in Business Administration

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

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

Introduction to Sales

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

BUS 213 3 credits

Management for Entrepreneurs

Students will learn the basic functions of a business organization and what it takes to properly launch a business. Upon completion of the course, students will have an understanding of basic human resources, marketing, operations, legal concerns, and the entrepreneurial process. The links between financial information and business decisions will be highlighted and students will understand the skills necessary to make those decisions.

BUS 214 3 credits

Entrepreneurship- Innovation and Creativity in Ideation

An introduction to the creative and innovation processes. The course will explore forms of creativity and how to recognize, nurture, and function as a manager of creatives in a variety of environments. Students will demonstrate creative thinking and active through the completion of a final project.

BUS 225 3 credits

Insurance and Risk Management

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

BUS 227 3 credits

Financial Services

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

BUS 250 3 credits

Accounting Principles

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

BUS 251 1 credit

High Performer Development Series I

The first course in the High Performer Development Series explores foundational skills for professionalism, such as personal selling, relationships, goal setting, writing, and focus management. Highlights and reinforces the importance of the liberal arts and Franciscan values as related to high performers. Requirements include the Major Fields Test, Iliad Business Simulation, and job shadowing experience coordinated by Career Services. This is a Pass/Fail course.

BUS 252 3 credits

Intermediate Accounting I

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

BUS 253 3 credits

Intermediate Accounting II

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

BUS 280 3 credits

Human Resource Management

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

BUS 293 3 credits

Change Management

An analysis of both traditional and contemporary approaches to fundamental issues of change management including challenges of sustainability, social responsibility, and the global economic system. Emphasis will be placed on the multiple perspectives of change and the implementation of

leading change. Focus will be on analysis of successes and failures of programs in large and small organizations as well as for profit and non-profit. Prerequisite: BUS 206.

BUS 301 3 credits

Advanced Accounting

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

BUS 304 3 credits

Federal Taxation

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

BUS 305 3 credits

Accounting Information Systems

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

BUS 309 3 credits

Advertising and Promotion

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

BUS 311 3 credits

Principles of Management Information Systems

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

BUS 312 3 credits

International Business I

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

BUS 314 3 credits

Retail Management

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

BUS 315 3 credits

Data Analytics & Information Systems

This course is designed to introduce the concepts of management information systems and business analytics to students and will include discussion of components of information systems, the strategic uses of information, artificial intelligence, information ethics, descriptive statistics, data visualization, statistical inference, spreadsheet models and decision analysis. The course will include instruction on Microsoft Excel skills using online learning modules. The course will build upon students' knowledge of statistics and apply such knowledge to the analysis of business problems. Prerequisite: MAT 208 or MAT 209

BUS 320 3 credits

Stakeholder Relations

A comprehensive study of labor relations including the development and structure of unions, union security and the role of business and government in wage determination. Approaches to negotiation, mediation, conflict, and stakeholder dialogue as a key component in the resolution process will be discussed and practiced.

BUS 322 3 credits

Current Issues in Human Resource Management

Presents current changes and events in the human resource profession. Topics such as workplace violence and safety, workers compensation, human resource information systems, current legislation, and ergonomics are discussed.

Prerequisite: BUS 280.

BUS 324 3 credits

Consumer Behavior

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

BUS 330 1 credit

Investment Fund Management

This course is designed so that students can research, recommend and manage investment choices for the endowment fund of the university. The course will evaluate equity and debt opportunities to build an endowment portfolio where performance is based on the equity and debt positions as selected by students. Tracking performance versus sector averages is a key component of the course. This course is an "invited" course open to juniors and seniors who have selected finance as a major. Approval by the

business department chair to participate in the course is required. Due to the nature of this course, students may consider enrolling in the course in multiple semesters with a maximum of three credits earned.

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 333 3 credits

Entrepreneurship- When is an Idea an Opportunity

The study of the theory and practice of evaluating market, economic, and technical feasibility of entrepreneurial opportunities.

BUS 334 3 credits

Entrepreneurial Finance

Financing a new venture requires knowledge of available financing sources and understanding of capital markets and risk capital markets. Students will also learn how to value their business in order to negotiate finance terms and obtain capital.

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 351 1 credit

High Performer Development Series II

The second course in the High Performer Development Series explores foundational skills for effectively working in teams and groups, such as leading, managing, teamwork, effective meetings, delegation, and problem solving. Introduces the concepts of followership and relationship selling. Requirements include the Myers-Briggs Type Indicator and externship experience coordinated by Career Services. This is a Pass/Fail course. Prerequisite: BUS 251.

BUS 400 3 credits

Cost Accounting

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

BUS 402 3 credits

Auditing

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

BUS 406 3 credits

Investment and Portfolio Management

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

BUS 410 3 credits

Financial Markets

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

BUS 411 3 credits

Financial Decision Making

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

BUS 412 3 credits

International Business II

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

BUS 414 3 credits

Global Strategic Marketing

Explore fundamental principles, theories and concepts of rapidly changing international markets. Strategic issues dealing with market entry, trade barriers, foreign trade imbalance, environmental and legal differences, foreign competition, currency fluctuation, and their effects upon marketing decisions are analyzed. This course fulfills the human diversity graduation requirement.

Prerequisite: BUS 207.

BUS 415 3 credits

Practicing Entrepreneurship

This Launch course is the first of two capstone courses in the Entrepreneurship minor and requires students to enroll with a viable business idea or opportunity that will be launched during the course. Following the creation of an appropriate form of business organization, the student will create and execute a project plan with approved milestones. Satisfactory completion of the course will require the passing of key test assumptions on which the business' success depends and development of a prototype for customers. Prerequisites: BUS 213, 214, 333 and 334.

BUS 416 3 credits

Entrepreneurship-Sustaining New Ventures

This course is the final requirement in the Entrepreneurship Minor. Students will review all stages of their entrepreneurial project and evaluate the end product. The evaluation will lead to the development of a final Business Plan to help assure the ultimate success of the entrepreneurial venture. Prerequisite:

BUS 415

BUS 420 3 credits

Employment Law

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

BUS 426 3 credits

Strategic Management

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

BUS 431 3 credits

Entrepreneurship

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

BUS 434 3 credits

Marketing Management

A capstone course in the marketing curriculum that integrates previously presented principles and practices. The course is designed to develop an appreciation of the marketing executive's viewpoint which focuses on managing organizational resources to fully understand customer needs and wants; develop compelling offering of products and services; effectively communicate with targeted customers; capture and deliver optimal value. Detailed case studies and projects will be used to explore the application of marketing theory to practical situations. Coursework will be oriented to consider profit-oriented, not-for-profit and public-sector organizations.

BUS 441 credits vary

Cooperative Education in Business I

Supervised learning experience that integrates theoretical coursework, career goals and objectives, and on-the-job work experience in the business field. Academic assignments supplement actual work experience. Maximum Cooperative credits for BUS 441 and BUS 442 are 9. Prerequisites: Students must have successfully completed 90 credits and UNIV 200. This course meets the Writing Enhanced requirement.

BUS 442 credits vary

Cooperative Education in Business II

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: BUS 441. This course meets the Writing Enhanced requirement.

BUS 443 3 credits

Compensation and Benefit Management

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

BUS 444 3 credits

Marketing Research Seminar

Emphasizes principles of scientific methodology for marketing research. Topics include problem formulation, cost and research design, questionnaire construction, report preparation, data interpretation and reliability measurements. Findings are used to formulate marketing strategies directed toward specific market segmentation. Prerequisite: BUS 207.

BUS 445 3 credits

Leadership Seminar

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

BUS 450 3 credits

Organizational Leadership

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

BUS 451 1 credit

High Performer Development Series III

The third course in the High Performer Development Series explores skills important for leading organizations, such as power, persuasion, political skill, influence tactics, assertiveness, conflict management, organization culture, strategy, and executive presence. Reinforces the importance of planning, organizing, and assessment and introduces business to business selling.

Requirements include the Major Fields Test and the Iliad Business Simulation. This is a Pass/Fail course.

Prerequisites: BUS 251 and 351.

BUS 452 3 credits

Business High Performance

This course explores the knowledge, skills, abilities, and other characteristics essential for successful transitions through the leadership pipeline, from individual level contributor to executive. Research into the competencies required to manage oneself, work successfully in teams, and to lead organizations is explored. Topics range from goal setting and focus management to teamwork and followership to power, persuasion, and political skill. This course meets the High Performer Development Series requirement.

ECON 110 3 credits

Economics of Social & Public Policy

The class is designed to use basic economic theory and demonstrate how it is applied to current real-world public policy decisions, and how the outcomes have immediate and personal impact.

ECON 218 3 credits

Personal Economics

Focuses on managing personal finances and financial planning. Prepares students to understand how consumers make choices in an economy. Course does not presuppose any formal knowledge of economics, accounting or finance. Major topics discussed include: budgeting, credit, housing and transportation, economy, insurance, basic investing, financial planning and income tax, and retirement/estate planning.

ECON 248 3 credits

Macroeconomics

Surveys the performance of the American economic system through National Income Accounting with emphasis on the aggregates of government, consumers and business. The focus is on total employment, total income, total output, general level of prices and the major current problems of unemployment, inflation, and fiscal and monetary policy.

ECON 249 3 credits

Microeconomics

Surveys behavior of individual economic units (household and business firms) and the price mechanism interacting in the market structures of American capitalism. Emphasis is on the specific product price and specific amount of production in an efficient and profit-oriented competitive economic system.

ECON 260 3 credits

Sport Economics

This applied economics course explores economic issues in the sports industry. Students apply the principles of economics to professional and amateur sports. The focus is on the structure of sport markets, labor economics of sport, public finance of sport, and governmental policies on sport.

Prerequisites: ECON 248 and ECON 249.

ECON 348 3 credits

Intermediate Macroeconomics

Measurement and determination of national income, employment, and output; economic significance of consumption, saving, investment, foreign trade, money and prices, fiscal and monetary policy.

Prerequisite: ECON 248.

ECON 349 3 credits

Intermediate Microeconomics

Theory and application of microeconomics; demand, supply, optimal consumer choice, production, cost, profit-maximizing pricing and output decisions, employment of resources, externalities, efficiency and welfare. Prerequisite: ECON 249.

ECON 352 3 credits

History of Economic Thought

Survey of economic ideas from Ancient Greece to present, emphasizing the changing focus and methodologies of economics relative to economic problems perceived at the time.

ECON 353 3 credits

Economic Justice and Judeo-Christian Conscience

Examination of economics and Judeo-Christian concern for justice. Topics include: the meaning of 'economic justice' in economic development; North- South relationships; economic system theories; poverty and prosperity; business ethics and labor-management issues; issues related to economic faithfulness for individual Judeo-Christians.

ECON 432 3 credits

Economics Capstone

This course, delivered in a seminar format, is a general capstone experience in economics that is designed to provide a culminating research-intensive experience at the end of an undergraduate Economics degree program. Students will design, conduct and present an empirical research paper to apply economic concepts and theories to analyze issues and situations in the real world..

SM 201 3 credits

Introduction to Sport Management

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

SM 210 3 credits

Sport in Society

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

SM 310 3 credits

Facility and Event Management

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

SM 325 3 credits

Sport Marketing, Promotions, and Fundraising

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

SM 441 6 credits

Cooperative Education in Sport Management

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

SM 455 3 credits

Sport Management Seminar

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

CHEMISTRY / BIOCHEMISTRY / ENVIRONMENTAL SCIENCE / FORENSIC SCIENCE

CHEMISTRY

Total Program: 67-72 credits

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

Major: 44 credits

CHE 104/110, 105/111, 107, 201/210, 202/211, 212, 221, 301/310, 302/311, 406; SCI 402; either SCI 480 or SCI 406/407.

Related area: 17-20 credits

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

Electives 2 courses from: CHE 401/410, 403, 404, 405; MAT 209, 232.

Chemistry Minor

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

BIOCHEMISTRY

Total Program: 79-83 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: 35 credits

CHE 104/110, 105/111, 107, 201/210, 202/211, 301/310, 302/311, 401/410, either SCI 480 or SCI 406/407

Major Electives: 3-4 credits

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

Related Requirements: 41-44 credits

BIO 103, 104, 221, 303/309, 304/311, or 409; SCI 402; MAT 209, 220, 230 (MAT 131 recommended); PHY 200, 201.

LECOM PARTNERSHIP

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

Doctor of Physical Therapy (DPT) Program:

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

ENVIRONMENTAL SCIENCE

Total Program: 91-96 credits

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

Major: 59 credits

CHE 104/110, 105/111, 107, 201/210, 202/211, 212, 221, 320, 430; BIO 103, 104, 221, 320, 440; SCI 402, either SCI 480 or SCI 406/407.

Related Requirements: 31-36 credits

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

Environmental Science Minor:

BIO 103, 440; CHE 104/110, 430; One course from BIO 221, 320; CHE 212, 221.

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

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

Major: 71 credits

CHE 104/110, 105/111, 107, 201/210, 202/211, 212, 221, 230, 301/310, 315, 325, 405; SCI 402; BIO 103, 104, 303/309, 304/311, 430; Select One: 6 credits of internship (SCI 480) or 6 credits of research sequence (SCI 406 and 407).

Select one:

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

Related Area: 22-25 credits

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

Forensic Science Minor

Consists of 19-20 credits earned by completing CHE 104/110, 230, 405; BIO 103; one course from CHE 212, 221, 315, 325; BIO 303/309, 304/311.

COURSE DESCRIPTIONS

CHE 102 3 credits

Physical Science

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

CHE 104 3 credits

General Chemistry I

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

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; Co-requisite: CHE 111. Offered: Spring

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. Offered: Fall

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. Offered: Fall

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. Offered: Fall

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. Offered: Fall

CHE 111 1 credit

General Chemistry Laboratory II

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

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 105/111; Co-requisite: CHE 210. Offered: Fall

CHE 202 3 credits

Organic Chemistry II

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

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 105/111; Co-requisite: CHE 201. Offered: Fall

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. Offered: Spring

CHE 212 4 credits

Analytical Chemistry

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

CHE 221 4 credits

Instrumental Analysis

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

CHE 230 4 credits

The Forensics Profession

This course will address the current state of the Forensics' Professional in the workplace. Topics include introduction to forensic science, the legal system, courtroom testimony, ethics, quality assurance, profession practice, evidence (collection, processing, and identification), and a survey of forensic science. This does not fulfill the lab science requirement in the core. Offered: Fall

CHE 301 3 credits

Physical Chemistry I

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

CHE 302 3 credits

Physical Chemistry II

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

CHE 310 1 credit

Physical Chemistry I Laboratory

Experimental investigation of physical forces acting on matter and various chemical properties. Examination of thermodynamics, kinetics, viscosity, and other physical-chemical phenomena is performed. Prerequisites: CHE 105 and 111. Co-requisite: CHE 301. Offered: Fall

CHE 311 1 credit

Physical Chemistry II Laboratory

A continuation of the experimental investigation of physical forces acting on matter and various chemical properties. Examination of spectroscopy, quantum mechanics, and other physical-chemical phenomena is performed. Prerequisites: CHE 301 and 310. Co-requisite: CHE 302. Offered: Spring

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. Offered: Fall

CHE 320 3 credits

Environmental Toxicology

Examines historical and recent toxicological issues facing our society. Topics will include a survey of the diverse chemical hazards encountered in the environment and a practical understanding of the complex effects on human health and the health of species occupying various ecosystems. Students will gain a basic understanding of the biochemical mechanisms for detoxifying xenobiotic compounds.

Prerequisite: CHE 202. Offered: Irregularly

CHE 325 4 credits

Forensic Criminalistics

This course covers various aspects of the crime scene and physical evidence. Emphasis will be placed on proper collection, preservation, and techniques for the examination of physical evidence. Topics include glass, soil, organic, inorganic, hair, fibers, paint, drugs, arson/explosion, serology, DNA, fingerprints, fire arms/tool mark impressions and document/voice analyses along with computer forensics. This course has an integrated lab component. Junior status recommended. Offered: Spring Intermittently

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, 111; 201, 210; 202, 211. Co-requisite: CHE 410.

Offered: Fall

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.

Offered: Irregularly

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, 111, 201, 210, 202, 211.

Offered: Irregularly

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, 110, 111, 201, 202. Offered: Spring

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, 111, 301, 302, 303. Offered: every two years-Spring

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, 111, 201, 202, 210, 211. Co-requisite: CHE 401. Offered: Fall

CHE 430 4 credits

Environmental Chemistry

Broadly focuses on issues of air, water and soil quality. Topics include SMOG, acid rain, Ozone and its depletion, indoor air pollution, and the greenhouse effect. Contamination of soil and ground water from industry and agriculture will be examined. The contribution of specific and inorganic chemicals to water pollution issues will be addressed, Integrates laboratory and classroom work.

Prerequisite: CHE 221. Offered: every two years-Spring

COMMUNICATION

Communication is a flexible and practical major that prepares students for a variety of careers. The Alvernia University communication program includes a broad spectrum of courses encompassing journalism, multimedia production, speech, and film, plus functional and creative writing for various media applications. Communication majors pursue careers in journalism, public relations, event management, advertising, marketing, publishing, broadcasting, and strategic communication. 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, multimedia development, and creative writing.

Communication and English courses may be selected to fulfill the liberal arts core requirements. Seniors may not register for 100 level communication or English courses without the permission of the Department Chair

Major: 33-42 credits

Required of all majors: COM 103 or COM 223, 122, 131, 260, 420; COM 481 (or COM 480, with chair approval)

Track requirements: 12-15 credits, variable by track

Communication electives: 6 credits

Related electives: 3-6 credits, variable by track,

Communication majors must achieve a 2.5 GPA in all major requirements. Any student earning less than a 2.5 GPA in any required communication course will be placed on probationary status. Transfer students must earn at least a C in their first three required communication courses at Alvernia University. Transfer students will be evaluated on a case-by-case basis, but may be placed on probationary status depending on their transcripts.

Communication majors must successfully complete the department Microsoft Excel course (COM 112) or earn a Microsoft-approved Excel certification from a recognized body before completing the major capstone. External certifications are subject to chair approval.

Communication majors must contribute to one of the university publications (typically the Alvernian or Zephyrus) for at least one semester to graduate. Participation in other publications may be considered for this requirement with chair approval.

COM 481 may be substituted with COM 480 with the permission of both the major advisor and the department chair.

Majors must complete one of the six following tracks:

Strategic Communications: COM 213, 234, 344, 422

Related Electives: Any two 3-credit Business or Psychology courses.

Film, Culture and the Creative Arts: COM 250, 351, 353, 360

Related Electives: Any two 3-credit Art, Music, or Theatre courses.

Journalism: COM 213, 234, 330, 432*

Related Electives: Any two 3-credit History or Political Science courses.

Media Design and Production: COM 332, 342, 362, 432*

Related Electives: any two 3-credit Art courses.

Public Relations and Advertising: COM 213, 220, 240, 340, 342

Related Elective: PSY 101

Sports Media: COM 232, 220, 240, 251, 332, 362

Related Electives: BUS 207, 309, or any SM course

**course may be counted only once as fulfilling emphasis requirements.*

Communication Minor: 18 credits

Students majoring in other fields may wish to consider a communication minor attained by completing 18 credits in communication. COM 100, COM 101 and COM 108 cannot be applied toward the minor.

Health Communication Minor: 21 credits

The Health Communication minor includes a curriculum of theory, research, and application, focusing on health issues in the interpersonal, organizational, public, and mass-mediated contexts. The study of health communication can contribute to health promotion in areas such as health campaigns, health professional-patient communication, health information, public health, health journalism. This minor is designed to be a program for students from a wide variety of majors who may seek careers with health and/or communication fields.

The list below includes course options for nine (9) credits. Some of the options are limited to students in specific majors. Students must review the requirements for each course they select to satisfy the nine (9) credits to ensure that the course is available to them in their declared major and that they have satisfied all prerequisites.

COM 236, One course of each group: COM 103 or 223; COM 213 or 234; COM 220, 240, or 340. Nine (9) credits from the following: AMH 204, AMH 305, AT 445, BIO 200, COM 481 (in a health/medical communication field), DPT 505, HCS 305, HCS 330, NUR 312, NUR 412, OT 429, OT 513, PHI 206, PHI 207, PSY 215, PSY 330, SPA 108, SW 231, SW 322, THE 210

Sports Media Minor: 21 credits

Required (10-12 cr): COM 103, COM 131, COM 232 (repeatable), COM 251 Elective Coursework (9-11 cr): BUS 207, BUS 309, COM 132 (repeatable), COM 220, COM 240, COM 260, COM 330, COM 332, COM 340, COM 342, COM 346, COM 352, COM 362, COM 420; SM 201, SM 210, SM 310, SM 325

COURSE DESCRIPTIONS

COM 101 3 credits

Composition and Research

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

COM 103 3 credits

Principles of Public Speaking

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. Offered Fall and Spring

COM 108 3 credits

Composition & Research for Multilingual Writers

This course is an introduction to the academic language and integrated communicative skills that multilingual students will encounter in college-level coursework. Students will learn to express their own ideas and respond to the ideas of others, while focusing on reading strategies needed in subsequent courses. Students will write essays in a variety of academic modes: exposition, analysis, argumentation, and research. Students will learn both APA and MLA citation styles. Course structure and pedagogy are designed to support multilingual learners. Course is available only after placement by departmental faculty. Students must achieve "C" or better to fulfill core requirements.

COM 112 1 credit

MS Excel Bootcamp

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. Offered: Fall and Spring

COM 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.

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. Offered: Fall

COM 131 3 credits

Writing for the Media

Introduction to writing styles and format requirements necessary to write for various American media. Emphasis on process of gathering and writing news for print and broadcast media. This course meets the Writing Enhanced requirement. Offered: Spring

COM 132 1 credit

Digital Publication Workshop

Workshop where students create various types of content (text, audio, video) for the university student-led news brand, The Alvernian. Students are responsible for various production assignments and other tasks related to the operations of a multimedia brand. May be repeated. Offered Fall and Spring.

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 is given to physical and vocal characterizations.

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. Offered Odd-Numbered years Fall

COM 220 3 credits

Event Planning for the Real-World:

This course introduces students to special event planning processes and techniques. Emphasis is on creating, organizing, identifying sponsors, marketing and implementing community and business events. Offered: Spring

COM 223 3 credits

Speech for Professionals:

The course develops communication skills to empower students in feeling comfortable and competent speaking for a variety of professional situations such as business meetings and conferences. Includes exercises in the organization, creation, and delivery of multimedia presentations across digital platforms. Topics may vary each semester. Offered: Spring

COM 232 1 credit

Athletic Communications

This course introduces students to a range of professional settings and challenges related to sports announcing and media relations. Students practice voicework, announce games, conduct interviews, and prepare web-based media materials. Course will involve a range of content creation including print, broadcast, video, radio/audio. Prerequisites or co-requisites: COM 101 and 103 or permission of the instructor. May be repeated. Offered: Fall

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. Offered: Spring

COM 236 3 credits

Health Communications:

This course will provide students with an overview of various areas or studies within the health communication field. Topics covered will be dictated by the needs/interests of the class, but may include health professional-patient communication, health journalism, media's effects upon health, communication by non-profit health organizations/public health education campaigns, media training for healthcare professional, and how to be a consumer of health information media. This course can be taught as a service-learning course where students will receive hands-on experience by working with a community partner to assist them with their health communication needs. Offered: Spring

COM 237 3 credits

Gender, Sex, & Identity in the Media:

How do media representations of gender and sexuality shape culture and identity? How does what we see and hear in the media influence our understanding of power, possibility, and expectation of gendered performance? This course addresses the intersection of communication, culture, and identity through a close look at gender in traditional and digital media systems. Course topics include theoretical approaches to studying gender and mediated communication; media representations of gender, sexuality, and identity on digital platforms; gendered fan cultures; and gender diversity in media industries and labor markets. Topics vary from semester to semester. May be repeated under different topics. This course fulfills the Human Diversity requirement.

COM 238 3 credits

Race, Ethnicity & Social Justice in the Media:

The media we consume shapes our world. It influences how we think, what we do, and what our society allows. This course explores the changing landscape of social justice, race, and class in America as portrayed in the media. We will examine how television, film, news, and digital media artifacts reinforce and/or challenge stereotypes, bias, and prejudiced representations of ethnic minorities. Through critical readings, discussion, and reflective writing, students will engage with the concepts of identity, perception, power, privilege, injustice, and resistance. Topics vary from semester to semester. May be repeated under different topics. This course fulfills the Human Diversity requirement.

COM 240 3 credits

Public Relations-Creating Compelling Communication Campaigns:

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. Offered Even-Numbered years Spring

COM 247 3 credits

Fantasy, Folklore & Mythology:

The course examines oral traditions in the unofficial cultures, folklore genres and folk life groups that shape the human experience. Special emphasis will be on oral literature, cultural customs and storytelling (folktales, fables, fairy tales, proverbs, riddles, songs, etc.) conventional beliefs and traditional lifeways. Topics vary from semester to semester. May be repeated under different topics. This course fulfills the Human Diversity requirement.

COM 250 3 credits

Film Appreciation:

Critical approach to analyzing film and its significance in contemporary society. Offered Odd-Numbered years Fall

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. Offered Odd-Numbered years Fall

COM 257 3 credits

Communications in the Cloud

The course explores the concept of "the cloud," the use of computing resources that are delivered as a service over a network (especially the Internet). In particular, this course addresses how the cloud is the backbone of social media and how the cloud facilitates business communication and collaboration.

Technologies studied range from smartphones to tablets to virtualization to cloud services such as storage and telepresence. Social and ethical impact of cloud technology trends are discussed and debated.

COM 260 3 credits

Digital Storytelling

This course provides students the opportunity to develop basic techniques in digital storytelling. Students are introduced to best practices in using text, audio and video to create professional multimedia packages. The course provides opportunities for students to develop production skills using commonly available multimedia production programs. By the end of the course, students will have produced a diverse portfolio of work customized to serve their specific career goals. Offered: Fall

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. Offered Odd-Numbered years Fall

COM 263 3 credits

Fiction Writing

Study of fiction styles/techniques aimed at developing student's ability to write fiction. This course meets the Writing Enhanced graduation requirement.

Offered Odd-Numbered years Spring

COM 310 1 credit

Tutoring and Teaching Writing

This course provides a theoretical and pedagogical framework for writing instruction. Students will conduct research as it relates to writing in their own disciplines and learn best practices for communicating in small groups or one- on-one settings. All students enrolled in this course are eligible to apply to work in the Writing & Learning Center or work as a Writing Mentor. Participation in the course does not guarantee employment. Pre-requisite: permission from instructor(s). Course may be repeated for credit. Offered Fall and Spring

COM 330 3 credits

News and Feature Writing

Thorough study of news writing techniques; emphasis on development of feature stories, investigative pieces, and multi-source news articles for a variety of media. Offered Even-Numbered years Fall

COM 332 3 credits

Multimedia Creation - Publications

Designed to introduce students to the processes involved in planning, designing, creating and publishing multimedia projects. Course focuses on basic photomanipulation, digital publishing technology, and a practical introduction to vector graphics. Part 1 of 2 but may be taken as a stand-alone course. Assumes no previous multimedia knowledge. Offered: Fall

COM 333 3 credits

“The Campus Show” – Television Production

Students are responsible for putting together news, feature, and sports stories for a show that focus on the Alvernia University community. 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.

COM 340 3 credits

Advertising Workshop

Students plan and produce advertising programs for the college and/or non- profit organizations; workshop-styled atmosphere. Offered Odd-Numbered years Spring

COM 342 3 credits

Social Media Marketing:

Facebook, Twitter, YouTube, LinkedIn and Pinterest — in order to stay competitive in today's world, companies and organizations need to implement social media into their integrated communications plan. This course will primarily focus on social media, but will also explore other facets of digital marketing. Topics to be covered include social media platforms, content development, multichannel integration, organic and paid search, mobile opportunities, web analytics and measurement, legal and security issues, crises, best practices and trending issues. If offered as a service-learning class, students will receive hands-on practical experience by developing a social media marketing campaign for a local non-profit organization. Offered: Fall

COM 344 3 credits

Writing for the Workplace

Advanced writing course oriented toward communication beyond the academic world. Assignments include correspondence, memos, resumes, proposals, oral presentations, and one or more major reports. Introduces students to current communication software, to familiarize with requirements of writing in their specific disciplines, and to help develop a clear, concise writing style. This course meets the Writing Enhanced graduation requirement. Offered: Spring

COM 346 3 credits

Digital Marketing Analytics

Data rules everything around us. Individuals with the prerequisite skills to capture, analyze, interpret, and apply the lessons learned to positively impact organizational performance are well positioned to succeed in the digital age. Through this course, students will be introduced to various search, social media, website, and digital analytics tools with a strong emphasis on Google Analytics. Students will receive in seat training and invaluable hands on experience working with Google Analytics, and will be given the opportunity to achieve Google Analytics Certification. This course will serve as a digital and marketing analytics foundation to complement future communication and business coursework. Note: This course is not open to students with Google Analytics Certification.

COM 352 3 credits

Video Production-Shoot, Edit, Share:

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. Offered Even-Numbered years Fall

COM 353 3 credits

Cinema & 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 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. This course meets the Writing Enhanced graduation requirement. May be repeated for credit. Offered Even-Numbered years Spring

COM 362 3 credits

Multimedia Creation - Videos

Designed to introduce students to the processes involved in planning, designing, creating, and publishing multimedia products. Course focuses on audio-visual production of podcasts, short videos, video collage, and basic video effects. Part 2 of 2 but may be taken as a stand-alone course. Assumes no previous multimedia knowledge.. Offered: Spring

COM 420 3 credits

Media Law & Ethics:

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. Offered Odd-Numbered years Fall

COM 422 3 credits

Digital Media & Society:

Investigates the principal research findings concerning the role of digital media in shaping attitudes, values, and behaviors. Includes survey of advanced theories, models, societal practices and trends in digital communication. Topics may vary each semester. Offered Even- Numbered years Spring

COM 432 3 credits

Digital Publication Production

Production-focused course for upper-level communication and digital media marketing students. This course requires students to serve as copy editors, business managers, print and web designers, and undertake other production tasks as required for the university student-led news brand, The Alvernian. Students will also generate content alongside students in Digital Publication Workshop, and will be responsible for coordinating and managing work teams to complete production tasks. Course may be

repeated for credit. Suggested prerequisite: COM 131. Permission of the Alvernia faculty advisor is required. Offered Fall and Spring.

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. Offered Fall and Spring

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. Offered Fall and Spring

COMMUNITY & ENVIRONMENTAL SUSTAINABILITY

The minor in community and environmental sustainability is an interdisciplinary program that provides students with experiences to enrich their education with knowledge and skills to address society's most pressing issues.

Minor: 17 credits

BIO 230, BIO 203; CES 330. Electives 9 credits from the following 3 areas: Science-Environmental: BIO 104, 205, 320; PHY 103; Socio-Cultural: COM 131, 422; ENG 106, 207; HCS 420; PHI 250; SW 302; THE 210; Business-Economics: BUS 100, BUS 324.

COURSE DESCRIPTIONS

CES 330 2 credits

Sustainability Field Experience

The purpose of this course is to give students an opportunity to design, implement, and reflect upon a service project toward community and/or environmental sustainability in cooperation with a community nonprofit or municipal organization. The project requires students to apply knowledge acquired in the minor in community and environmental sustainability program while engaging with a community organization. The course will culminate in a public presentation on the outcomes of the project. Offered: Irregularly

COMMUNITY ENGAGEMENT

The minor in Community Engagement is an interdisciplinary academic program designed to increase students' understanding of their ability to create positive change in their community and to address serious community issues through the development and implementation of short- and long-term

impactful civic projects. Students learn theoretical and moral considerations that underpin community engagement and voluntary service.

Minor: 18 credits

Required: PHI 207, SOC 212, completion of any designated service-learning course (at least 3 cr), and CE 300; 6 credits selected from: BIO 230, POS 111, PSY 350, SSC 111, SW 201, SW 231, SW 301, SW 303, SW 304, SW 347, SOC 111, SOC 401, and THE 255 (Not more than 3 credits may come from a 100 level course.)

Certificate Program: 12 credits

The Certificate Program in Community Engagement is an interdisciplinary program designed to increase students' ability to create positive change in their community and to address serious community issues through the development and implementation of short- and long-term impactful civic projects. Students identify and apply practical considerations that underpin community engagement and voluntary service.

Required: PHI 207, SOC 212, completion of any designated service-learning course (at least 3 credits), and CE 300.

CE 300 3 credits

Fieldwork in Community Engagement

This course provides students an opportunity to design, implement and reflect upon a community engagement project in cooperation with a community nonprofit, citizen's organization, or municipal organization. The project requires students to apply knowledge acquired in the Minor in Community Engagement and Certificate in Community Engagement programs while engaging with a community organization. The course will culminate in a public presentation on the outcomes of the project.

COMPUTER SCIENCE

The Computer Science program offers a major for students who are interested in cyber security, data science, and software engineering. Programs of specialization in computer science provides opportunities and guided experiences through which the student will be introduced to the knowledge and skills essential to pursue careers in industrial, governmental and professional fields, and attend graduate school in various areas of computer science.

Major:

CS 110, 155, 210, 220, 310, 320, 345, 400, 425, SCI 402; Select SCI 480 or SCI 406 and 407. Choose One Track: Cyber Security Track: CS 325 and 435 or Data Science Track: CS 300 and 415. Related Requirements: MAT 209, 230, 250. Recommended: MAT 131.

Computer Science Minor: 21 credits

Required Courses: CS 110, 155, 210, 220, 310, 320, 400

Cyber Security Minor: 21 credits

Required Courses: CS 110, 155, 210, 310, 325, 345, 435

Data Science Minor: 21 credits

Required Courses: CS 110, 155, 220, 300, 345, 400, 415

Course Descriptions

CS 110 3 credits

Introduction to Computer Science

This course provides a broad yet practical overview and realistic understanding of the entire field of computer science. Computer sciences is not just programming and web browsing. The scope of computer science is quite broad and is contributed to by many diverse disciplines such as mathematics, engineering, psychology, biology, business administration, and linguistics. Topics in the class include computer systems organization, computer languages, networking, algorithms, data abstraction, systems software, databases, and artificial intelligence. For each topic, its history, current state, future potential, and associated legal and ethical issues will be presented. This course has an integrated computer lab component. Offered: Fall

CS 155 3 credits

Introduction to Object-Oriented Programming

This course will enable students to get hands-on experience to build programs. This course teaches object-oriented classes, inheritance as well as testing and debugging a program. Object-oriented programming paradigm will be taught in this course. Through overview of concepts of object-oriented analysis and design methods, students will learn an object-oriented program design and fundamental software development. Python will be used as the programming language. This course has an integrated computer lab component. Offered: Spring

CS 210 3 credits

Computer Organization and Assembly Language

The purpose of this course is to present, as clearly and completely as possible, the nature and characteristics of modern-day computer systems with an emphasis on the impact of computer organization on software development. This course covers the basics of computer organization with emphasis on the lower-level abstraction of a computer system including computer abstractions and technology, digital logic, instruction set, computer arithmetic, memory hierarchies, and assembly language programming. This course has an integrated computer lab component. Pre-requisites: CS 110 and CS 155; or permission of the Chair. Offered: Fall

CS 220 3 credits

Data Structures and Algorithms

This course will cover the basic approaches and mindsets for analyzing and designing algorithms and data structures. Topics include the following: (1) Analysis of Algorithms; iterators, recursion, searching and sorting; (2) Data structures; stacks, queues, lists, binary search trees, heaps, hash tables; (3) Possible additional topics: graphs. This course introduces various data structures and their applications. The

course will be taught using Linux and/or the Integrated Development Environment Eclipse. Java will be used as the programming language. Pre-requisites: CS 110 and CS 155; or permission of the Chair.

Offered: Spring

CS 300 3 credits

Data Analytics

Data Analytics course is designed as a bachelor-level course of data science track in computer science program which is an interdisciplinary, problem- solving oriented subject that learns to apply scientific techniques to practical problems. Students will gain extensive experience with the open-source R programming language. The goal of this course is to mainly teach applied and theoretical aspects of R programming for data sciences. The course will cover R programming language concepts. Course content focuses on design and implementation of efficient R programs to meet routine and specialized data manipulation/management and analysis tasks. This course is required for the data science track of the computer science major. Pre-requisites: CS 110 and CS 155; or permission of the chair. A background in statistics and calculus is desirable. Offered: Spring

CS 310 3 credits

Operating Systems

This course introduces students to a broad range of operating system concepts, such as processes and threads, scheduling, synchronization, memory management, file systems, input and output, deadlocks, device management and security. Students will also get practical experience with the Linux operating system. C will be used as the programming language in the course. Pre- requisites: CS 110 and CS 155; or permissions of the chair. Offered: Spring

CS 320 3 credits

Algorithm Design & Analysis

In this course, students are given a thorough grounding in the design and analysis of algorithms, with an emphasis on practical yet efficient algorithms. Different algorithms for a given computational task are presented, and their relative merits are evaluated based on performance measures. This course includes algorithm design techniques (e.g., divide-and-conquer, dynamic programming, greedy algorithms, amortized analysis, randomization); algorithms for fundamental graph problems (e.g. minimum-cost spanning tree, connected components, topological sort, and shortest paths); and possible additional topics (e.g. Network Flows, Max Flow-Min Cut theorem, Capacity Scaling Algorithm, Traveling Salesman Problem, Polynomial Time Reductions and NP-completeness. Pre-requisites: CS 110 and CS 155; or permission of the chair. Offered: Spring

CS 325 3 credits

Computer Networking and Cyber Security

This course is an introduction to structure, implementation, security, and theoretical underpinnings of computer networking and the applications. Major topics include networks technologies, communications architecture and protocols, cyber attacks, vulnerability assessment and management, security policies, network security, security threats and countermeasures against them, cryptography, risk analysis and data privacy. Pre-requisites: CS 110 and CS 155; or permission of the chair. Offered: Fall

CS 345 3 credits

E-Commerce

This course introduces the concepts, procedures, models and issues associated with E-Commerce and the internet with emphasis on security. The student gains an overview of all aspects of E-Commerce. Topics include development of the internet and E-Commerce, cryptography, digital signatures, features of Websites and the tools used to build an E-Commerce website, payment options, certificates and public key infrastructure (PKI) and security-conscious programming for web-based applications. Students will also get practical experience with interaction between technical issues and business, legal and ethical issues. Pre-requisites: CS 110 and CS 155; or permission of the chair. Offered: Fall

CS 400 3 credits

Database Systems

This course introduces the necessary concepts of database systems. Principles and methodologies of database design and techniques for database application development will be presented. Topics in the course include database and database users, database system concepts, data modeling using the entity-relationship model, relational data model and relational database constraints, complex queries, relational algebra and relational calculus, introduction to SQL programming techniques, web database programming using PHP, etc. Pre- requisite: CS 220; or permissions of the chair. Offered: Spring

CS 415 3 credits

Data Mining and Machine Learning

In this course, how this interdisciplinary field brings together techniques from databases, statistics, machine learning, and its recent applications is explored. The main data mining methods currently used, the basic concepts, principles, methods, implementation techniques, and applications of data mining for the purpose of analytical processing and decision support are discussed. This course includes data preparation, linear regression, logistic regression, clustering, association rules mining, classification, decision tree, text mining and web mining. Pre-requisite: CS 300; or permissions of the chair. A Background in statistics and calculus is desirable. Offered: Spring

CS 425 3 credits

Software Development

The main objective of this course is to give students the fundamental principles of system development with object-oriented technology and to help students build up an understanding of how to develop a software system. This course covers the software development process, requirements analysis, software design concepts and methodologies, and related programming. In the course, students will complete a significant software project. The project is aimed at helping students strive to achieve customer satisfaction and focus on software reliability. Pre-requisite: CS 220 and CS 320; or permissions of the chair. Offered: Fall

CS 435 3 credits

Computer Forensics

This course will introduce students to the fundamentals of computer forensics and cyber-crime scene analysis. The course includes security incident investigations; processing crime and incident scenes; file systems and storage analysis, data hiding techniques, network forensics; computer forensics analysis

and validation, design of current computer forensics tool; and email investigation as well as cell phone and mobile device forensics. Topics of advanced computer forensic science such as tools for data duplication, recovery and analysis, and development of pre-search or on-scene computer investigative techniques will be presented. Pre-requisite: CS 325; or permissions of the chair. Offered: Fall

CRIMINAL JUSTICE ADMINISTRATION

The Criminal Justice Department is dedicated to providing the theoretical, practical and professional knowledge needed in today's environment to be successful in the fields of law enforcement, corrections, probation and parole, private security and related careers. Emphasis is placed on preparing the student to enter the professional workplace or continue studies in graduate school. The curriculum is designed to provide students with expert instruction on the most current trends, policies and practices in the discipline. This major provides the variety offered in course selection to encourage each individual to build a personal program for the future with the assistance of an advisor.

Alvernia University has recruited faculty who are former or current practitioners in their respective criminal justice disciplines. The strength of the department lies in the philosophy that faculty members teach in areas wherein they have multiple years of experience. The Criminal Justice major offers students "Real World Experience" through a required internship taken as a class, CJ 408 Agency Practicum, research mentorships, guest lecturers and opportunities to observe various criminal justice agencies at work. Students also gain experience through in-class simulations and voluntary participation in criminal justice related trips.

Prior to commencing the internship, students must obtain the following clearances:

- Pennsylvania State Criminal History Record (Act 34),
- Child Abuse History Clearance (Act 151),
- Federal Criminal History Record (Act 114)

The clearances must be timely and a copy submitted to Academic Compliance prior to beginning the internship. If the clearance reveals a positive record the student is responsible for finding an internship that will accept them and for divulging the clearance issues to the internship agency. The internship agency decides whether or not to accept a student with clearance issues. The chair of the Criminal Justice Department has final approval for all internship placements and sites.

At the completion of sixty (60) credits at Alvernia University, criminal justice majors must have maintained a C average overall and obtained a C or better in all required criminal justice courses. A criminal justice major may use the repeat/delete option for a required criminal justice course a total of two (2) times. If the preceding requirements are not met, students will be compelled to withdraw/drop criminal justice as a major.

Students with career goals in law enforcement may attend the Reading Police Academy and be eligible to obtain Municipal Police Officer Certification (ACT 120) as part of their four-year degree without extended time or expense. Students may apply for the Academy during their junior year. If accepted, these students will attend the Academy during the fall or spring semesters of their senior year at

Alvernia University. If the students successfully complete the Academy, they will be awarded fifteen (15) Alvernia University credits.

Major: 48 credits

CJ 101, 102, 201, 217, 220, 221, 273, 302, 350, 377, 379, 403, 408, 422. CJ elective course: 3 credits. All required CJ courses must have a grade of C or higher.

Minor: 18 credits

Required courses: CJ 101, 102, 217, CJ 379, and two CJ elective courses (6 credits).

COURSE DESCRIPTIONS

CJ 100 3 credits

Exploring Criminal Justice

This course is designed to expose students to the field of Criminal Justice through readings and related experiences. Students will develop personal and professional goals. Readings will include varied areas of exploration, including: law enforcement, the Court, probation and parole, prisons and victim services.

CJ 101 3 credits

Introduction to Criminal Justice

Introduction to organization, administration and operation of the criminal justice system in the United States, with a broad view of interrelationships of police, courts and the correctional process. Major problems discussed include constitutional guarantees, conflicting purposes, mutual support and a view of recommended reforms. CJ 101 is a prerequisite for all other courses in the major.

CJ 102 3 credits

Criminology

This course examines classical and contemporary theories of crime, nature and causes of crime and criminal behavior as well as relationships between law and crime. Emphasis is placed on identifying various criminological theories and their advocates to give students an overview of the various theories posited as causes of criminal behavior and crime. Prerequisite: CJ 101.

CJ 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 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 217 3 credits

Gender, Race and Crime

This course reviews diversity in general as it relates to gender, race and crime. During this course, the history and contribution of equity issues are examined as they relate to contemporary diversity themes. Racism, stereotypes, gender discrimination, sexual harassment and role barriers are explored. The course focuses on the role of gender and race in the Criminal Justice system as it relates to victims, offenders and professionals. This course fulfills the Human Diversity requirement. Prerequisite: CJ 101.

CJ 220 3 credits

Writing for the Criminal Justice Professional

This course is designed for students in the Criminal Justice field to develop proficiency in writing constructively, major specific. It focuses on acceptable scholarly writing as well as investigative report writing, information gathering, report composition, note taking, case history reports, research and grant proposals used by the Criminal Justice profession. This course meets the Writing Enhanced requirement. Prerequisite: CJ 101.

CJ 221 3 credits

Research Methods I for Criminal Justice

Introduces students to fundamental issues associated with the application of scientific methods to criminal justice problems. Topics covered include research design, the relationship between theory and research, types of research methods, ethical considerations, and data analysis techniques. Prerequisite: CJ 101, 102.

CJ 235 3 credits

Introduction to Policing

This course will be an in-depth examination of policing in the United States and its historical development as a component of the criminal justice system. Topics to be examined include various social, political, legal and technological forces shaping the profession and the current challenges of policing in the United States including community-police relations, police diversity, the use of force, the dangers of police work and police discretion. Prerequisite: CJ 101.

CJ 273 3 credits

Corrections, Probation and Parole

This course examines the correctional field covering incarceration, probation and parole, modern correctional counseling, philosophy, practices, theories, system components, specialized programs, innovative sentencing, training issues, supervision techniques and standards. Prerequisite: CJ 101.

CJ 285 3 credits

Victimology

Deals with the many concerns that surround the victims of crime and address the issues that tend to "twice victimize" the victim through the ways in which they are treated by the system that is supposed to help them. Current policies, trends, theories, and programs for dealing with the victims of crime and their family or survivors are discussed. Specialized responses to victims of violence as well as the etiology of victimization will be presented. Historical antecedents, victim compensation, victim impact

statements, support agencies, and public policy will be 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. Pre-requisite: CJ 101. Non-CJ majors can ask the CJ Department Chair for approval to have the prerequisite waived.

CJ 301 3 credits

Organized Crime

Nature and problems of the criminal organization including historic roots; causal factors of organized crime in American society; activities, organizations, and economics of organized crime including the trafficking of controlled substances; the problems of corruption and graft, and the development of strategies to control the activities of organized crime, drug trafficking organizations including drug cartels and outlaw motorcycle gangs, gangs, and the new ethnic mobs. Proactive strategies of investigation are presented including the use of undercover police officers, confidential informants, and electronic surveillance. Prerequisite: CJ 101.

CJ 302 3 credits

Judicial Process and Procedures

Explanation of the role of the judiciary, its historical background and development in the United States with stress on due process of law, and the judicial procedure by which an arrested offender enters the system. Problems of change and reform of the process are also discussed. Prerequisite: CJ 201.

CJ 308 3 credits

Corporate Security

Retail, commercial, and corporate security functions of organizations and establishments with emphasis on internal theft, shoplifting, armed robbery, dignitary protection, economic espionage, and tested security programs. Role of management, public relations, and special laws and procedures are discussed.

CJ 311 3 credits

Criminal Profiling

Examines the history and contemporary use of profiling in the criminal justice field. Crime scene characteristics, as well as personality and behavioral characteristics used to identify offenders are presented. Training and research opportunities in profiling are provided. Prerequisite: CJ 101.

CJ 346 3 credits

Terrorism

Students gain an understanding of the concept of terrorism through an integrated approach to the subject, which includes domestic and international issues. Effects on the political agenda will be viewed from the religious and historical perspective. Case studies of terrorist groups and their activities are presented.

CJ 350 3 credits

Professional Seminar in Criminal Justice

This course emphasized development of skills needed for professional settings. Outcomes of the course include a resume, analyses of jobs available in the field of criminal justice; team building; individual oral and written presentations; completion of required background clearances and an evaluation by an interview panel. Prerequisites: CJ 101; junior status.

CJ 377 3 credits

Juvenile Delinquency & Juvenile Justice

Nature and extent of delinquency is discussed. Explanatory models and theories of juvenile delinquency are presented. History, philosophy, and evaluation of juvenile court practices and procedures are presented including the role of the juvenile officer. Prevention and intervention programs and their techniques are illustrated. Prerequisites: CJ 101 and 102.

CJ 379 3 credits

Ethics in Criminal Justice

Examines challenge and conflict between professional standards of behavior and the acceptable system within the organization. Roles of Inspector General and Internal Affairs are presented. Issues concerning dual relationships, corruption, perjury, false reports, gratuities, wrongful acts, and code of silence are discussed. Civil Rights and brutality, and use of deadly force are viewed as ethical concerns. Honesty, integrity, and ethical behavior in criminal justice professions are key themes in the course. Prerequisite: CJ 101.

CJ 403 3 credits

Current Issues in Criminal Justice

This course examines current issues that impact the criminal justice system with an emphasis on the application of law, practice, and ethics to the analysis of contemporary criminal justice policy. It is offered to broaden the student's experience, as well as assuring advancement and changes in the field have a mechanism to be addressed within the program structure. This course is the culminating event for criminal justice majors stressing importance of written and oral communication, research, and analytical thinking. It will provide tools and opportunities to expand students' knowledge in areas of their academic interest while developing valuable research skills. Prerequisite: CJ 221

CJ 408 6 credits

Agency Practicum

Actual involvement in an internship designed to broaden educational experience through appropriate observation and assignment with criminal justice, private corporate security, and service agencies on the local, state, or federal level. It is the responsibility of the student to locate and secure the internship placement. Prerequisites: 2.0 GPA overall, 2.0 GPA in major, senior status (90 or more credits), background clearances, CJ 102, 201, 221, 350.

CJ 411 3 credits

Domestic Violence

Study of various forms of violence that take place within the family and partnership relations. Focuses on spousal abuse, partner abuse, adolescent abuse, abuse of elderly and societal/legal responses.

Prerequisites: CJ 102 and 201. May be taken as elective for women's studies minor without prerequisites.

CJ 422 3 credits

Crisis Management

Encompasses an overview of crisis as it affects law enforcement officials and the criminal justice system, including dealing with suicidal individuals, barricaded subjects, hostage takers and their hostages.

Psychological and behavioral profiles of perpetrators and victims are discussed. Protocols for dealing with the several identified issues are presented. Students will participate in classroom scenarios and exercises designed to incorporate the material presented. Prerequisites: CJ 101, 201, and 217, senior status or permission of instructor.

CJ 426 3 credits

Interview and Interrogation

Study of interview and interrogation techniques to include: a step-by-step pragmatic approach using psychological methods and principles; studies of actual criminal cases, legal issues involved; and extensive classroom practical exercises. Prerequisite: senior status in CJ major or permission of instructor.

CJ 444 3 credits

Violent Crime

The nature, theory, history and psychology of violence in America are discussed through a study of the crimes of violence including homicide, rape, assault, and serial crimes. Interpersonal, group, and official violence is explored. Prerequisites: CJ 201 and 102.

CJ 470 15 credits

Police Academy

The basic training course prescribed by ACT 120 is designed to provide students with the initial skills to begin their police careers. Prerequisites: senior status, permission of instructor, successful completion of application process and acceptance by the Reading Police Academy. Prerequisites: CJ 102, 201, 220, 221, and 350.

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

CULTURAL STUDIES

Cultural Studies is a multidisciplinary minor for students pursuing an undergraduate degree at Alvernia University and seeking to augment their major field of study or specialization. The cultural studies minor:

1. Advances the critical study and discussion of diverse cultures through art and music, history and politics, languages and literature, texts and traditions.
2. Develops global awareness and sustainability of varied cultural identities and intellectual traditions.
3. Encourages collaboration within an increasingly complex global community.

Cultural Studies Minor: 18 credits

Required: CST 200; Electives: 15 credits must be selected from courses identified as meeting the human diversity requirement, including special topics. At least 6 credits must be from courses numbered 300 or above. Study abroad opportunities are highly encouraged for students in their junior or senior year. Up to 6 credits of coursework completed during study abroad may count toward completion of the minor.

CST 200 3 credits

Introduction to Cultural Studies

The course examines terms and structures, analytical techniques, and theories commonly associated in cultural studies. Worldviews, values, and social systems of diverse groups and nations are explored through readings, research and discussion. Emphasis is on interdisciplinary approaches exploring processes and artifacts studied via ethnography, oral history, survey research, and textual, material, mediated, and visual cultural analysis. This course meets the Human Diversity requirement.

DIAGNOSTIC MEDICAL SONOGRAPHY

The Diagnostic Medical Sonography Program leading to an Associate in Science degree is a dual enrolled degree program between Reading Hospital School of Health Sciences (RHSHS) and Alvernia University. In addition to the Associate in Science degree, graduates will receive a Certificate in Diagnostic Medical Sonography from RHSHS. Graduates of the DMS Program are eligible to take the national credentialing exams through the American Society of Diagnostic Medical Sonography (ARDMS) upon completion.

The DMS Program is committed to helping students view themselves as integral members of a healthcare team whose function is to collectively provide the highest quality patient care achievable. The academic and clinical curricula of the DMS Program are purposefully designed to educate entry-level practitioners who are well prepared to provide compassionate, ethical and evidence-based patient care when delivering DMS imaging services.

Diagnostic Medical Sonography Student Learning Outcomes:

1. Apply effective oral, visual, and written communication skills
2. Demonstrate knowledge and understanding of human sectional anatomy relative to normal and abnormal sonographic imaging
3. Apply ultrasound principles and instrumentation relative to imaging and image quality

4. Demonstrate appropriate ergonomic scanning applications
5. Demonstrate the ability to provide patient care while following ethical standards, HIPAA guidelines and maintaining professionalism
6. Recognize and use resources to enhance self-development and professional growth

Admission Requirements

The DMS Program student admission is the responsibility and at the discretion of the Reading Hospital School of Health Sciences. Admission standards meet and/or exceed Alvernia University’s admission standards. Admission to the DMS Program is competitive and the selection of students will be based on personal composition, academic ability, references, interview performance, aptitude tests, writing samples, and previous healthcare experience. Refer to the RSHS Admission Office for details.

DIAGNOSTIC MEDICAL SONOGRAPHY PROGRAM LEADING TO AN ASSOCIATE IN SCIENCE DEGREE

Minimum Credits:	80 credits
Total DMS Credits:	47 credits
General Education and Related Requirements	33 credits

Required DMS Courses: DMS 101, 105, 110, 115, 120, 203, 210, 215, 227, 228, 245, 250, 255, 260

Related Requirements: The following are required as part of or in addition to the General Education/Core: BIO 107, 117, 108, 118, COM 101, MAT 102, PHY 110, PHI 105, THE 210, SOC 306. Two Liberal Arts Electives: 3 credits COM (in addition to COM 101) and 3 credits from Art, Music, Theater, or Literature.

COURSE DESCRIPTIONS

DMS 101 2 credits
Sectional Anatomy for Sonography

This course covers the human anatomy through the evaluation of transverse, sagittal, coronal, and oblique planes. Terminology relating to ultrasound and structures of the head, neck, thorax, abdomen, pelvis and extremities are addressed. Students will be able to visualize any portion of a patient’s anatomy as a three-dimensional whole and correlate it to various diagnostic images. Prerequisites: BIO 107/117, 108/118; Co-requisites: DMS 105, 110

DMS 105 3 credits
Gynecology

This course navigates normal anatomy and physiology, and the pathology of the non-gravid pelvis. Structures covered include the vagina, cervix, uterus, ovaries, pelvic musculature and vasculature. Techniques of transabdominal and transvaginal preparation are introduced. Prerequisites: BIO 107/117, 108/118; Co-requisites: DMS 101, 110

DMS 110 4 credits

Abdominal I

This course covers abdominal sonographic positioning and scanning protocol: related anatomy and physiology to include the liver, gallbladder, pancreas, biliary system, spleen, urinary system, adrenal glands, gastrointestinal tract, peritoneal cavity, retroperitoneum and abdominal vascularity. Technical information such as procedural and scanning techniques are discussed throughout the course and demonstrated within the laboratory component. Prerequisites: BIO 107/117, 108/118; Co-requisites: DMS 101, 105

DMS 115 3 credits

Obstetrics I

This course details the anatomy and physiology of pregnancy to include the first, second, and third trimesters. Normal fetal development, anatomical variations, lab values, placental function, amniotic fluid, and gestational issues are also discussed. Prerequisites: DMS 101, 105, 110; Co-requisites: DMS 120, 210

DMS 120 2 credits

Patient Care and Applied Ethics/Law

Overview of patient care issues, relative medical terminology, medical ethics and law, healthcare trends, and professionalism are covered. Discussion about credentialing, governing authorities related to sonography practices, and continuing education are also included. Prerequisites: DMS 101, 105, 110; Co-requisites: DMS 115, 210

DMS 203 4 credits

Sonographic Physics and Instrumentation

This course examines acoustical physical principles, Doppler ultrasound principles and sonographic instrumentation. Clinical application and uses in the field for diagnostic medical sonography are reviewed. Theory and laboratory will demonstrate proper techniques to produce quality diagnostic images. Prerequisites: DMS 115, 120, 210; Co-requisites: DMS 227, 245

DMS 210 4 credits

Abdominal II

This course introduces students to the pathophysiologic principles of the liver, gallbladder, pancreas, biliary system, spleen, urinary system, adrenal glands, gastrointestinal tract, peritoneal cavity, retroperitoneum, and abdominal vasculature. Correlation between Doppler and disease processes will be examined as well as pediatric abdominal pathology. Prerequisites: DMS 101, 105, 110; Co-requisites: DMS 115, 120

DMS 215 3 credits

Obstetrics II

The course presents the pathological and morphologic process of the second and third trimesters. This includes both maternal diseases and complications and fetal abnormalities. Clinical features, laboratory data and the relevant histological aspects of various conditions will be presented. Prerequisites: DMS 203, 227, 245; Co-requisites: DMS 228, 250

DMS 227 2 credits

Small Parts and Superficial Structures

This course details the anatomy and physiology of various small parts and superficial structures to include thyroid, breast, scrotum, prostate, musculoskeletal, neonatal brain, pediatric hip, and spine. Didactic coursework will correlate the normal and abnormal appearance of organs as well as scanning protocols and techniques. Prerequisites: DMS 115, 120, 210; Co-requisites: DMS 203, 245

DMS 228 3 credits

Basics of Vascular

This course covers basic positioning and scanning protocol of the vascular system. Vascular terminology specific to the hemodynamics of the arterial, venous, and cerebrovascular application will be presented. Normal, abnormal, and pathologic states of the human vascular system with emphasis on the external carotid system, arterial and venous systems of the extremities. Theory and laboratory will demonstrate proper techniques to produce quality diagnostic images. Prerequisites: DMS 203, 227, 245; Co-requisites: DMS 215, 250

DMS 245 4 credits

Clinical I

This course is the first clinical component of the Diagnostic Medical Sonography program. Clinical will consist of three, eight-hour days per week at a clinical site(s) designated by the RHSHS program director. An interview process may be required by the clinical site as part of the approval process. Prerequisites: DMS 115, 120, 210; Co-requisites: DMS 203, 227

DMS 250 6 credits

Clinical II

This course is the second clinical component of the Diagnostic Medical Sonography program. Clinical will consist of four, eight-hour days per week at a clinical site(s) designated by the RHSHS program director. An interview process may be required by the clinical site as part of the approval process. Prerequisites: DMS 203, 227, 245; Co-requisites: DMS 215, 228

DMS 255 6 credits

Clinical III

This course is the third clinical component of the Diagnostic Medical Sonography program. Clinical will consist of four, eight-hour days per week at a clinical site(s) designated by the RHSHS program director. An interview process may be required by the clinical site as part of the approval process. Prerequisites: DMS 215, 228, 250; Co-requisite: DMS 260

DMS 260 1 credit

Professionalism and the Sonographer

This course is a review of all materials from the Diagnostic Medical Sonography program with an emphasis on the ARDMS examination preparation. Topics such as resume preparation, job searching and the interview process will also be examined. Prerequisites: DMS 215, 228, 250; Co-requisites: DMS 255

DIGITAL MEDIA MARKETING

Digital media marketing is an interdisciplinary major combining Communication, Business, and Art. This liberal arts major prepares students for careers involving social media, visual design, content creation, multimedia development, search engine optimization, and marketing in a digital age.

The minor is a flexible interdisciplinary minor that features course selections from Communication, Art, and Business. Digital media marketing encompasses technology, information, culture and the multiple ways in which they interact. All students should understand social media and work to master digital skills, which makes this minor desirable for nearly any student

Major: 51

ART: (15 cr) ART 103, 124, 222, 251, 319

BUSINESS: (15 cr) BUS 101, 206, 207, 208, 342

COMMUNICATIONS: (15 cr) COM 260, 332, 342, 362, 420

Choose one from BUS 309 or COM 340 (3 cr)

Related Requirement: Choose one from: COM 131, 223, 240; ART 235, 281; BUS 315 (3 cr).

Capstone: (3+ cr.) COM 481

Minor: 21 credits

Required: ART 103, 222, 251; BUS 206, 207; COM 260, 342

ECONOMICS

Students interested in economics should see the business section of this catalog.

EDUCATION

Alvernia University offers two undergraduate teacher preparation programs which lead to a Bachelor of Arts degree and Pennsylvania instructional certifications: Early Childhood Education B.A. with Grades PK-4 Certification and Early Childhood Education B.A. with Grades PK-4 Certification and Special Education PK-12 Certification. The programs are approved by the Pennsylvania Department of Education and the Middle States Commission of Higher Education. Guided by the University's principles of rigor, care and inclusiveness, the education programs strive to prepare teachers who have the knowledge, skills, and dispositions to plan and deliver instruction for diverse learners.

Field Experiences

Field experiences are an integral part of the teacher preparation programs. They include course-embedded fieldwork, pre-student teaching, and student teaching. In order to participate in field experiences, education students must submit the following documents to the Office of Academic Compliance at the beginning of the freshmen and junior years:

- Pennsylvania state clearances for teachers including PA Criminal Record Check (Act 34), PA Child Abuse Clearance (Act 151), and FBI Clearance (Act 114)
- Certificate of the training completion Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania (Act 31)
- TB screening
- University Health and Wellness requirements

Read more about requirements for field experiences in education programs at <https://www.alvernia.edu/academics/undergraduate-programs/majors-minors/education-undergraduate-programs/requirements-field-experience-education-programs>

Teacher Candidacy

Teacher candidacy signifies the formal admission to the teacher preparation program. Students admitted to pursue an education major at Alvernia University must apply for the teacher candidacy by the end of the sophomore year. Mid-degree transfer students must apply for teacher candidacy within the first semester of their studies at Alvernia University. Teacher candidacy status is required to enroll in upper division education courses, pre-student teaching, and student teaching.

To declare teacher candidacy, students must satisfy the following requirements:

- Earn minimum of 48 credits including 6 math, 3 English composition, and 3. American/British literature credits with Grade C or better. Please refer to the program coursework requirements.
- Pass the basic skills assessments for undergraduate teacher certification candidates in math, reading, and writing by utilizing the PDE pathways.
- Earn a cumulative GPA 3.0 or better.
- Satisfy the field experience requirements.
- Submit the application for teacher candidacy to the Education Department for review.

Student Teaching

Student teaching is the major milestone in the teacher preparation program. To be admitted to student teaching, a student must satisfy the following requirements:

- Complete the general education core, related requirement, special and professional education courses except ED 470 and ED 472 with Grade C or better. Please refer to the program coursework requirements.
- Earn a cumulative GPA 3.0 or better
- Satisfy the field experience requirements
- Submit the application for student teaching to the Education Department for review.
-

Pennsylvania Instructional Certification

During the senior year, candidates for the Pennsylvania Instructional Certificate Grades PK-4 and Special Education PK-12 must take tests assessing their general knowledge, professional knowledge, and subject area knowledge. Upon successful completion of the program and certification test, students will apply for their respective Pennsylvania teaching certifications through Pennsylvania Teacher Information Management System.

EARLY CHILDHOOD EDUCATION WITH GRADES PK-4 CERTIFICATION

This teacher preparation program leads to a B.A. degree and Pennsylvania Instructional Certification Grades PK-4. It prepares early childhood educators to teach young children in public and private schools and childcare centers.

Total Program: 81 credits

General Education Core: The following are required as part of the General Education Core: MAT 105, PSY 101, History, BIO 102 or 109.

Professional Education: ED 110, 204, 209, 302, 313, 320, 370, 403, 404, 414, 425, 436, 440, 445, 470, 472; SPE 110, 315

Related Requirement: MAT 106, MAT 208, PSY 312

Grade C or better is required for MAT 105, MAT 106, MAT 208, PSY 101, HIS, BIO 102/109, PSY 312. A 2.0 is required for the remaining SEARCH requirements.

Grade B or better is required when MAT 105 and/or COM 101 grades are utilized as PDE pathways to the basic skills assessment for undergraduate teacher certification candidates.

Grade C or better is required for all special and professional education courses.

EARLY CHILDHOOD EDUCATION WITH GRADES PK-4 AND SPECIAL EDUCATION PK-12 CERTIFICATIONS

This teacher preparation program leads to a B.A. degree and two Pennsylvania Instructional Certification, Grades PK-4 and Special Education Pk-12. The dual certification prepares students to work as early childhood educators in public and private schools and childcare centers and/or special education teachers in various educational settings.

Total Program: 93 credits

General Education Core: The following are required as part of the Liberal Arts Core: MAT 105, PSY 101, History, BIO 102 or 109.

Professional Education: ED 110, 204, 209, 302, 313, 320, 370, 403, 404, 414, 436, 440, 445, 470, 472.

Special Education Requirements: SPE 110, 315, 335, 343, 345, 410, 420, 425.

Related Requirements: MAT 106, MAT 208

Grade C or better is required for MAT 105, MAT 106, MAT 208, PSY 101, HIS, BIO 102/109. A 2.0 is required for the remaining SEARCH requirements.

Grade B or better is required when MAT 105 and/or COM 101 grades are utilized as PDE pathways to the basic skills assessment for undergraduate teacher certification candidates.

Grade C or better is required for all special and professional education courses.

COURSE DESCRIPTIONS

ED 110 3 credits

The Teaching Profession

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. This course meets the Writing Enhanced graduation requirement. Offered: Fall

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. Offered: Spring

ED 208 1 credit

Health & Motor Development/Elementary School

This course addresses the developmental foundations of health, fitness, and motor development. Content includes teaching strategies, selection of materials, and assessment to promote the development of movement concepts and ways to foster a positive attitude toward physical activity and healthy choices. Offered: Fall

ED 209 3 credits

Planning and Preparation

This course is an introduction to the systematic process of planning for effective classroom instruction and assessment as these tasks relate to the contemporary curricular concepts contained in the Danielson Framework for teaching. This framework is used by the Pennsylvania Department of Education for professional development and for teach evaluation. The skills needed for writing learning objectives and instructional plans for various domains of learning will be taught by placing an emphasis on setting goals and objectives for instruction; planning activities and assessments based on cognitive, social, affective, and psychomotor factors; and designing appropriate means of assessing those learning objectives. Pre-requisites: ED 110 and ED 204 Offered: Spring

ED 302 3 credits

Principles of Writing Instruction

This course focuses on the theoretical knowledge and practical strategies for the teaching of language arts with an emphasis on writing. In-depth studies of handwriting, spelling strategies, grammar, developmental stages of writing, and the modes of writing including poetry. An additional focus will address the assessment of students' writing progress. Prerequisite: SPE 315. Offered: Spring

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. Offered: Spring

ED 313 3 credits

Managing Classroom Learning Communities

In this course, students will extend their understanding of how elementary children learn and how engaging academics, positive community, developmentally appropriate teaching and effective classroom management sustain continued growth. The professional use of teacher-talk to promote engagement in learning and to foster appropriate behavior is a focus as well as strategies to manage difficult student behaviors focus on preserving the child's dignity, promoting self-regulation and supporting social-emotional health. Pre-requisite: ED 209 Offered: Fall

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. Offered: Spring

ED 320 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. Offered: Fall

ED 370 3 credits

Intro to Inclusive Instruction for English Language Learners

This course introduces students to teaching English language learners in the inclusive classroom. The survey of key topics in teaching English language learners is combined with guided practice in planning and delivery of differentiated instruction. This allows teacher candidates to develop the foundational knowledge necessary for providing equitable quality education to linguistically and culturally diverse students. The course meets the writing enhanced course requirement. Pre-requisite: ED 209

ED 402 1 credit

Professional & Legal Responsibilities for Teachers

This course focuses on the development of dispositions required in the teaching profession, as well as professional and legal issues that influence policy and procedures in public schools. The concept of professionalism will be defined and discussed in depth, as well as a thorough analysis of the Pennsylvania Code of Practice and Conduct for Educators. Offered: Spring

ED 403 3 credits

Literacy Instruction for Diverse Learners in Elementary School

The course surveys evidence-based practices in literacy instruction and assessment for diverse learners. Standards-aligned methods of teaching reading, developmentally effective instructional strategies, learn-to-read applications, and assessment strategies are explored. The emphasis is placed on the structured literacy approach. Course concepts and skills are applied in a service/real world learning project conducted in a community education program and related PK-12 classroom experience in the co-requisite ED 436. Teacher candidacy status and academic and health compliance are required. Co-requisites: ED 404, ED 414, ED 436, ED 440. Offered: Fall

ED 404 3 credits

Teaching Mathematics in the Elementary School

The course surveys evidence-based practices of teaching mathematics in elementary school. Standards-aligned methods of teaching elementary math, developmentally effective instructional strategies, math learning applications, and assessment strategies are explored. Course concepts and skills are applied in a service/real world learning project conducted in a community education program and related PK-12 classroom experience in the co-requisite ED 436. Teacher candidacy status and academic and health compliance are required. Co-requisites: ED 403, ED 414, ED 436, ED 440. Offered: Fall

ED 414 3 credits

Teaching Social Studies in Elementary School

The course surveys evidence-based practices of teaching social studies in elementary school. Standards-aligned methods, developmentally effective instructional strategies, learning applications, and assessment strategies are explored. Course concepts and skills are applied in a service/real world learning project conducted in a community education program and related PK-12 classroom experience in the co-requisite ED 436. Teacher candidacy status and academic and health compliance are required. Co-requisites: ED 403, ED 404, ED 436, ED 440. Offered: Fall

ED 425 3 credits

Curriculum and Instruction in Intermediate Grades

This course focuses on the teaching and learning of pre-adolescents by addressing the developmental uniqueness of this age, the appropriate curriculum, effective learning and assessment strategies, and the importance of the teacher as a role model. The course will address intermediate level curriculum which is distinguished by learning activities that appeal to young adolescents, is exploratory and challenging, and incorporates student-generated questions and concerns.

ED 436 3 credits

Stage III Field Experience

The course combines Stage III field experience with preparation for Pennsylvania educator certification tests. The first part of the course focuses on test preparation. The second part includes PK-12 pre-student teaching experience supervised by education faculty and PK-12 cooperating teacher. Dual certification majors split their field experience between general education and special education classrooms. Teacher candidacy status and academic and health compliance are required. Co-requisites: ED 403, ED 404, ED 414, ED 440. Offered: Fall

ED 440 3 credits

Teaching Science in Elementary School

The course surveys evidence-based practices of teaching science in elementary school. Standards-aligned methods of teaching elementary science, developmentally effective instructional strategies, science learning applications, and assessment strategies are explored. Course concepts and skills are applied in a service/real world learning project conducted in a community education program and related PK-12 classroom experience in the co-requisite ED 436. Teacher candidacy status and academic and health compliance are required. Co-requisites: ED 403, ED 404, ED 414, ED 436. Offered: Fall

ED 445 3 credits

Principles of University Design for Learning

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 110. Offered: Spring

ED 470 10 credits

Student Teaching

The course provides a 14-week student teaching experience in PK-12. Dual certification majors have a split placement in general education and special education classrooms. Student teachers are supervised and mentored by PK-12 cooperating teachers and education faculty, who provide regular feedback on their classroom teaching performance. Teacher candidacy status, successful completion of all prior major courses (C or better), academic and health compliance, and evidence of readiness for or completion of Pennsylvania educator certification tests are required. Co-requisite: ED 472. Offered: Spring

ED 472 2 credits

Student Teaching Seminar

The course supports student teaching experience in the co-requisite ED 470 and emphasizes professional development for educators, including a job application process. Co-requisite: ED 470. Offered: Spring

SPECIAL EDUCATION COURSE DESCRIPTIONS

SPE 110 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. Offered: Fall

SPE 315 3 credits

Teaching Reading/Language Arts to Students with Disabilities

This course addresses the causes, diagnosis, and learning needs of exceptional and at-risk students in the elementary grades, K-4. Specifically, the course focuses on phonological awareness, phonics, and fluency, as well as a variety of instructional strategies for teaching reading/literacy to these students in inclusive and/or special education classroom settings. Prerequisite: ED 209. Offered: Fall

SPE 335 3 credits

Supporting Neurodiversity and Mental Health

This course will discuss how schools address the social, emotional and behavior needs of children who have often been labeled in school as learning disabled, emotional/behavior disordered, attention deficit disordered and autistic. Family systems and collaboration, ethical treatments and individualized planning are discussed within a culturally responsive team model. This course fulfills the Human Diversity requirement and is open to non-education majors. Offered: Fall

SPE 343 3 credits

Personal Management & Technologies for Individuals with Disabilities

This course explores the specific skills and instruction involved in working with youth who have significant and complex physical support needs, with a specific emphasis on communication as a right and quality of life issue, with the use of assistive technology as a promising means to that end. Ten hours of involvement within the field will enable students to observe and explore how professional teams collaborate with families to help youth with special needs achieve their goals and manage full lives, enjoying life at the same time as they learn to problem solve, innovate, and self-advocate within a challenging world. Pre-requisite: SPE 345

SPE 345 3 credits

Meeting Needs of Individuals Requiring Complex Support

The education of persons with autism, sensory, physical and intellectual disabilities occur in school and community, and requires a team effort dedicated to meeting unique and complex needs across the lifespan. In this course, the use of adaptive equipment and specific teaching strategies that promote inclusion and participation in school and community life are explored. This course is a service learning course and will require 15 hours of involvement with persons with these types of disabilities. Students are involved in community, outdoor, social, and recreational experiences. This course fulfills the Human Diversity requirement and is open to non-education majors. Offered: Spring

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.

Offered: Spring

SPE 420 3 credits

Secondary-Age Students with Special Needs

In this course, students will develop an understanding of the way in which preparation for adult life drives instruction for individuals with disabilities ages 14-21 in our schools today. During a 20-hour pre-student teaching field experience, students will develop and teach lessons related to all areas of transition, including self-determination and pro-social skills needed for adult success. Awareness of the community resources and family engagement issues for this special population are also addressed. This course meets the Writing Enhanced graduation requirement.

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. Offered: Spring

EMERGENCY MEDICINE MANAGEMENT

The Emergency Medicine Management (EMM) program leading to an Associate of Science degree is a dual-admission degree program between Reading Hospital School of Health Sciences (RHSHS) and Alvernia University. In addition to the Associate of Science degree, students will also receive a certificate in Paramedicine (Paramedic) from RHSHS. The RHSHS Paramedic Program is nationally accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) through the committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). Additional information regarding CAAHEP can be obtained by contacting the organization directly at 25400 US Highway 19 North Suite 158, Clearwater, FL 33756. Ph. 727-210-2350. The RHSHS Paramedic Program is also approved by the Pennsylvania Department of Health.

The Mission of the RHSHS Paramedic Program and Alvernia University (A.S. in Emergency Medicine Management) is to develop competent paramedics who consistently provide appropriate, high quality services to individuals, families, and communities; who do so in a professional, compassionate manner; and who embrace ongoing professional development.

Student Learning Outcomes:

1. Synthesize knowledge and skills essential to the successful practice of a Paramedic
2. Communicate effectively with individuals, families, and communities
3. Provide services ethically and compassionately
4. Utilize the problem-solving process
5. Embrace the need for ongoing professional development

Admission Requirements:

The Paramedic Program student admission is the responsibility and at the discretion of RHSHS. Admission standards meet and/or exceed Alvernia University's admission standards. Admission to the Paramedic Program is competitive and the selection of students is based on overall qualifications and number of available seats in the program. Applicants must be current Emergency Medical Technicians (EMT) who have worked in that role for a minimum of one year. Refer to RHSHS Admissions Office for details on the application process, related qualifications, and deadlines. Once students are admitted to the Paramedic Program, RHSHS will collaborate with Alvernia University to complete the registration and enrollment process for Alvernia University.

Paramedic Program leading to an Associate of Science Degree in Emergency Medicine Management

Minimum Credits: 74

Total Paramedic credits: 42

General Education/CORE credits: 32

Required Paramedic Courses: EMM 110, 210, 310

Related Requirements: The following are required as part of or in addition to the General Education Core: BIO 107, 117, 108, 118, COM 101, PHI 105, PSY 101, THE 210, MAT 101, PSY 208, Culture and Language (COM 213 recommended), and Creative Expressions (one 3-cr. course)

Course Descriptions:

EMM 110 15 credits

Paramedics in Emergency Medicine Management

This course introduces students to the fundamentals of prehospital patient management. Topics include the pharmacodynamics and pharmacokinetics of medications, administration techniques, and therapeutic communications. Additional topics include medication mathematics, intravenous fluid and oxygen administration, basic and advanced airway management, surgical and non-surgical airways, and pharmacologic adjuncts used in airway management and ventilation. This course includes a clinical component. Pre-requisite: EMT status.

EMM 210 15 credits

Introduction to Emergency Medicine Management

The emergency medicine management course focuses on assessing and managing patients with specific medical conditions. Topics include neurologic emergencies, HEENT diseases, abdominal, genitourinary, and renal emergencies, toxicology, anaphylaxis, hematologic and immunologic emergencies, infectious

disease, obstetrics and gynecology, neonatology, pediatrics, gerontology, psychiatric and behavioral emergencies and patients with special challenges and home health care. Patient specific assessment and associated pharmacologic interventions will also be discussed. This course includes a clinical component. Pre-requisite: EMM 110

EMM 310 12 credits

Trauma & Non-Trauma: Paramedics in the Emergency Medical Systems

This course covers the pathophysiology, assessment and management of adult and pediatric patients with traumatic injuries involving various body systems. Topics include: the proper response to a trauma scene; how to differentiate between the mechanisms of injury caused by blunt and penetrating trauma; the management of patients with trauma due to the following conditions or specific body systems – multi-system trauma, musculoskeletal system trauma, burn trauma, soft tissue trauma, trauma to the face and neck, trauma to the head and spine, chest trauma, abdominal and genitourinary trauma, orthopedic trauma and environmental trauma. This course includes a clinical component. At the conclusion of this course, students should be prepared to sit for the Prehospital Trauma Life Support (PHTLS) and Pediatric Advanced Life Support (PALS) certification exams. Pre-requisite: EMM 110 and EMM 210.

ENGINEERING

The Engineering majors (electrical, mechanical, and industrial) are fundamentally sound in math and science and application ready (i.e. ready and able to apply their knowledge to solving the cutting edge issues). This is accomplished by extensive fundamental math and science training and hands-on training in cutting edge industry and labs. The key features the engineering majors include a common core of engineering curriculum that allows exposure to all disciplines before selecting a major, four semesters of interdisciplinary design courses, and co-op or internship experience in an advanced industry or faculty applied research lab inclusive of professional mentoring.

Required Engineering Core: 14 credits EGR 107, 110, 206, 210, 480, 481; EE 200

Major Elective: 9 credits

Select from EGR 311, EE 351 (may be repeated with different topics), any IE or ME 300-400 level course, not used in the major.

Related Requirements: 46-47 credits

CHE 104/110; CS 155; MAT 230, 231, 322, 345; PHI 208; PHY 200, 201, 202, 304; THR 244. Electrical & Mechanical Majors must complete MAT 232. Industrial Engineering Majors must complete MAT 209.

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

Electrical Engineering: 33 credits

EE 201, 210, 300, 301, 311, 312, 331, 400, 410, 421

The Electrical Engineering program offers a new major for students who are interested in Electronics, Digital Systems and Circuits, Electromagnets and Waves, Electronic and Photonic Materials, and Linear Systems/Communication Systems.

Industrial Engineering: 30 credits

IE 201, 211, 302, 310, 321, 331, 402, 410, 421

The Industrial Engineering program offers a new major for students who are interested in Artificial Intelligence, Data Mining, Expert Systems pertaining to Linear Algebra and Linear Programming, Systems pertaining to healthcare and human factors, Quality, Manufacturing Supply Chain Procurement, and Production Engineering related to Volume Manufacturing, High Speed, and Quality.

Mechanical Engineering: 30 credits

ME 201, 211, 302, 310, 331, 341, 402, 410, 421

The Mechanical Engineering program offers a new major for students who are interested in Thermodynamics, Fluids, Heat Transfer, Solid Mechanics, Strengths of Materials, Machine Design, Mechatronics, Dynamics, Vibrations, Controls, Robotics, and Materials and Manufacturing.

Course Descriptions

EGR 107 1 credit

Engineering Lab Safety

Basic study of all laboratory and machine shop safety protocols. A general overview of all pertinent regulations and their respective agencies will also be covered. Topics to be covered include: Hazard Communication (GHS), hazard recognition, chemical/biological hazards, fire/explosion hazards, hazardous waste control, laboratory equipment hazards, industrial hygiene/personal protective equipment, introduction to the Process Safety Management System, electrical safety, gas/pressure systems safety, identifying safety controls & machine safeguards, and emergency procedures. Required for engineering majors. Offered: Fall

EGR 110 1 credit

Engineering Design I

An industry-based design project to provide students with real-world, hands-on project experience. The course includes mentoring by industrial professionals who will each oversee a team of 3 to 5 students on an assigned project suitable for first year students. Offered: Spring

EGR 206 3 credits

Mechatronics

This course will cover the synergistic integration of mechanical engineering with electronics and intelligent computer control in designing and manufacturing machines, products and processes. Concepts covered include analog and digital electronics, sensors, actuators, microprocessors, and microprocessor interfacing to electromechanical systems. This course has a heavily integrated laboratory component. Prerequisites: EE 200. Offered: Spring

EGR 210 1 credit

Engineering Design II

This course will teach students the variety of techniques available in additive manufacturing and will teach advanced manufacturing techniques. Additionally, students will be assigned a small design challenge to overcome utilizing the techniques and knowledge that they have learned. Offered: Spring

EGR 311 3 credits

Engineering Design III

This will be a co-op or research experience. Students will be expected to formally participate in a professor's research or work in an industrial partner's facility. Prerequisite: Junior status; or Department Chair or Dean permission. Offered: Spring

EGR 480 2 credits

Senior Capstone Design I

The first of two courses that span the senior year. The students will work in teams consisting of 3 to 5 students on "real" issues and projects. The projects will be derived and sponsored by industry partners, faculty researchers, or student-based entrepreneurial ventures. The teams will be responsible for creating and communicating a comprehensive project plan, a comprehensive design outline and a commercialization plan. Prerequisite: Senior status; and a commitment of 200 hours or more of research over two semesters. Offered: Fall

EGR 481 2 credits

Senior Capstone Design II

The second of two courses that span the senior year. The students will continue to work in teams consisting of 3 to 5 students on "real" issues and projects. The projects will be derived and sponsored by industry partners, faculty researchers, or student-based entrepreneurial ventures. The teams will be responsible for producing a working prototype with design and manufacturing specifications as well as a business plan that will ideally allow it to become a commercially available product. Prerequisite EGR 480. Offered: Spring

EE 200 4 credits

Circuits I

This course focuses on DC and AC circuit analysis. Topics include current, voltage, resistance, capacitance, inductance, nodal and mesh analysis, sinusoids, and phasors, and magnetically coupled circuits. The laboratory will include measurement techniques and the use of electrical instrumentation for the measurement of a variety of electrical parameters. Lecture 3 hours; Laboratory 3 hours. Offered: Fall

EE 201 3 credits

Circuits II

This is a continuation course DC and AC circuit analysis. Advanced topics include Laplace transformation and Fourier series and their applications. Integrated lecture and lab. Offered: Spring

EE 210 4 credits

Digital Design

This course focuses on the electronics of digital devices. Topics include binary number systems, Boolean algebra and functions, logic gates and circuits, combinational and synchronous sequential logic design and building, latches, flip-flops, registers, counters, programmable logic, memory basis, and various programming techniques. Lecture 3 hours; Laboratory 3 hours. Offered: Fall

EE 300 4 credits

Electronics I

This course focuses on non-idealities in circuits; this includes component operations such as diodes, various transistors and other solid-state devices. Other topics include principles of amplification, amplifiers, power supplies and related topics. Lab will include simulation of circuit design and analysis.

Lecture 3 hours; Laboratory 3 hours. Offered: Fall

EE 301 3 credits

Electronics II

This course is a continuation on the operation and application of electronic solid-state devices. Topics include operational, single-transistor, and differential amplifiers and their design. Integrated lecture and lab. Offered: Spring

EE 311 3 credits

Electromagnetism I

This course focuses on electric and magnetic phenomena focuses on waves and phasors, flux & fields, transmission lines and impedance matching and related topics. Topics include Maxwell's equations, vector analysis, electrostatics, potentials, electric fields, magnetostatics, and magnetic fields in matter.

Integrated lecture and lab. Prerequisites: MAT 232, 322, and PHY 201. Offered: Fall

EE 312 3 credits

Electromagnetism II

This course is a continuation that focuses on electric and magnetic phenomena. Topics include electrodynamics, conservation laws, electromagnetic waves, potentials and fields, radiation, and relativity. Integrated lecture and lab. Offered: Spring

EE 331 3 credits

Energy Store Devices

This course provides an overview of energy conversion and storage devices and schemes. Devices include batteries, fuel cells, and super capacitors. Integrated lecture and lab. (3 credits) Prerequisite: EE 200 and EE 201. Offered: Spring

EE 351 3 credits

Topics in Electrical Engineering:

This course will discuss various topics in electrical engineering. Topics will vary from semester to semester and can be repeated if under different topics. Offered: Spring

EE 400 4 credits

Communications

This course provides an overview of communication systems and their components. Topics include analog and digital modulation, noise and random signals, and digital receivers. Integrated lecture and lab. (4 credits) Prerequisites: EE 301 and MAT 230. Offered: Fall

EE 410 3 credits

Advanced Materials and Systems for Electronics and Photonics

This course focuses on semiconductor material and electronic and photon devices. Topics include semiconductor p-n junctions and devices, solar cells, dielectric materials, and light emitting diodes. Integrated lecture and lab.

Offered: Fall

EE 421 3 credits

Control Systems

This course focuses on control systems used in engineering. Topics include feedback systems, time and frequency responses, stability, and digital control systems. Integrated lecture and lab. Offered: Spring

IE 201 4 credits

Work Systems & Operations Management

This course focuses on worker machine systems, work flow, assembly lines, logistics and service operations, and project management, operations analysis, methods engineering, work measurement, lean production, and six sigma, workplace ergonomics, plant layout design, and work management.

Integrated lecture and lab. Offered: Spring

IE 211 4 credits

Modern Manufacturing

This course is a study of modern production methods. Topics included will focus on manufacturing processes and systems, metal machining and forming, polymer shape processes, powder metallurgy, assembly and electronics manufacturing. Introduction to automation, numerical control, and industrial robots will be covered as time permits. There will be a separate laboratory component to this course.

Offered: Spring

IE 302 3 credits

Production and Inventory Control

This course has three main areas of focus: Production and Inventory Control, Planning and Design of Manufacturing Facilities, and Understanding the Physical Fundamentals of Processes ..This course covers the models, networking, and systems needed to design and manage a manufacturing enterprise. Topics include facility design & material handling, forecasting techniques, demand management, economic lot size, inventory management, and scheduling methods. Integrated lecture and lab. Offered: Fall

IE 310 3 credits

Stochastic Models in Operations

In this course, students will be formulating, analyzing, and solving mathematical models of real-world problems in systems exhibiting stochastic behavior. Topics included will be discrete and continuous Markov chains, queueing theory, inventory control, and Markov decision process. Applications typically include traffic flow, call centers, communication networks, service systems, and supply chains.

Integrated lecture and lab. Prerequisite: MAT 209. Offered: Fall

IE 321 3 credits

Industrial Automation & Robotics

This course will cover an introduction to robotics technology and applications. Topics include robot anatomy, controls, sensors, programming, work cell design, part handling, welding, and assembly. There will be integrated Laboratory exercises as appropriate. Integrated lecture and lab. Offered: Spring

IE 331 3 credits

Production Engineering

In this course students will develop the process plans for manufacturing of discrete parts with an emphasis on machining processes planning and design manufacturing interface. Topics will include an economic analysis of process design alternatives along with concurrent engineering topics. There is an integrated laboratory component as appropriate. Integrated lecture and lab. Offered: Spring

IE 351 3 credits

Topics in Industrial Engineering

This course will discuss various topics in industrial engineering. Topics will vary from semester to semester and can be repeated if under different topics. Offered: Spring

IE 402 3 credits

Product Quality

This class will give students an introduction to engineering methods for monitoring, control, and improvement of quality. Students will use statistical models of quality measurements, statistical process control, acceptance sampling, and quality management principles. There will be integrated laboratory exercises when appropriate. Integrated lecture and lab. Offered: Fall

IE 410 3 credits

Financial Optimization

In this course, students will be making optimal financial decisions under uncertainty. They will learn financial topics that include asset/liability management, option pricing and hedging, risk management and portfolio optimization. Students will use optimization techniques including linear and nonlinear optimization, discrete optimization, dynamic programming and stochastic optimization. Integrated lecture and lab. Offered: Fall

IE 421 3 credits

Systems Engineering Design

In this course, students will learn the analysis, design, and implementation of solutions to problems in manufacturing and service sectors using information technology. Special emphasis is given to problem identification and the evaluation of proposed solutions and implementations. Integrated lecture and lab. Offered: Spring

ME 201 3 credits

Strength of Materials

In this course, students will analyze determinate and indeterminate structural systems, computation of reactions, shears, moments, and deflections of beams, trusses, and frames. Special consideration will be

given to bending and torsion of slender bars and buckling and plastic behavior. Integrated lecture and lab. Offered: Spring

ME 211 3 credits

Thermodynamics

This course will cover the fundamental concepts and laws of thermodynamics, thermodynamic properties of perfect and real gases, vapors, solids, and liquids. Topics will include applications of thermodynamics to power and refrigeration, development of thermodynamic relationships and equations of state. Integrated lecture and lab. Offered: Spring

ME 302 3 credits

Dynamics

This course will cover the fundamentals of statics, kinematics and equations of motion of a particle for rectilinear and curvilinear motion. Topics will also include planar kinematics of rigid bodies, kinetics for planar motion of rigid bodies. Additionally, students will study the equations of motion and principles of energy and momentum. Integrated lecture and lab. Offered: Fall

ME 310 4 credits

Fluid Mechanics with Lab

In this course, students will learn the thermodynamics and dynamic principles applied to fluid behavior and to ideal, viscous and compressible fluids under internal and external flow conditions. In the laboratory, students will conduct experiments with and analysis of basic fluid phenomena, hydrostatic pressure, Bernoulli theorem, laminar and turbulent flow, pipe friction, and drag coefficient. Lecture 3 hours, laboratory 3 hours. Offered: Fall

ME 331 4 credits

Heat Transfer with Lab

This course is an introductory course in the fundamental principles of heat transmission by conduction, convection, and radiation. Students will learn the application of the laws of thermodynamics and the application of these principles to the solution of engineering problems. In the laboratory, students will conduct experiments that demonstrate basic heat transfer modes. Additional labs will include conduction, convection, and radiation of heat as well as fin and heat exchanger. Lecture 3 hours; Laboratory 3 hours. Prerequisites: MAT 322; PHY 202. Offered: Spring

ME 341 3 credits

Machine Design with Lab

This course is an introductory course in the design of machine elements dealing with theories of deformation and failure, strength and endurance limit, fluctuating stresses, and design under axial, bending, torsional, and combined stresses. Additional topics will include column buckling, fasteners, and gears. Emphasis is also placed on 3D printing and the future of additive manufacturing. In the laboratory, students will conduct experiments to solve open-ended problems in mechanical systems. Emphasis on experimental performance, data collection, evaluations, analysis, and design. This course provides hands-on experience with strain gauge application, measurement techniques, and 3D printing. Lecture 3 hours; Laboratory 3 hours. Offered; Spring

ME 351 3 credits

Topics in Mechanical Engineering

This course will discuss various topics in mechanical engineering. Topics will vary from semester to semester and can be repeated if under different topics. Offered: Spring

ME 402 3 credits

Finite Element Methods & Analysis

This course will cover the development of theory and concepts of finite element analysis. Topics will investigate all areas of mechanical engineering, including mechanics of solids, heat transfer, and design of dynamical systems. Integrated lecture and lab. Offered: Fall

ME 410 4 credits

Robotics

This course will cover the analysis and design of robots. Topics include forward kinematics and the determination of the closed form kinematic inversion, as well as workspace and trajectory generation. If time permits, this class will also cover the formation and computation of the manipulator Jacobian matrix. Integrated lecture and lab. Offered: Fall

ME 421 3 credits

Vibrations with Lab

This course is an introductory course in mechanical vibration dealing with free and forced vibration of single and multi-degrees of freedom for linear and nonlinear systems. In the lab, experiments that complement vibration theories, including spring and damper elements, underdamped vibration, torsional pendulum, resonance, transient and steady-state behaviors, base excitation, rotating unbalance, impulse response, and modal testing. Lecture 3 hours; Laboratory 3 hours. Offered: Spring

ENGLISH

The 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 that choose 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.

English and communication courses may be selected to fulfill the liberal arts core requirements. Seniors may not register for 100 level English or communication courses without the permission of the Department Chair.

English Major: ENG 202, 303, 406. Three credits of intensive study of a major writer or period; 6 credits each in British, American and world literature; and 9 credits of electives in literature, of which 6 credits must come from the Textual Perspectives sequence.

English Minor:

Students majoring in other fields may wish to consider an English minor attained by completing 18 credits in English, including one course in the Textual Perspectives sequence.

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 120 3 credits

Early American Literature

This course introduces students to a range of texts in various genres, including captivity and conversion narratives, sermons, poetry, prose, and novels before 1865, and discusses significant historical and social events and movements such as New World exploration/expansion, religion, chattel slavery, and Revolutionary War, the Indian Removal Act, the American Renaissance, and issues regarding voting rights and citizenship. Early American literature can be read as responses to these events.

ENG 122 3 credits

Later American Literature

This course introduces students to a range of American texts and genres spanning from 1865 to the present and discusses significant historical and social events and movements such as Naturalism/Realism, Modernism, the Harlem Renaissance, and various post-WWII movements. Genres taught may include poetry, prose, novels, essays, memories, short stories, and plays.

ENG 140 3 credits

Early World Literature

This course introduces students to the classics of world literature while drawing from a variety of genres and traditions. The course may be subdivided into geographical regions while also attending to major events in the development of literary cultures. This course will generally span from the classical age to the European Renaissance and include texts from the Ancient Mediterranean, India's ancient epics, early Chinese literature, the Islamic world, India's classical age, medieval China, Japan's classical age, Indian poetry after Islam, and Europe and the New World.

ENG 142 3 credits

Later World Literature

This course introduces students to the classics of world literature while drawing from a variety of genres and traditions. The course may be subdivided into geographical regions while also attending to major

events in the development of literary cultures. This course will generally span from the Enlightenment to the modern period and include texts from east Asian dramatic literature, Enlightenment Europe, early modern east Asia, European and American revolutions, realism movements across the world, oratory movements across the world, modernity and modernism across the world, postwar/postcolonial literature, and contemporary world literature.

ENG 202 3 credits

Critical Approaches to Literature

Study of world literature and other cultural artifacts using a variety of critical theories. This course meets the Writing Enhanced requirement.

ENG 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 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 and the lessons therein. Emphasis on how to assess and discuss the themes of adolescent literature.

ENG 213 3 credits

Studies in Drama

This course gives students foundational skills in reading drama as literature. Themes vary from year to year but may cover drama written in (or translated into) English from the beginning of the modern period to the present day. This course fulfills the Human Diversity requirement. Prerequisite: sophomore standing or permission of the instructor.

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 220 3 credits

Later British Literature

This course is a chronological, historical survey that consists of three primary components: 1) it covers the British literary tradition from the late eighteenth century to the present; 2) it introduces students to a range of texts and genres; 3) it offers a balance of major and minor works from both within the

accepted literary canon and outside of it. Students will be exposed to the significant historical, political, economic, intellectual, and social events and movements that characterize the Romantic, Victorian, and Modern periods. Students will learn about the diversity of the English literary tradition in terms of genre, gender, and subject matter.

ENG 247 3 credits

Fantasy, Folklore & Mythology:

The course examines literature in the unofficial cultures, folklore genres and folk life groups that shape the human experience. Special emphasis will be on oral literature, cultural customs and storytelling (folktales, fables, fairy tales, proverbs, riddles, songs, etc.) conventional beliefs and traditional life ways. Topics vary from semester to semester. May be repeated under different topics. This course fulfills the Human Diversity requirement.

ENG 250 3 credits

Textual Perspectives-African-American Literature

This course considers the rich body of literature produced by African-American writers. Units may cover Black Africans enslaved in a new world, slavery and freedom narratives, Reconstruction, the Harlem Renaissance, protest literature, integrationists, civil protests and the Black Arts Movement, and contemporary African-American literature. This course satisfies the American Literature component of the English major and fulfills the Human Diversity requirement. Prerequisite: sophomore standing or permission of the instructor.

ENG 251 3 credits

Textual Perspectives – Latinx Literature

This course explores the rich body of literature produced by Latinx writers in the United States with an emphasis on the distinctions and similarities that have shaped the experiences and the cultural imagination among Latinx communities. Particular focus is given to three major groups of Latinx Americans (Mexican Americans/Chicanos, Puerto Ricans/Nuyoricans, and Cuban Americans) during the 20th and 21st centuries. Literature in this course comes from a range of genres and cultural expressions, including poetry, fiction, memoirs, film, and performance. Topics covered may include identity, language, race, gender, sexuality, class, diaspora, activism, and the marketing for the Latinx identity. This course satisfies the American Literature component of the English major, fulfills the Human Diversity requirement. Prerequisite: Sophomore standing or permission of the instructor.

ENG 252 3 credits

Textual Perspectives – Indigenous Literature

This course explores the rich body of literature produced by indigenous writers. This survey of American Indian literature includes a variety of Native self-representation across genres, regions, periods, forms, and tribal nations. We will read cultural critiques and policy debates alongside short stories, plays, and novels, as well as short films, YouTube videos, television episodes, and other media. This course satisfies the American Literature component of the English major and fulfills the Human Diversity requirement. Prerequisite: sophomore standing or permission of the instructor.

ENG 253 3 credits

Textual Perspectives – Queer Literature

This course explores the rich body of literature produced by queer writers and their changing social, political, and cultural contexts from the late nineteenth century to the present day, discussed in the context of modern feminist and queer theories of gender and sexuality. Topics covered may include: what role can/should/shouldn't an author's biographical information play in the interpretation of literary works? How do style and language shape queer literature? How does a text represent or evoke "truth," subjectivity, and alliance? How does intersectionality function in this field? How is queer identity shaped, formed, and established? Is there a queer literary canon? Course materials will include explicit representations of sex and sexuality. This course fulfills the Human Diversity requirement.

Prerequisite: sophomore standing or permission of the instructor.

ENG 254 3 credits

Textual Perspectives – Literature of Disability

This course explores the connection between literary representation and disability. How does literature both perpetuate and challenge stereotypes of the disabled as abnormal, inform, or infantile? What kinds of bodies are deemed faulty? How is disability imagined or reimaged, and by whom? How do narratives about the disabled differ from narratives written by people with disabilities? This course fulfills the Human Diversity graduation requirement. Pre-requisite: sophomore standing or permission of the instructor.

ENG 260 3 credits

Medieval Literature

This course is an introductory study of the major works of early and middle English literature and the accompanying developments in religious life, politics, and the evolution of the English language. Authors and texts may include /Beowulf/, /Sir Gawain and the Green Knight/, /Everyman/ and other mystery plays, Geoffrey Chaucer, Geoffrey of Monmouth, Marie de France, Margery Kempe, and Sir Thomas Mallory. This course satisfies the British Literature component of the major.

ENG 262 3 credits

Victoria Literature

This course gives an in-depth overview of several literary genres during the Victorian period. Special focus may be given to the rise of the novel and the Victorian press. The course will explore major themes investigated by authors in the Victorian period, including democracy, culture, gender, empire, and the condition of England. This course satisfies the British Literature component of the major.

ENG 303 3 credits

Why Shakespeare Now?

This course will introduce students to a mix of Shakespeare's major and minor plays across genre, give them practice in applying critical theory to the material, and introduce them to current conversations in the field. Prerequisite: junior standing or permission of the instructor.

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 310 3 credits

Modern Novel:

Study of selected novels from world literature to illustrate techniques and developments in the genre in the modern period. Topics vary from semester to semester. May be repeated under different topics.

ENG 332 3 credits

Studies in Fiction

Course concentrates on the analysis and study of fiction. Focus on content from a range of genres, source communities and perspectives. Themes will vary. Course emphasizes discussion and student presentation of analysis.

ENG 330 3 credits

English Renaissance Drama

This advanced course introduces students to early modern English drama exclusive of Shakespeare. Selected texts will span from the late Elizabethan period to the closure of the playhouses during the English Civil War. Playwrights covered may include Thomas Kyd, Christopher Marlowe, Robert Greene, George Peele, Thomas Middleton, Thomas Dekker, John Ford, Barnabe Barnes, John Fletcher, Francis Beaumont, John Marston, and Philip Massinger, among others. This course satisfied the British Literature component of the major. Pre-requisite: junior standing or permission of the instructor.

ENG 331 3 credits

English Renaissance Literature

This advanced seminar covers early modern English literature exclusive of drama. Texts will be selected from a variety of genres, including lyric poetry, sonnets, popular prose, personal writing, broadsides, and ballads. Authors may include John Milton, Edmund Spenser, John Donne, Katherine Phillips, Aemilia Lanyer, Mary Wroth, Mary Sidney, Philip Sidney, Mary Tudor, Elizabeth Tudor, Mary Stuart, Ben Jonson, William Shakespeare, and others. This course satisfies the British Literature component of the major. Prerequisite: junior standing or permission of the instructor.

ENG 334 3 credits

Studies in Poetry

Course concentrates on the analysis and study of poetry. Focus on content from a range of genres, source communities and perspectives. Course emphasizes discussion and student presentation of analysis.

ENG 355 3 credits

Theatre History

A comprehensive study of the history of theatre from its origins through the Renaissance.

ENG 356 3 credits

Theatre History II

A comprehensive study of the history of theatre from the neo-Classical era through today.

ENG 406 3 credits

Research Seminar

Concentration on a research area selected by consultation with the academic advisor. Required of English majors.

ENG 420 3 credits

Major Writers

A detailed study of the works of a single selected writer; for example: Virginia Woolf, Toni Morrison, Charles Dickens, Jane Austen, etc. Topic changes year to year. Prerequisite: junior standing or permission of the instructor.

GENERAL SCIENCE

The General Science program aims to develop in the student insight into the intellectual and philosophical nature of science. This program helps the student to develop the ability to select, adopt, evaluate, and use strategies and materials for the teaching of science and preparing for graduate study and professional programs.

GENERAL SCIENCE

Major: 41 credits

BIO 103, 104; CHE 104, 105, 107, 110, 111; SCI 402, 406; MAT 131, 209, 220; PHY 103, 110, 111.

Electives: 10-14 credits

One area of Chemistry or Biology: 200-400 level courses with the exception of BIO 115/116.

Minor: 18-20 credits

Complete two courses from Biology (BIO 103, 104, 115 & 116, 203), two courses from Chemistry (CHE 102, 104 & 110, 105 & 111); and one course from Physics (PHY 103, 110, 111).

HEALTHCARE SCIENCE

The purpose of the healthcare science program is to provide a rigorous curriculum, which will prepare graduates for meaningful roles and careers in our current healthcare environment. Consistent with the university's Franciscan values, students will become broadly educated, life-long learners who will engage with their communities. Utilizing a strong interdisciplinary design, this program encourages service and the promotion of healthy lifestyles for all persons of all abilities, income levels and social/cultural backgrounds. The Healthcare Science program creates advocates for individuals and communities that are underserved or under-informed on issues related to health and wellness, health systems policies and health management. Students with a healthcare science degree will graduate prepared to work in

healthcare agencies, businesses, and various medical care settings. This major advocates as a wonderful springboard into various occupations in the healthcare field. Students enter into physician assistant programs, accelerated nursing programs, physical and occupational therapy programs. Many students that utilize online availability are currently working in various healthcare professions and use this major to enhance upward mobility in their setting.

Academic Quality

The healthcare science program is an excellent mid-degree opportunity for transfers or new applicants with associate degrees as occupational therapy assistants, physical therapy assistants, medical imaging professionals, dental hygienists, and respiratory therapists. Students in the healthcare science program are concerned with the well-being of all people. Completing the healthcare science program requires a mastery of science, the ability to engage in critical appraisal, and the desire to serve the community. In addition to taking the required courses in healthcare science, students are able to study in an area of concentration such as business, communication, biology, etc. Students entering in the traditional freshman year are encouraged to develop a specific track leading them into the area of concentration explored. Students are highly encouraged to double major. As an example, the University's BSW program offers wonderful opportunities for students to double major and then attend Alvernia's Master of Social Work program upon graduation. Students double majoring have found employment in various health care environments including medical facilities, offices, addiction, and mental health facilities.

Career Success

The healthcare science program prepares students for work in healthcare agencies, businesses, and medical care settings as healthcare educators, healthcare advocates, or healthcare managers. Emphasis on health behavior theories through educational programming and experience with practical applications through volunteer service in the health field will provide students with a variety of educational tools and techniques to use in their professions. Healthcare program graduates could enter the healthcare field as health counselors or advocates, science and health writers, or policy analysts. In addition, graduates from the healthcare science program may find positions in government organizations, consumer groups, healthcare agencies, scientific research or consumer institutes.

Doctor of Physical Therapy (DPT) Program:

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

HEALTHCARE SCIENCE

Major: 45-48 credits

Required Healthcare Science Courses: HCS 305, 310, 320, 330, 335, 340, 400, 410, 420, and 430. A grade of C or higher is required in all HCS courses.

Related Requirements: BIO 100 level with Lab (recommended: BIO 107/117, 115/116, or 109), BIO 216, SOC 111, PSY 101, PSY 208

Optional Tracks:

Athletic Coaching: This track prepares individuals who desire to coach in community, interscholastic, and intercollegiate settings. Internships at local communities as well as within the university are encouraged. The creation of culture within the framework of a team is a major theme throughout the Athletic Coaching track.

Required coursework: PED 133, HCS 110, HCS 325, SM 210, PSY 312, HCS 441

Healthcare Informatics: This track prepares individuals for the national certification exam. Successful candidates become a “Certified Associate of Health Information and Management Systems” (CAHIMS). This certification demonstrates professional knowledge of health IT and management systems. Healthcare professionals are information-dependent knowledge workers. As health care continues to evolve in an increasingly competitive information marketplace, professionals must be well prepared to make significant contributions by harnessing appropriate and timely information. Healthcare informatics (HCI) synthesizes concepts from computer science, cognitive science, information science, and disciplinary science. HCI continues to evolve as more and more health professionals’ access, use, and develop the information, computer and cognitive sciences necessary to advance disciplinary science and improve patient outcomes. Regardless of their future roles in healthcare, it is clear that healthcare professionals need to understand the ethical application of computer, information, and cognitive sciences to advance all healthcare disciplinary sciences.

Required coursework: BIO 200; HCS 305, HCS 306, HCS 307, HCS 308

Recommended coursework: CS 110, CS 155, CS 300, & CS 415

Outdoor Adventure: This track aligns with the University’s five core values to promote life-long learning, personal growth, and positive change among its graduates resulting in ethical leaders with moral courage. The essential knowledge, experience, and skills gained through this track develops graduates into ethical people who will provide organized and effective outdoor adventure activities, while competently managing the technical aspects of outdoor adventure programming.

Required coursework: HCS 120, HCS 210, HCS 350, HCS 441, SPE 345; PHI 215 or THE 227; HCS 125 must be taken two times under different topics.

COURSE DESCRIPTIONS

HCS 110 3 credits

Principles of Athletic Coaching

This prerequisite course will introduce the basic principles and fundamentals of coaching in athletics. Students will develop a basic understanding of how to work more effectively with athletes from youth programs through collegiate athletics. Students will work to develop a basic coaching philosophy, apply coaching principles and use practice management skills.

HCS 120 1 credit

Day Hiking & Outdoor Skill Development

This course will introduce students to our natural environment through the preparation and implementation of day hikes in and around the Greater Berks Area. It will involve how to safely hike varying terrains that will progress from easy to more difficult throughout the course. Physical conditioning and hiking preparedness, wilderness safety, Leave No Trace , and leadership/team work will be covered.

HCS 125 3 credits

Outdoor Activity:

Study of various outdoor adventures such as Backpacking, Wilderness First Aid, Rock Climbing, etc. Topics vary from semester to semester. May be repeated under different topics.

HCS 200 3 credits

Foundations of Healthcare Science

This course will identify current information in healthcare science and how it relates to different healthcare science professions. Various topics covered include medical ethics, legal obligations, the human body and wellness. Medical terminology is discussed as well as the importance of evidence-based research.

HCS 210 3 credits

Introduction to Outdoor Adventure

Introduction to Outdoor Adventure is a foundational course that will introduce students to the basic theories and practices of outdoor adventure. It will include an overview of the skills, attitudes, and inner resources needed to be an effective outdoor adventure leader. Utilizing an experiential learning approach, students will learn techniques needed to explore and enhance their leadership development, philosophy, and style, along with their ability to assess and manage risk as outdoor adventure leaders. This course will include field expeditions where students will practice and prepare to lead various outdoor adventure activities.

HCS 305 3 credits

Introduction to Healthcare Informatics

Introduction to healthcare informatics prepares students for the many challenges of practicing in the health technology era while striving to improve patient care at all levels. The student will study the principles and tools used in health informatics, such as the electronic health record, clinical informatics, information systems, principles of interoperability, machine learning, artificial intelligence systems, electronic security, ethics, and legal considerations. Offered: Fall

HCS 306 3 credits

HIT Organization and Installation

This course prepares the health professional student to participate in the organization, services, and delivery of health care and public health in the U.S. The student will study job expectations in healthcare settings, payment systems, relevant organizations, interrelationships, professional roles, and ethical, legal, and regulatory issues. Throughout the course, the health professional student will practice medical

and basic computing terminology, meaningful use, value- based care, health-related data structure, software selection, health information security, and usability concepts. Offered: Spring

HCS 307 3 credits

HIT Administrative Applications

This course prepares the health professional student to analyze data mobility, hardware infrastructure, workflow process, redesign, validation, and change management. The student will participate in a HIT culture supporting quality and safety, reporting through electronic systems, registries, epidemiological databases, and bio-surveillance specific U.S. health care and public health. Throughout the course, the student will develop the necessary skills to communicate effectively across the full range of roles that will be encountered in healthcare and public health settings. Offered: Fall

HCS 308 3 credits

HIT Practice Applications

This course prepares the health professional student to develop and implement successful project management within health care and technology environments, care coordination, and interoperable health information technology systems. The student will study the role of health information technology (HIT) and emerging data sources in deriving population health solutions, and applications in the context of population health management and value-based care. Offered: Spring

HCS 310 3 credits

Health & Wellness over the Life Span

This course focuses on the issues of health and wellness throughout the life span. Students learn various challenges concerning health and wellness including sociological, psychological, and economic factors that can impact their overall health. Motivational strategies, techniques, and plans for designing age-appropriate exercise and fitness programs will be discussed and implemented. Current research in health and wellness programs will be studied and evaluated for effectiveness.

HCS 320 3 credits

Healthcare Science and Cultural Competency

This course focuses on the healthcare beliefs in a variety of cultures that interact with the healthcare system in the United States. The myriad of factors presented by diverse individuals and communities will be examined including: geographical, societal, economic, political and spiritual factors. Cultural competency for the healthcare science professional will be defined, modeled and practiced. This course fulfills the human diversity graduation requirement.

HCS 325 3 credits

Culture Creation in Athletic Coaching

Coaching is no longer limited to just the ability to teach athletes the necessary skills they need to successfully score or complete an athletically related task. Coaches must be capable of not only that but creating a strong, positive culture within their team and program. In this course, students will work to master the essentials of teaching sports skills while developing the ability to create the type of culture they want within their own program or team. Students will work collaboratively and independently to tap into their leadership skills and potential, while learning different strategies that can be used to build

and develop team culture and comradery. The course will focus mainly on team sports but will discuss individual sports as well. Prerequisite: HCS 110.

HCS 330 3 credits

Healthcare Literacy and Advocacy

This course emphasizes scholarly research and writing skills to develop a healthcare literacy project proposal. National goals and implementation strategies for health literacy in contemporary society are explored and applied to a project plan. A scaffolding approach is used to create a multi-faceted educational written project proposal. Ethical issues surrounding social determinants of health and the barriers to healthcare literacy faced by underserved populations are integrated. Selected topics impacting healthcare literacy will be explored. This course meets the Writing Enhanced graduation requirement.

HCS 335 3 credits

Population Health in Epidemiology

This course integrates concepts of traditional public health, methods of health care, and public policy interventions to improve the population's health. Delivery of health care and settings are explored with an emphasis on vulnerable populations in one's local community. Epidemiology data are introduced through the Epidemiology Triangle Model components (host, agent, and environment). A systems-thinking strategy will also be applied through a familiarization assessment in evaluation of a selected community.

HCS 340 3 credits

Healthcare Science Management

This course examines the organizational principles, practices, and pertinent management of health service organizations. Topics covered include quality improvement, risk management, strategic planning, financial planning and control, medical terminology, and medical ethics. Managerial implications of emerging issues in healthcare area also discussed.

HCS 350 3 credits

Risk Management & Decision Making

This course is designed to provide a proactive approach to assessing and managing risks associated with outdoor adventure programming and the ethical decision-making that is essential to this process. This course will include field expeditions where students will assess and manage risk in a variety of outdoor adventure activities.

HCS 400 3 credits

Healthcare Systems and Policy

This course introduces students to the U.S. health services system, describing healthcare institutions and the variant strengths and challenges of those systems, providers, payment practices, and significant health legislation. It examines current trends and perspectives against a historical background. This course focuses on healthcare delivery systems, including practice models and multi-level methods of intervention for effective service in healthcare, including health promotion, disease prevention, assessment, treatment, rehabilitation, continuing care, and discharge planning. Examples of topics

covered include the use of current ICD system in assessment, screening and intervention including workplace health promotion and community crisis intervention. The impact of differences in ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression) marital status, national origin, race, religion or spirituality, sex, and sexual orientation will be examined, as these relate to various health practices, policies and services. This course will help the student analyze the various components of American healthcare policy, including political and economic policy, as well as the process of policy formulation. Current medical legal and ethical questions are examined.

HCS 410 3 credits

Community Health Organization and Administration

This course explores the healthcare system and its evolution in the United States. Provides a review of health related study of the US healthcare system and its structure, finance, governance, personnel, and cultural values. Economic, political, and social forces are observed.

HCS 420 3 credits

Current Issues in Healthcare Science

This course focuses on the current issues in healthcare science/healthcare related to society. The focus on wellness and healthcare at the individual, community and global perspective will be explored. Investigation of emerging trends, practices and procedures including current research and implications will be discussed in the healthcare science/healthcare fields will be explored.

HCS 430 3 credits

Healthcare Science Capstone

The purpose of this course is to guide and facilitate the final development of the professional attitudes, practices, and skills necessary for effective leadership within the healthcare sciences, with an emphasis on the roles and functions of those in leadership positions. Competencies and roles covered in the course include those related to motivation, accountability, organizational awareness, conflict resolution, negotiation, critical thinking and analysis, innovation, professionalism, change management, collaboration, influence, and communication. The overall outcome of this course is to develop and present a capstone project in the area of healthcare science, in alignment with the student's professional goals and aspirations. Senior status healthcare science major only.

HCS 441 credits vary

Healthcare Science Internship

This course is a supervised learning experience integrating theoretical coursework and practical on-the-job work experience in the Healthcare field. Work experience requires the student to be on-the-job a minimum of 42 hours for each credit. Students can sign up for 1-6 credits with the understanding of completing all hours during the semester.

HISTORY

History is the story told of our past. It informs us of who we were, who we are, and from where we came. It is a foundation of the liberal arts and is essential to understand not only ourselves, but also the

world around us. History hones the tools all students need to move upward in their professions — cultural literacy, reading, writing and research skills. History majors can plan, design, and think critically. They are ready for numerous professional paths, including teaching, the law, and government service. The Department of the Humanities, in conjunction with education, supervises student preparations for Pennsylvania teacher certification.

HISTORY

Major: 36 credits

HIS 110, 112, 303, 426, 493; 6 credits of American: HIS 300, 308, 322, 334, 344, 352, 364; 6 credits from European sequence: HIS 307, 319, 323, 337, 349, 353; 9 additional elective history credits at the 200 level or higher.

Minor: 18 credits

The minor in history is designed to give students a chance to develop their talent and interest in historical study within a flexible schedule of courses. Students may select any 6 3-credit HIS courses to earn this minor.

COURSE DESCRIPTIONS

HIS 110 3 credits

World Civilizations

An introduction to some of the major civilizations of the past 4000 years of human history, including ancient and modern civilizations in China, India, the Middle East, Africa, Europe, and the Americas. Particular attention will be paid to the sources and documents of these peoples, as well as their cultural, social, and economic interactions. This course fulfills the human diversity requirement.

HIS 112 3 credits

The Study of American History

Introduces students to the chronology of American history, a broad selection of key documents, appropriate secondary reading materials, and descriptions of selected key events in the evolution of American history.

HIS 121 3 credits

The Study of European History

Introduces students to chronology of European history, a broad selection of key documents, appropriate secondary reading materials, and descriptions of selected key events in the evolution of European history.

HIS 230 3 credits

Women in History

Focused study of women in history through analyses of women's roles or comparative studies between cultures or biography. This course fulfills the human diversity graduation requirement.

HIS 240 3 credits

Topics in Global History

The study of non-Western culture and history. Potential topics include: East Asian, Middle Eastern, Latin American, and African histories. This course fulfills the human diversity graduation requirement. Course may be repeated for credit with different topics.

HIS 245 3 credits

Topics in Native American History

Study of the different aspects of the past of the indigenous peoples of the Americas. Emphasis is placed on introducing students to the very different cultures which have occupied the American continents for tens of thousands of years and which continue to influence Euro-American cultures to an extraordinary degree. This course fulfills the human diversity graduation requirement.

HIS 250 3 credits

Interdisciplinary History

Introduction to the historical aspects of a particular discipline such as business, economics, social work or criminal justice.

HIS 255 3 credits

Historical Biography

The study of a prominent individual or individuals in order to understand not just their lives, but the issues and contexts with which they had to deal. The course also seeks to understand the challenges which all people, not just historians, face in reconstructing past events and evaluating them.

Some possible lives to study include: Adolf Hitler, Joseph Stalin, Mahatma Gandhi, Martin Luther King, Florence Nightingale, or Queen Elizabeth I.

HIS 260 3 credits

Pennsylvania and Local History

Traces and coordinates Pennsylvania and local history by following the key events of state and local histories; the goal of the course is to familiarize the student with both the historical nature of their local environment and provide insights into that history.

HIS 281 3 credits

Topics in Military History

The study of war and military history. The course looks at the battles and fighting and investigates the underlying economic, social, and cultural factors that have driven and influenced war over the centuries. Topics may vary from semester to semester. May be repeated under different topics.

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.

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.

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.

HIS 319 3 credits
Late Antiquity and Early Medieval

Traces fusion of classical civilization, Christianity and German tribes into the first Europe. Emphasizes understanding the transition from the Ancient World to the birth of European civilization of the High Middle Ages.

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.

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.

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.

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.

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.

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.

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.

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.

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.

HIS 426 3 credits

Research Seminar

This course will address the fundamental elements of research design and execution. It will culminate in a significant research paper. The course will cover an array of methodologies, emphasizing the decisions faced by researchers when designing and implementing a research design. In addition, the course will explore the skills employed in conducting research, including quantitative, qualitative, historical methodologies, and mixed-methods strategies. The course contents will include the skills utilized in various research designs, including interviewing, observation, survey design, content analysis, and

statistics. In addition, we will cover problem and hypothesis formulation methods, data collection, and instrumentation. There will also be an emphasis on ethical issues in research using human subjects.

HIS 461 3 credits

Social Studies Methods: Pennsylvania's Founding and the World

This course examines the historical and contextual development of Pennsylvania from 1683 to 1824. As a methodology course, focus is on types of research and methods of presentation within a classroom setting.

HIS 493 3 credits

Contemporary Historiography

This course examines the processes by which history is written and created. In particular, it looks at the theories, ideas, and beliefs that underpin the study of history itself, using such thinkers as Foucault, Thucydides, Genovese, and Partha Chatterjee.

HONORS

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

HNR 160 3 credits

Honors SEARCH-Enduring Questions

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 SRH 101 requirement.

HNR 260/360 3/3 credits

Interdisciplinary Honors Colloquia

Honors Colloquia build on the foundation established in the First Year Honors Seminar. An interdisciplinary approach is taken, emphasizing integration of methods from both the arts and the sciences to approach complex questions. The course topic is used as a context within which methods of investigation, synthesis and expression will be further developed. Topics are based on expertise of faculty members in diverse areas, and on student interest. In the course students lead discussion, complete individual and group projects, and participate in co-curricular activities and field trips. Recent

colloquia examples: Titanic: Myth and Reality; Good and Evil in Fact and Fiction; and Leaders: Born, Made & Portrayed.

HNR 460 6 credits*

Honors Thesis

Working closely with a faculty mentor, students complete a thesis, which involves identifying and solving a scholarly problem or developing a creative work. Project must be interdisciplinary, and students must successfully defend a proposal and final project to the Honors Advisory Board and present to the college community. *May be taken in one semester for 6 credits or two semesters for 3 credits each.

LEADERSHIP STUDIES

The Leadership Studies Minor offers formal course work and experiential learning to develop the knowledge, skills, and talents necessary to be an “ethical leader with moral courage”. Areas of emphasis include applied ethics and ethical decision making; leadership theory, skills and development; and effective group communications, negotiation and conflict resolution training. The program is designed to offer students an understanding of the importance of context, enhance critical thinking skills, understanding the importance of service to others, through classroom instruction and real world experience.

Leadership Studies Minor: 18 credits

The Minor in Leadership Studies is designed to help students develop their broad understanding of leadership and leadership skills from the perspective of an interdisciplinary and liberal arts education.

Students may select any six, 3 credit courses listed below to earn a minor in Leadership Studies:

PHI 207, PHI 250, PHI 420, POS 308, POS 317, POS 424, THE 225, THE 235, THE 350, HIS 230, HIS 255, HIS 281, SOC 111, SOC 306, BUS/PSY 350*, BUS 445*, BUS 450*, PSY 306*, SSC 321*, OT 522*

*These courses have discipline specific prerequisites.

MASTER OF ARTS IN LEADERSHIP FOR SUSTAINABLE COMMUNITIES

The Master of Arts in Leadership for Sustainable Communities is an interdisciplinary program founded in the liberal arts tradition and designed for leadership in sustainable community development. The MALS degree program prepares professionals who will excel in positions of leadership in public and private settings. For the purposes of this program, leadership for sustainability is defined in cultural, economic and environmental terms. The MALS program helps students become agents of social change through critical discussion and analysis of community issues and the creation of graduate level service and/or research projects to mitigate community challenges.

LIBERAL STUDIES

Rationale

Liberal Studies 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 a Dean, 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: 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. Paths of Knowledge 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.*

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.

MATHEMATICS

The mathematics program is designed to provide students with sufficient background into mathematical theory and practice so they may pursue graduate work, research, and various types of work in industry.

MATHEMATICS

Major: 53-56 credits

Core: 30-33 credits

MAT 204, 209, 230, 231, 240, 232, 401, 415, 420, MAT 131 recommended.

Related area: 11 credits CS 155; PHY 200, 201.

Electives: 4 additional MAT courses from the 300 level or above (excluding MAT 345), including SCI 305.

Minor: 16-17 credits

MATH 209, 230. Three from 204, 210, 231, 232, 240, 304, 308, 420.

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. Offered: Fall

MAT 101 3 credits

Survey of Mathematics

Survey of modern concepts of mathematics. Topics include set theory, logic, mathematical system, systems of numeration, counting methods, probability and statistics. Fulfills the general education requirement for non-math or non-science students. Students may not take both MAT 105 and AMT 101 for credit. MAT 101 does not fulfill the Education requirement; all Education majors need to take MAT 105. Prerequisite: satisfactory score on Mathematics Placement Test. Offered: Fall and Spring

MAT 102 3 credits

Algebra II

This course is designed to prepare science or mathematics major for pre- calculus. Topics include algebra of polynomials, roots, radicals and exponents, relations and functions and their graphs, systems

of equations and logarithms. Prerequisite: MAT 100 or satisfactory score on Mathematics Placement Test. Offered: Fall and Spring

MAT 105 3 credits

Mathematics for Teachers: Principles of Mathematics

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, and 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. All Education majors are required to take MAT 105.

Prerequisite: satisfactory score on the Mathematics Placement Test. Offered: Fall

MAT 106 3 credits

Mathematics for Teachers: Geometry

Mathematics for Teachers: Geometry: An introduction to the fundamentals of teaching mathematics in the elementary school. Topics include: geometry in 2 and 3 dimensions, measurement concepts, problem solving strategies, technology and mathematics. Open only to Education students or permission of instructor: Offered Spring

MAT 110 3 credits

Business Mathematics

This course is designed to provide a foundation in business mathematics concepts with an emphasis on applications. Topics include percentages and commissions, discounts and markup, simple and compound interest, amortization, stocks and bonds, annuities, and basic statistics. Prerequisite: Satisfactory score on the Mathematics Placement Test. Offered: Fall and Spring

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. Offered: Fall and Spring

MAT 204 3 credits

Introduction to Mathematical Logic

This course is an introduction to various mathematical proof techniques required in solving statements in logic, set theory and number theory. Properties of sets, functions, equivalence relations, cardinality, ordered sets and set paradoxes are discussed. Offered: Every two years - Fall

MAT 208 3 credits

Introductory Statistics

This course in applications of statistics and probability is designed for such areas as sociology, business, economics, medicine, and psychology. Topics include descriptive statistics, data organization and graphical methods, laws of probability, rules review of probability, linear correlation and regression, binomial and normal distributions, sampling and statistical inference. Varied computer applications, using the statistical software package SPSS, are required. Not open to math or science majors. Students

earning credit for this course cannot earn credit for MAT 209. Prerequisite: satisfactory score on the Mathematics Placement Test. Offered: Fall and Spring

MAT 209 3 credits

Probability and Statistics

This course covers theoretical principles and methods of probability and statistical analysis useful for natural science and education majors. Includes organization and analysis of data, descriptive statistics, laws of probability, binomial and normal distribution, random sampling, statistical inference, estimation and tests of hypotheses for large samples. Computer applications, using statistical software package SPSS, are required. Students earning credit for this course cannot earn credit for MAT 208. Prerequisite: satisfactory score on the Math Placement Test. Offered: Fall and Spring

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. Offered: Irregularly

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. Offered: Fall and Spring

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. Offered: Irregularly

MAT 230 4 credits

Calculus I

This course is an introduction to limits, derivatives, and integrals. Topics include continuity, the definition of the derivative, fundamental differentiation rules, optimization problems, related rates, indefinite and definite integrals of polynomials, trigonometric functions, exponential and logarithmic functions, as well as integration by substitution. Prerequisite: MAT 131 or satisfactory score on the Mathematics Placement Test. Offered: Fall and Spring

MAT 231 4 credits

Calculus II

This course includes applications of integration including volumes of solids of revolution, arc length, and center of mass. Advanced integration techniques including integration by parts, trigonometric substitutions, and partial fraction decompositions are also covered. Calculus II incorporates a comprehensive study of infinite series including various tests for convergence and the study of power series. Functions are also parameterized and transformed into polar form. Prerequisite: MAT 230 Offered: Spring

MAT 232 4 credits

Calculus III

This course presents a study of vectors in space as well as functions of two or more variables. Calculus III delves into the properties of multivariable functions including, but not limited to, partial derivatives, optimization techniques, Lagrange multipliers, multiple integration, line and surface integrals, and higher dimensional analogs of the Fundamental Theorem of Calculus including Green's Theorem, Stokes' Theorem, and the Divergence Theorem. Prerequisite: MAT 231 Offered: Spring

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. Offered: Every two years - Fall

MAT 250 3 credits

Discrete Mathematics

This is an introductory mathematics course designed to prepare computer science majors for more advanced study. Topics include formal logic, methods of proof, basic set theory, functions, sequences, summations, recurrence relations, mathematical induction, elementary number theory, counting principles, and elementary graph theory. Pre-requisite: MAT 131 or a satisfactory score on the Mathematics Placement Test. Offered: Every two years- Fall

MAT 304 3 credits

Numerical Analysis

This course covers numerical approaches to interpolation, differentiation and integration, solving linear systems, approximating roots of functions, matrix computations, solving ordinary differential equations, and error estimation. Prerequisite: CS 155 and MAT 231. Offered: Irregularly

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. Prerequisite: MAT 204. Offered: Irregularly

MAT 310 3 credits

Topology

This course is the study of the properties of space preserved under continuous deformations, such as stretching or twisting. Topics studied will include sets, functions, metric spaces, topological spaces, connectedness, and compactness. Prerequisite: MAT 204. Offered: Irregularly

MAT 322 3 credits

Differential Equations

This course is a study of various techniques used to solve ordinary differential equations. Topics include first-order separable and exact equations, linear systems of differential equations, substitution methods, power series solutions, and Laplace transforms. Prerequisite: MAT 231. Offered: Fall

MAT 324 3 credits

Graph Theory

This course is the study of networks and their connections. Topics studied will include trees, matchings, connectivity and Hamiltonicity, coloring, planarity. Prerequisite: MAT 204. Offered: Irregularly

MAT 345 4 credits

Applied Probability & Linear Methods

This course focuses on applications of probability including probability distributions, expected value, joint variation, correlation, and covariance of continuous random variables. This course will also focus on topics of linear algebra including matrix arithmetic, Gauss-Jordan elimination, determinants, and eigenvalues. Lecture 4 hours. Offered: Fall

MAT 350 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 232. Offered: Irregularly

MAT 401 3 credits

Real Analysis

This course is a standard single-variable real analysis course which justifies the theorems stated in Calculus I and II. This course will explore many interesting examples and counter-examples. Students will gain a thorough understanding of the real number system as a complete ordered field. Pre-requisites: MAT 204 and MAT 232 Offered: Every two years - Spring

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. Offered: Every two years - Spring

MAT 420 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. Prerequisite: MAT 204. Offered: Every two years - Spring

MEDICAL IMAGING

The medical imaging (MI) program leading to an Associate of Science degree is a dual enrolled degree program between The Reading Hospital School of Health Sciences (RH-SHS) and Alvernia University. In addition to the Associate in Science degree, graduates will receive a Certificate in Radiologic Technology from RH-SHS. The MI program meets the 2011 Radiology Curriculum Standards set forth by the American Society of Radiology Technologists and is 2 ½ calendar years in length. In addition, it is fully accredited by the Joint Review Committee on Education in Radiology Technology (JRCERT) and approved by the Pennsylvania Department of Education. Graduates of the MI program are eligible to take the national examination administered by the American Registry of Radiology Technologists (ARRT) to become Registered Technologists.

The medical imaging program is committed to helping students view themselves as integral members of a healthcare team whose function is to collectively provide the highest quality patient care achievable. The academic and clinical curricula of the medical imaging program are purposefully designed to educate entry-level practitioners who are well prepared to provide compassionate, ethical and evidence-based patient care when delivering medical imaging services.

Students learn to meet the total needs of the patient, with emphasis placed upon the core values of the medical imaging program (compassion, integrity, precision, accountability and respect) as well as the Franciscan tradition at Alvernia University (service, humility, peacemaking, contemplation and collegiality).

At the completion of the Medical Imaging Program, the student will demonstrate:

Clinical competence

Produce high quality diagnostic medical images

Employ safety practices pertinent to medical imaging

Effective communication skills appropriate to the healthcare environment

Appropriately demonstrate oral communication

Employ critical thinking and problem-solving skills during professional practice

Adapt to changing patient needs during performance of radiographic procedures

Implement corrective actions as needed to improve image quality

Embrace ethical, professional performance

Deliver compassionate care employing ethical and professional values

Investigate a variety of opportunities for professional growth

Admission Requirements

The MI program student admission is the responsibility and at the discretion of the Reading Hospital School of Health Sciences. Admission standards meet and/or exceed Alvernia University's admission standards. Admission to the MI program is competitive and the selection of students will be based on

personal composition, academic ability, references, interview performance, aptitude tests, writing samples, and previous healthcare experience. Refer to the RH-SHS Admission Office for details.

MEDICAL IMAGING PROGRAM LEADING TO AN ASSOCIATE OF SCIENCE DEGREE

Minimum Credits:	78 credits
Total MI Credits:	49 credits
General Education/Core:	25 credits
Related Requirement:	4 credits

Required MI Courses: MI 110, 116, 120, 123, 132, 133, 237, 238, 240, 243, 262, 263, 277, 278

Related Requirements: The following are required as part of or in addition to the General Education/Core: BIO 107, 117, 108, 118, COM 101, MAT 102, PHI 105, THE 210, SOC 306. Two liberal arts electives: 3 credits COM (in addition to COM 101) and 3 credits from art, music, theatre, or literature.

COURSE DESCRIPTIONS

MI 110 1 credit

Introduction to Medical Imaging

This course provides a broad, general introduction to the foundations in the radiography practitioner's role in the healthcare delivery system. Principles, practices and policies of the healthcare organization(s) will be examined, in addition to the professional responsibilities of the radiographer. Students will be oriented to the administrative structure of the Radiology Department and to professional organizations significant to radiology. Students will be oriented to the mission of Alvernia University, The Reading Hospital School of Health Sciences and the medical imaging program.

MI 116 3 credits

Patient Care and Pharmacology for Medical Imaging

This course addresses the basic concepts of patient care within medical imaging and underscores the physical and emotional needs of the patient and family. Ethical and moral implications associated with delivery of care are discussed. Routine and emergency patient care procedures will be addressed as well as infection control procedures utilizing standard precautions. The role of the radiographer in patient education will be identified. Pre-requisites: SRH 101/MI 110.

MI 120 2 credits

Radiation Protection & Medical Terminology

This introductory course provides theory and application to the elements of medical terminology. A word-building system will be introduced, and abbreviations and symbols will be discussed. Also introduced will be an orientation to the understanding of radiographic orders and interpretation of diagnostic reports. Related terminology is addressed. This course will introduce an overview of the principles of radiation protection, including the responsibilities of the radiographer for patients,

personnel, and the public. Devices used for protection will be presented. Radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies and healthcare organizations are incorporated. (Mathematics involved) Prerequisites: MAT 102, SRH 101/MI 110.

MI 123 2 credit

Clinical Seminar I Clinical Orientation

Clinical Seminar I is designed to support the foundation necessary to perform standard radiographic procedures. The fundamental skills necessary to adapt studies to specific patient needs will be introduced. Chest Radiography is introduced. Demonstration of optimal diagnostic examinations and radiographic image evaluation will be included. Laboratory and clinical experience will be used in conjunction with seminars to facilitate mastery of skills necessary for the beginning medical imaging student. Prerequisites: BIO 107, 117, SRH 101/MI 110.

MI 132 3 credits

Imaging Principles and Equipment

This course establishes the relationship between radiation production and characteristics, radiographic equipment, and factors that govern the image production process. The basic knowledge of atomic structure and terminology, nature and characteristics of radiation, x-ray production, the fundamentals of photon interactions with matter, and the design and function of the radiographic equipment are explored. The concepts of radiographic brightness, contrast, latitude, special resolution and distortion are analyzed with respect to how they affect the image production process. Ideal technique formulation and selection, troubleshooting and error correction is examined. (Mathematics involved) Prerequisites: MAT 102.

MI 133 5 credits

Clinical Seminar II; Distal Extremities; Advanced Chest

Clinical Seminar II is designed to support the foundation necessary to perform standard radiographic procedures. Advanced chest radiography, abdominal radiography, and distal portions of the appendicular skeleton will be included. The skills necessary to adapt these studies to specific patient needs will also be introduced. Demonstration of optimal diagnostic examinations and radiographic image evaluation will be included; pathological effects and recommendation for improvement of image quality will be discussed. Laboratory and clinical experience will be used in conjunction with seminars to facilitate mastery of skills necessary for the beginning medical imaging student. Prerequisites: BIO 107, 117, 108, 118, MI 116, 120, 123.

MI 237 4 credits

Medical Image Acquisition & PACS

This course is designed to impart an understanding of the components, principles, and operation of fluoroscopic and digital imaging systems found in diagnostic radiology. Factors impacting patient safety and image quality including grids and beam restriction are also discussed. Guidelines for selecting exposure factors and evaluating images within an imaging system assist students to idealize image acquisition, display, archiving and retrieval. Principles of quality assurance and maintenance are presented. Prerequisites: MI 132, 133.

MI 238 5 credits

Clinical Seminar III; Proximal Extremities, Shoulder Girdle, Mobile & Surgical Clinical Seminar III is designed to support the foundation necessary to perform standard radiographic procedures. Proximal Extremity, Shoulder Girdle, Mobile/Surgical Radiography and Trauma Radiography. The skills necessary to adapt these studies to specific patient needs will also be introduced.

Demonstration of optimal diagnostic examinations and radiographic image evaluation will be included; pathological effects and recommendation for improvement of image quality will be discussed. Laboratory and clinical experience will be used in conjunction with seminars to facilitate mastery of skills necessary for the beginning medical imaging student. (RSHS MI 035) Prerequisites: MI 132, 133.

MI 240 2 credits

Radiation Biology

This course is designed to provide an overview of the principles of the interaction of radiation with living systems. Radiation effects on molecules, cells, tissues, and the body as a whole are presented. Factors affecting biological response are presented, including acute and chronic effects of radiation.

Prerequisites: BIO 107/117, 108/118; MI 120, 132.

MI 243 4 credits

Clinical Seminar IV Bony Thorax, Pelvic Girdle and Vertebral Column Clinical Seminar IV

is designed to support the foundation necessary to perform standard radiographic procedures. Instruction of radiography of the bony thorax, pelvic girdle and vertebral column will be included. The skills necessary to adapt these studies to specific patient needs will also be introduced. Demonstration of optimal diagnostic examinations and radiographic image evaluation will be included; pathological effects and recommendation for improvement of image quality will be discussed. Laboratory and clinical experience will be used in conjunction with seminars to facilitate mastery of skills necessary for entry level medical imaging professionals. (RSHS MI 045) Prerequisites: MI 237, 238.

MI 262 3 credits

Introduction to Computed Tomography and Cross Sectional Anatomy

This course is provided to further continue the study of the gross anatomy of the entire body through cross sectional imaging. Detailed study of gross anatomical structures will be conducted systematically for location, relationship to other structures, and function. Content will also provide entry-level radiography students with principles related to computed tomography (CT) imaging. Basic principles of linear tomography will be studied in relation to the patient care setting. Prerequisites: MI 240, 241.

MI 263 8 credits

Clinical Seminar V Abdomen, Fluoroscopy, Cranium,

Clinical Seminar V is designed to support the foundation necessary to perform standard radiographic procedures. Instruction of abdominal radiography, fluoroscopy studies, and imaging procedures associated with the cranium will be included. The skills necessary to adapt these studies to specific patient needs will also be introduced. Demonstration of optimal diagnostic examinations and radiographic image evaluation will be included; pathological effects and recommendation for improvement of image quality will be discussed. Laboratory and clinical experience will be used in

conjunction with seminars to facilitate mastery of skills necessary for entry level medical imaging professionals. (RSHS MI 055) Prerequisites: MI 240, 241, SOC 306.

MI 277 2 credit

Achieving and Advancing Professional Standing

This course provides students with necessary information as they prepare to take the national credentialing examination administered by the American Registry of Radiologic Technologists (ARRT). The application process utilized by the ARRT is explained and continuing education requirements for ongoing registry maintenance are discussed. Students prepare for the credentialing examination through participation in standardized exams, investigate a variety of professional growth opportunities and design a career pathway. Prerequisites: MI 260, 261.

MI 278 5 credits

Clinical Seminar VI Special Studies

Clinical Seminar VI is designed to support the foundation necessary to perform specialty radiographic procedures. Instruction of specialized radiographic projections and protocols will be included. The skills necessary to adapt these studies to specific patient needs will also be introduced. Demonstration of optimal diagnostic examinations and radiographic image evaluation will be included; pathological effects and recommendation for improvement of image quality will be discussed. Laboratory and clinical experience will be used in conjunction with seminars to facilitate mastery of skills necessary for entry level medical imaging professionals. (RSHS MI 065) Prerequisites: MI 260, 261.

MUSIC

Music offerings seek to serve students by presenting the basics of music and the relationship of music to other areas of human endeavor. Skills courses seek to develop the student as a performer to foster self-expression and enjoyment of the art of music. Performance groups include chorus and ensembles. A minor is available.

Minor: 18 credits

A student pursuing another discipline may choose electives to form a music minor. Credit distribution is as follows: MUS 135, 235, 051 (repeated), 010 or 020 (repeated); six credits in other music courses.

COURSE DESCRIPTIONS

MUS 010 1 credit

Chorus

Open to all students. Meets two hours a week. Practical experiences in part-singing; advancing choral literature; public performances. May be repeated.

MUS 020 1 credit

Instrumental Ensemble

Open to all students by audition. Meets two hours a week. Practical experiences in attaining blend, maintaining precision, furthering musicianship. May be repeated.

MUS 051 1 credit

Private Instruction

Private lessons in piano, voice, organ or any other instrument for which an instructor can be made available on request. One half-hour lesson per week per credit. Additional fee required. May be repeated for credit.

MUS 121 3 credits

Introduction to Music

Presentation of basic elements of music, important forms, types and representative styles and works. Promotes more intelligent listening to music, especially classical music.

MUS 123 3 credits

American Popular Music

Presents basic elements of music with special emphasis on growth and development of American popular music, rock and jazz. Listening lessons, independent projects and class discussions that encourage active participation and develop an appreciation for our rich heritage of music and the arts.

MUS 130 3 credits

Sing Broadway

Introduces the student to basic vocal technique, song preparation and performance. Song literature will emphasize, but not be limited to, Broadway Musical Theatre. The class will include live performance, lecture, directed listening, demonstration, discussion, and audio-visual materials. Observations, interactions and discussions are encouraged. Practice outside of class is expected.

MUS 131 3 credits

Music Fundamentals via Piano

Elements of notation, scales, intervals, triads, functional keyboard, elementary sight singing, and ear training.

MUS 132 3 credits

Music Fundamentals via Guitar

Elements of music notation, scales, chords and transposition with special emphasis on how these apply to guitar. Good playing skills stressed. Instrument required. (Limited number of instruments available for rental.)

MUS 135 3 credits

Music Theory

Correlates harmony, keyboard experience, ear training, sight singing and analysis. Major and minor scales, intervals, triads, inversions. Musical background not necessary.

MUS 220 3 credits

Music and Health

Basic music course in the theories and techniques of music as an agent of wellness. Explores music therapy, recent research, and healing practices of non- Western cultures as they relate to music.

Especially recommended for students planning a career in healthcare or human services. No prerequisites, no prior musical experience or performance required.

MUS 221 3 credits

American Music

In-depth study of origins of music in America from early settlements through the present day. Emphasis on contributing cultural factors as well as study of style and form. Folk, dance, religious, stage, and art music is included.

MUS 222 3 credits

Multicultural Music

Study of musical diversity of the world. Emphasis on interrelationship of music and cultural traditions. Topics: music of Africa, Europe, and the Americas, including their influence on American music. Lecture, discussions, video and extensive use of recorded material. This course fulfills the human diversity graduation requirement.

MUS 224 3 credits

Broadway Musicals

Survey of musical theatrical productions with emphasis on the development of the American musical theatre.

MUS 235 3 credits

Harmony

Part writing of figured bass exercises tonic triads and seventh chords; some keyboard harmony. Prerequisite: MUS 135 or instructor permission.

MUS 322 3 credits

World Music

Study of musical diversity of the world. Emphasis on interrelationship of music and culture. Topics: music of India, Middle East, Indonesia, China, Japan, Southeast Asia, Pacific Rim and Pacific Islands, and Australia, including their influence on American music and vice-versa. Lecture, discussion, group project, videos, and extensive use of audio material. This course fulfills the human diversity requirement.

NURSING

The purpose of the Bachelor of Science in Nursing program is to offer a high quality professional nursing education in a Christian-oriented environment. The BSN graduate functions as a generalist practitioner in a variety of healthcare environments. Alvernia's BSN graduate is prepared to deliver healthcare to persons of all ages, families and community groups with sensitivity to cultural and environmental factors.

The Alvernia University Bachelor of Science in Nursing program is fully approved by the Pennsylvania State Board of Nursing. The successful graduate is eligible to apply for RN Licensure by taking the National Council Licensure Examination (NCLEX-RN).

The BSN program is designed to prepare the students for professional practice, summarized by the following nine outcomes expected of our graduates. Upon graduation, the nursing student will be able to:

1. Demonstrate a solid base in liberal education – humanities, social sciences, and natural sciences – to inform generalist nursing practice.
2. Assume an ethical leadership role to improve quality and safety of clients' care within a variety of healthcare settings.
3. Integrate reliable evidence to inform practice and make clinical judgments.
4. Demonstrate skills in information technology and client care technologies to facilitate ethical and safe care.
5. Recognize local, state, national, and global trends in health policy and regulation and its effect on nursing practice.
6. Use professional communication and collaboration skills to deliver safe and evidence-based, client-centered care.
7. Use evidence-based disease prevention and health promotion practices across the life span.
8. Demonstrate the professional standards of moral, ethical, and legal conduct.
9. Synthesize core knowledge and skills for generalist nursing practice across the life span in a variety of healthcare settings.

Graduates of the BSN program are expected to perform according to the American Nurses Association (ANA) Standards of Practice, The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN), 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). (<https://www.ccneaccreditation.org>)

Admission Requirements

Admission to the Alvernia University Bachelor of Science in Nursing program is determined on an individual basis at each entry level. Applicants to the Nursing program are evaluated in a holistic manner, taking into consideration standardized test scores (SAT or ACT), high school GPA, and rigor and type of high school courses taken. 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 prerequisite college level science courses.

- First-time college students must meet the general admission requirements of Alvernia University.

- First-time college students with less than 12 credits of college work must have a composite score (Math and Evidenced-Based Reading/Writing sections) on the SAT of 1030 or greater and a high school grade point average of 3.0 or higher, with consideration given to college preparatory courses of study.
- Two letters of reference.

As required by the Pennsylvania State Board of Nursing, applicants shall have completed work equal to a standard high school course with a minimum of 16 units, including 4 units of English, 3 units of social studies, 2 units of mathematics (1 of which is algebra) and 2 units of science with a related laboratory or the equivalent.

Transfer Students at the Sophomore Level

This level is for students who have completed at least 30 credits of college level work including the prescribed science courses for the freshman year. To be eligible for admission to and placement in the nursing program at the sophomore level (NUR 209, NUR 210) applicants must:

- Meet the general admission requirements of Alvernia University
- Provide official transcripts of completed college work and courses in progress
- College students must have a grade point average of at least a 3.0 with consideration given to individual courses. Science course grades of C+ or higher are ordinarily required for admission. Grades and credits from developmental courses are not considered.
- Not have repeated any required science course more than one time for a passing grade and may have repeated no more than three total required science courses at any/all previous institutions they have attended.
- Demonstrate successful completion of three of four of the required sciences (each including a lab), 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 a nursing program at another institution of higher education must meet the general admission requirements of Alvernia University and have a minimum cumulative grade point average of 3.0. A grade of C+ or higher is expected for transfer science courses. Students transferring from another nursing program may not have repeated any required science course more than one time for a passing grade and may repeat no more than three total required science courses at any/all institutions they have attended, including Alvernia. Transferability of specific nursing courses is judged in relation to the Alvernia University nursing courses and curriculum sequence. Evaluation of transfer courses, based on official transcripts and, when requested, specific course syllabi, is completed in the Registrar's Office and will follow university policy. Students transferring from another nursing program must submit a letter of good standing from the director of the program at which they were previously enrolled or are presently studying. Final decisions regarding transfer into the nursing major are made by the nursing Department Chair.

Progression Policies for all Nursing Students

- Achievement of a "C+" or better in each nursing (NUR) course. Students may repeat/delete only one nursing course throughout the nursing program.

- Students who receive a grade of less than a “C+” in a nursing course may not progress in nursing courses for which that course is a prerequisite.
- Achievement of a “C” or better in each required science course. Students may repeat no more than three required foundational science courses (including BIO 107, BIO 117, BIO 108, BIO 118, CHE 106, CHE 109, and BIO 220) in order to earn a passing grade of at least a “C” and may repeat no single science course more than one time.
- Students who receive a grade of less than “C” in a required science course may not progress in nursing courses for which that science is a prerequisite.
- Students may not withdraw from any single NUR course more than one time and may not withdraw (without receiving a grade) from more than two total NUR courses during the time they are enrolled in the nursing program.
- Maintain a cumulative GPA of 2.5. Students whose cumulative GPA falls below 2.5 will be placed on Nursing Department academic probation for one semester and may be academically dismissed from the Nursing Program if the GPA does not meet the minimum standard by the end of the next regular semester.
- Successful completion of ATI Computer Assessments as specified in course syllabi.
- Students must display professional, ethical behavior in the classroom and clinical setting as outlined in the BSN Student Handbook.
- Adhere to policies found in the BSN Student Handbook, the Alvernia University catalog and the Undergraduate Student Handbook.
- Students who fail to meet the BSN Program progression standards will be notified in writing by the Department Chair of their dismissal from the program and referred to academic advising for assistance in selecting a new major. Students who do not drop any NUR courses from their class schedules within one month of this notification will be removed from these courses. Students who do not change their major within two months of such official notification will have their status changed to “Undeclared major” until they make a decision about their academic plan.

Other Requirements

In addition to Alvernia University’s health policies, nursing students are required to adhere to clinical facility health requirements. Documentation of receiving all required and recommended immunizations is required. Prior to entering the first nursing clinical course (NUR 220), certification in CPR (adult, child, and infant), HIPAA training and all required background clearances must be completed. Some clearances and related requirements must be completed annually while in the Nursing Program.

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 BSN Student Handbook.

Additional Fees

Nursing students are responsible for additional expenses, which include, but are not limited to: lab fees, uniforms, CPR, child abuse clearance fees, testing fees, tuberculin skin test, college identification, transportation/parking associated with clinical practice and applications for NCLEX and licensure.

BACHELOR OF SCIENCE IN NURSING

Minimum credits: 123 credits

Total Nursing Credits: 61 credits

Required Nursing Courses: NUR 209, 210, 218, 220, 311, 312, 315, 317, 408, 409, 410, 412, 417, and 418.

Related Requirements: The following are required as part of or in addition to the General Education Core: PSY 101, BIO 107/117, BIO 108/118, BIO 216, BIO 220, BIO 410; CHE 106/109; THE 210; MAT 100*, MAT 208.

**MAT 100 may be waived by achieving a passing score on college-wide placement exam in mathematics. Guidelines for transfer students are available from the Admissions Office.*

COURSE DESCRIPTIONS

NUR 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. Offered: Fall

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. Offered: Spring

NUR 209 5 credits

Foundations of Professional Nursing Concepts

This course introduces students to essential nursing skills, which are fundamental to nursing care delivery across all ages and practice settings. The exploration of concepts and practices basic to nursing care are studied. Theoretical knowledge is integrated with prior knowledge of human anatomy and physiology. Acquisition of basic nursing skills prepares students to deliver safe and appropriate care in accordance with standards of professional nursing practice. This course includes both scheduled and self-directed clinical simulation experience. Prerequisites: BIO 107/117, 108/118. Offered: Fall

NUR 210 3 credits

Introduction to Nursing Practice: Roles and Responsibilities

This course prepares pre-licensure nursing students to access, manage, utilize, and communicate information from a variety of sources in a professional, legal, and ethical manner. Essential aspects of the professional nursing role are introduced, including written and oral communication, healthcare informatics, teaching/learning principles, basic legal and ethical considerations, and advocacy.

Information literacy skills are developed through the exploration of topics related to nursing history, concepts and theories, healthcare delivery systems, and professional roles. Skills provide a foundation for safe clinical nursing practice and participation in nursing scholarship. This course meets the Writing Enhanced requirement. Prerequisites: nursing major eligible for sophomore level nursing courses or permission. Co-requisite: NUR 209 or department permission. Offered: Fall

NUR 218 3 credits

Pharmacology and the Nursing Process

The course will provide an overview of the basis of pharmacologic therapy for treatment of a wide variety of health conditions. Major drug classes and principles of pharmacodynamics are addressed, within a holistic, nursing process framework. Nursing responsibilities for medication administration and medication safety are discussed, with an emphasis on client and family education. Complementary therapies are introduced. Prerequisite: NUR 209 and 210. Co-requisite: NUR 220. Offered: Spring

NUR 220 5 credits

Nursing in Health and Illness I: Adult Medical-Surgical Clients

This course introduces the student to professional nursing practice. Students have the opportunity to apply the nursing process to adult clients who are experiencing medical-surgical health alterations. Concepts related to patient-centered care and safety are integrated. Students will be responsible to demonstrate critical thinking skills in implementing and evaluating appropriate nursing interventions. This course includes both scheduled and self-directed simulation experiences in addition to placement in clinical settings. Three classroom hours and eighty-four clinical practice hours. Prerequisites: BIO 107/117 and BIO 108/118; NUR 209 and 210: completed Health and Immunization Records, Professional CPR Certification, completed FBI clearance, completed Pennsylvania Child Abuse History Clearance, Criminal Record Check and Drug Screen. Co-requisite: NUR 218. Offered: Spring

NUR 311 3 credits

Health Assessment Across the Life Span

The nursing process guides the introduction of skills of development, psychosocial, cultural and physical assessment. Learning activities are designed to facilitate acquisition of theory and skills necessary to perform health assessment of the individual throughout the life span. Two class hours, two lab hours. Prerequisite: PSY 101; BIO 107, 108, 117, 118, 220; CHE 106/109 or CHE 104/110; NUR 218, 220. Co-requisite: NUR 315. Offered: Fall

NUR 312 3 credits

Transcultural Nursing

Focuses on healthcare practices and beliefs in a variety of cultures. Political, economic, spiritual and geographic factors affecting healthcare are explored within the context of cultural systems and the client's perception of health, illness and care. Client education and nursing research are integrated with accepted anthropological and sociological concepts and theories. This course fulfills the human diversity graduation requirement. Prerequisites: NUR 311, 315. Offered: Spring

NUR 315 9 credits

Nursing in Health and Illness II: Birth and Childhood to Adulthood

This course focuses on nursing practice for common health concerns of adults and childbearing families. Growth and development principles throughout the lifespan are emphasized as they relate to evidence-based healthcare.

Intermediate level nursing skills are practiced in a variety of acute care and community settings. Six classroom hours and 126 clinical practice hours. Prerequisites: PSY 101; BIO 107/117, 108/118, 220; CHE 106/109 or CHE 104/110; NUR 218, 220. Co-requisite: NUR 311. Offered: Fall

NUR 317 5 credits

Nursing in Health and Illness III: Behavioral Health and Chronicity

Focuses on using the nursing process to facilitate optimal health for individuals with chronic illnesses and their families. Discussed are nurses' various roles and responsibilities when designing and implementing a comprehensive plan of care for clients with acute and chronic behavioral health problems and medical-related chronic illnesses. Principles of psychopharmacology and evidence-based practice are integrated throughout the course. Students have the opportunity to utilize the nursing process while establishing therapeutic alliances within a variety of acute care, chronic care, and community-based settings. Three classroom hours and eighty-four clinical practice hours. Prerequisites: NUR 218, 220, 311, 315; PSY 101; BIO 107/117, 108/118, 220; CHE 106/109 or CHE 104/110. Offered: Spring

NUR 408 3 credits

Introduction to Research Methods

This course serves as an introduction to the methodologies and design of nursing research. Opportunity is given to develop critical thinking skills and apply these skills to understanding research and the research process. As a basis for professional practice, students will analyze and discuss the clinical relevance of study findings and their implications for nursing practice. Prerequisite NUR 312 and 317. Pre- or Co-requisite: MAT 208 or 209, or permission of instructor. Offered: Fall

NUR 409 3 credits

Leadership and Ethical Dimensions for Nursing Practice

Provides the professional nurse graduate with knowledge and skills essential to be a healthcare designer, coordinator and manager within a personal and professional ethical framework. Skills essential to this role are leadership, communication, collaboration, negotiation, coordination and evaluation of interdisciplinary healthcare teams for the purpose of outcome based practice. Prerequisites: NUR 408, 410, 412. Co-requisites: NUR 417, NUR 418. Offered: Spring

NUR 410 5 credits

Nursing in Health and Illness IV: Adult and Geriatric Clients

This course addresses changes that accompany the aging process and relates these changes to adult human responses to selected health problems. Students apply the nursing process to complex health problems, integrating knowledge of nursing research, ethical-legal issues, and economics as they influence client health outcomes. The course presents concepts and applications for adults in later life,

including grief and loss, palliative care, and death and dying. Three classroom hours and 108 clinical practice hours. Prerequisites: NUR 311, NUR 315, NUR 317, BIO 410. Offered: Fall

NUR 412 5 credits

Nursing of the Family and the Community

This course focuses on the synthesis of public health promotion and maintenance principles within the nursing framework and the role of the professional nurse in various community settings. Family systems are explored. Students demonstrate the application of community health concepts with integration of wellness and health promotion programs for individuals, families and community groups. Three classroom hours and eighty-four supervised clinical practice hours. Prerequisites: NUR 311, NUR 312, NUR 315, NUR 317. Offered: Spring

NUR 417 6 credits

Nursing Role Synthesis Practicum

As a capstone course, the focus is on implementing the coordination role of the professional nurse with groups of clients and caregivers to participate in management activities. Theories of leadership and management and related research are identified and applied to professional nursing within a variety of healthcare systems. Focus is on refinement of critical thinking skills important to the entry-level role of the professional nurse. 190 total clinical hours/Simulation/related clinical activities. Prerequisites: NUR 408, 410, 412. Co-requisites: NUR 409, NUR 418. Offered: Spring

NUR 418 3 credits

Nursing of the Acute and Critically Ill

Focuses on nursing care of all ages responding to potential and actual complex alterations in health related to neurological cardio-vascular, endocrine and respiratory systems. The student is afforded the opportunity to increase nursing knowledge to provide care in complex acute and long-term healthcare needs. Critical care concepts are addressed. Prerequisite: NUR 410. Co-requisite: NUR 417. Offered: Spring

NURSING

RN TO BSN COMPLETION PROGRAM

The purpose of the Bachelor of Science in Nursing (BSN) program is to enhance the professional competency of the Registered Nurse within a Christian-oriented environment. The RN to BSN Completion Program is designed for Registered Nurses who are graduates of diploma or associate degree nursing programs, or new graduates anticipating taking the NCLEX-RN examination. The primary goal of the RN to BSN Completion Program is to prepare graduates to integrate values, skills, knowledge, and ethical standards of the nursing profession into their nursing practice. The graduates will develop and enhance their expertise to deliver healthcare to individuals across the lifespan, families, and community groups in a wide range of healthcare environments. Based upon transfer credits and completion of general education and nursing courses, students can complete the program in approximately 1-3 years (full-time versus part-time).

The BSN program is designed to prepare the students for professional practice, summarized by the following nine outcomes expected of our graduates. Upon graduation the RN to BSN nursing student will be able to:

1. Demonstrate a solid base in liberal education – humanities, social sciences, and natural sciences – to inform generalist nursing practice.
2. Assume an ethical leadership role to improve quality and safety of clients' care within a variety of healthcare settings.
3. Integrate reliable evidence to inform practice and make clinical judgments.
4. Demonstrate skills in information technology and client care technologies to facilitate ethical and safe care.
5. Recognize local, state, national, and global trends in health policy and regulation and its effect on nursing practice.
6. Use professional communication and collaboration skills to deliver safe and evidence-based, client-centered care.
7. Use evidence-based disease prevention and health promotion practices across the life span.
8. Demonstrate the professional standards of moral, ethical, and legal conduct.
9. Synthesize core knowledge and skills for generalist nursing practice across the life span in a variety of healthcare settings.

The RN to BSN Completion Program adopts the American Nurses Association (ANA) Code of Ethics and the Pennsylvania State Board of Nursing Professional Conduct Standards as guides for professional nurse behavior. These standards are based on an understanding that to practice nursing as an RN, the student agrees to uphold the trust that society has placed in the nursing profession. The statements of the Code and Standards provide guidance for the RN student to develop ethical foundations for practice and assist in the holistic development of the nurse. The curriculum reflects current national recommendations to increase diversity, safety, technology, and evidenced-based practice for the purpose of improving healthcare outcomes.

The RN to BSN Completion Program at Alvernia University is accredited by the Commission on Collegiate Nursing Education (CCNE). (<https://www.ccneaccreditation.org>).

Admission Requirements

Students are admitted to Alvernia University and are fully accepted in the RN to BSN Completion Program when the following documentation is submitted:

- RN to BSN Completion Program application
- Evidence of high school completion/graduation
- Photocopy of a current Pennsylvania Registered Nurse License (submit after NCLEX is completed). Students may be admitted to the RN to BSN Completion Program prior to passing the NCLEX; however, students are not permitted to progress and register for the two clinical courses (NUR 403 and 405) without a current and valid RN license.

Course Sequence

Courses are predominantly designed to be taken non-sequentially. However, it is strongly recommended that students take 300 before 400 level nursing courses because generally 400 level courses build on

knowledge and skills obtained in 300 level courses. Students typically plan to take the two clinical courses (NUR 403 and 405) back-to-back in consecutive semesters (maybe taken in either order).

Progression Policies

- 123 credits required for Bachelor of Science in Nursing degree
- 33 of the last 60 credits must be taken at Alvernia University. Up to 90 transfer credits may be accepted.
- Minimum of 30 credits at the 300/400 level.
 - RSHS 3+1 Dual Enrollment-RN to BSN students only: Minimum of 25 Alvernia credits at the 300/400 level.
- Community service and human diversity requirements met in major
- Both theoretical and clinical components of the professional nursing courses must be satisfactorily completed
- A grade of “C” or better in all nursing courses is required to progress in the RN to BSN Completion Program
- Some liberal arts courses may be challenged by the College Level Examination Program (CLEP)
- Maintain a cumulative GPA of 2.0
- Adhere to the Alvernia University Catalog, Student Handbook, and Nursing Department RN to BSN Completion Program Student Handbook policies

BACHELOR OF SCIENCE IN NURSING

Curriculum Overview

Each student will be personally advised on what applies to Alvernia University’s graduation requirements.

Credit Breakdown:

Diploma or ADN	67-75 credits
Maximum total transfer credits	90 credits
Alvernia’s Course Requirements	33-56 credits

Minimum credits: 123 credits

Total Nursing Credits: 31 credits

Required Nursing Courses: NUR 303, NUR 307, NUR 316, NUR 318, NUR 320, NUR 403, NUR 405, NUR 411, NUR 419

Related Requirements: The following are required as part of or in addition to the liberal arts core: Composition and Research (3 credits), Communication (3 credits), Art/Music/Theatre (3 credits), Literature (3 credits), Mathematics - statistics required (3-4 credits), History or Social Science (3 credits), Philosophy (3 credits), Philosophy/Theology (3 credits), and Medical Moral Theology (3 credits).

COURSE DESCRIPTIONS

NUR 303 1 credit

Preparation for Professional Writing

This course is designed for students to develop proficiency in information access and evaluation skills. The principles and techniques of academic writing along with other types of writing used by professional nurses will be introduced. Students will transform information into clear and concise narratives. Enrollment limited to professional RNs or with permission of the Department Chair.

NUR 307 3 credits

Concepts and Theories

The course provides an overview of historical aspects, contemporary issues, and future trends in nursing practice within a legal, moral, ethical, and political framework. The course introduces practicing nurses to multiple nursing theories, philosophies, and conceptual models with application to practice. This course is limited to professional RNs. Pre or co-requisite: NUR 303.

NUR 316 3 credits

Health Assessment across the Lifespan for Professional Nurses

The nursing process guides the enhancement of skills for the systematic collection, organization, interpretation, integration, and communication of data reflecting the health status of individuals. Building upon skills obtained in nursing practice, learning activities within the classroom and clinical laboratory are designed to facilitate acquisition of theory and skills necessary to perform a holistic assessment of individuals across the lifespan. This course includes classroom and laboratory components and is limited to professional RNs.

NUR 318 3 credits

Developing Cultural Competency and Global Awareness

This course focuses on improving the safety and quality of nursing practice in the light of our country's cultural pluralism. Healthcare practices and beliefs of selected cultures in the United States, as well as legal, moral, ethical, political, economic, spiritual, and geographical factors impacting healthcare in a pluralistic society are explored. Client education and nursing research are integrated with accepted anthropological and sociological concepts and theories. This course fulfills the human diversity graduation requirement. This course is limited to professional RNs. Pre or co-requisite: NUR 303.

NUR 320 3 credits

Introduction to Healthcare Informatics

This course introduces the student to an overview of the basic concepts of healthcare informatics. This course integrates nursing science with computer technology and information science used to enhance the student's use of information technology for developing, evaluating, and disseminating healthcare information. Pre or co-requisite: NUR 303 or permission of the Chair.

NUR 403 6 credits

Health Restoration in the Aging Population

The nursing process is utilized to explore theories of health promotion and restoration in the aging population with chronic illness. Various cultural and complementary modalities used in health restoration are introduced with a focus on family support and community resources. Research studies are reviewed that relate to nursing care of aging patients in the community and hospital setting. Provided is an overview of holistic care for individuals and family members that assures quality end-of-life care. This course includes a clinical component and is limited to professional RNs.

NUR 405 6 credits

Health Promotion in Families and Communities

This course introduces varied aspects of community and public health nursing through the nursing process. Strategies will be utilized for health maintenance, health promotion, and disease prevention for clients of all ages, their families, the community, and multicultural populations. This course includes a clinical component and is limited to professional RNs.

NUR 411 3 credits

Nursing Leadership and Management

This course provides the professional nurse with knowledge and skills essential to be a coordinator, manage, and leader within a personal and professional ethical framework. Skills essential to this role are leadership, communication, collaboration, effective time-management, appropriate negotiation, coordination and evaluation of interdisciplinary health care teams for the purpose of outcome based practice. This course is limited to professional RNs. Pre- or co-requisite "NUR 303: Preparation for Professional Writing".

NUR 419 3 credits

Research Methods for Professional Nurses

This course provides a comprehensive introduction to principles and practices underlying nursing research. Professional nurses are prepared to analyze, critique, interpret and apply evidence-based research to nursing practice. Nurses relate the value of using evidence-based data in their nursing practice. This course builds on nurses' experience and expertise by introducing quality improvement principles and tools that support a culture of improvement. The underpinning of the course shows professional nurses how to enhance a culture of improvement and use evidence-based research with the goal of improving patient/client outcomes. This course is limited to professional RNs.

Pre or co-requisite: MAT 208 or 209 or permission of Chair/Program Director. Pre or co-requisite: NUR 303.

MASTER OF SCIENCE IN NURSING (MSN)

The MSN program is designed for professional nurses and offers two tracks: Nursing Education and Nursing Leadership and Healthcare Administration. The Nursing Education track offers in-depth study in the area of nursing education and a selected clinical practice focus. The Nursing Leadership and Healthcare Administration track is designed to develop qualities and skills to be effective leaders within

local, regional, or national healthcare settings. The MSN program allows students to apply theory and research principles in a capstone project.

Multiple teaching-learning formats will help students excel in graduate studies. Courses are dynamic and utilize cutting edge distance-education technology to compliment supportive classroom environments. Alvernia University's Nursing Department has four Clinical Simulation Laboratories that are advanced and offer a superb opportunity for the MSN student to practice teaching-learning in a state-of-the-art environment.

OCCUPATIONAL THERAPY

Guided by the complimentary values of Alvernia University (service, humility, peacemaking, contemplation, and collegiality) and the American Occupational Therapy Association (altruism, equality, freedom, justice, dignity, truth, and prudence), the mission of the Alvernia University Occupational Therapy Department is to develop lifelong learners, well-versed in the foundational and emergent knowledge of the profession. The Occupational Therapy Department seeks to prepare graduates who will be skilled reflective practitioners and who are ethical leaders with moral courage engaged in their communities.

The five year combined Bachelor of Science in Health Science and Master of Science in Occupational Therapy degree programs are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929; phone number 301- 652-6611 and web address www.acoteonline.org. Graduates are eligible to sit for the national certification examination for the occupational therapist administered by the National Board of Certification for 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. Please note: A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. For current information and updates, please refer to the university webpage for the occupational therapy program.

Admissions Requirements

Admission requirements of the university must be met before applications to the program are considered. Students accepted by the university may apply for entry into the occupational therapy major by meeting the criteria listed below.

Minimum criteria for first-year students:

- Qualified high school graduates admitted to the freshman year will be able to identify occupational therapy as their field of study.
- Maintenance of an acceptable academic record during the undergraduate phase of the program guarantees the student a place in the professional graduate phase of the program.
- Cumulative Grade Point Average (GPA) of at least 3.0 on a 4.0 scale and a score of 1080 or better on the Evidenced-based Reading and Writing section and the Math Section of the

Scholastic Assessment Test (SAT) of the College Board or a score of 22 on the American College Testing (ACT) examination.

- Observation of occupational therapy in a practice setting is recommended, but not required.

Minimum criteria for transfer students:

- 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
- 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.
- Submit two letters of reference from academic or workplace contacts.

Please note: If seats are available, transfers are accepted at the freshman, sophomore, and junior level only.

Progression Requirements

- A cumulative GPA of 3.0
- Achievement of “C” or higher in all undergraduate OT courses and related required courses and a grade of “P” in OT Fieldwork Practicum courses (OT 482, 483, 587, & 589).
- Any student not earning a cumulative GPA of 3.0 at the end of any semester will be placed on academic probation within the OT program. Any student on OT program academic probation more than two consecutive semesters will be dismissed from the program. Review of the GPA occurs twice a year at the end of the fall and spring academic semesters.
- The repeat/delete option may be used three times total for grades below a “C” or an “F” in a pass/fail course in all OT courses/practicums and related required courses. This repeat/delete option can be used only one time for any one course. If the second attempt does not result in a grade of “C” or higher or “P” in FW II, the student will be dismissed 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 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.”
- Criminal background checks, abuse history clearances, health and immunization records, and negative drug screens are required for placement at a level I and II fieldwork sites.
- For students in the 5-year BSHS & MSOT track, academic honors will be awarded according to the cumulative GPA at the end of the semester prior to the start of the first Level II Fieldwork.

Advancement to the graduate phase:

Alvernia University students in the five-year BSHS to MSOT track who have successfully completed the undergraduate phase of the program including successful completion of Level II fieldwork may transition directly into the graduate phase of the program.

- A cumulative GPA of 3.0 on a 4.0 scale for all undergraduate work.
- Achieved a final grade of “C” or better in all occupational therapy, prerequisite, and related required courses.
- Completion of all core requirements.
- Completion of all undergraduate requirements.
- Submission and approval of a portfolio of the student’s academic, service, and professional accomplishments.
- Successful completion of all courses connected Level I fieldwork.
- Successful completion of Level II fieldwork. All Level II fieldwork must be completed in sequence and within 24 months following completion of the didactic portion of the program and no part of Level I fieldwork can be substituted for any part of Level II fieldwork.

Retention in the Graduate phase of the Occupational Therapy Program is dependent upon:

- Achievement of final grade of “B” or better in all Occupational Therapy graduate courses.
- Upon completion of five graduate courses (including the COR courses), students with full graduate status must achieve and thereafter maintain a cumulative grade point average of 3.0 or higher to be retained in the program. Review of the GPA occurs twice a year at the end of the fall and spring academic semesters.
- Students in the BSHS and MSOT degree program are permitted to utilize the repeat/delete option twice in total for all graduate courses taken at Alvernia University, but only one time for any individual course (COR or OT).
- All graduate course work must be completed within 24 months of starting the graduate phase of the occupational therapy program.

COMBINED BACHELOR OF SCIENCE IN HEALTH SCIENCE AND MASTER OF SCIENCE IN OCCUPATIONAL THERAPY**Course Requirements**

OT courses must be taken in sequence. All OT majors must achieve a final grade of “C” or better in all undergraduate OT courses, a grade of “P” in OT 482 and OT 483, prerequisites and related required courses and a final grade of “B” or better in all graduate courses. The repeat/delete option may be used three times total for undergraduate occupational therapy courses, and twice in total for graduate courses, but only one time for any individual course (COR or OT).

All Level II Fieldwork must be completed in numeric sequence and within 24 months following completion of the didactic portion of the program. No part of Level I fieldwork can be substituted for any part of Level II fieldwork. Students with a health or physical challenge may be asked to obtain a physician’s statement that the condition will not be aggravated by or endanger clients/patients associated with the student in required coursework and fieldwork experiences. Reasonable accommodations will be made for students to meet ADA regulations.

Prior to fieldwork experience, students are required to submit to the university, and to fieldwork centers (as applicable):

- Proof of ownership of health/accident insurance coverage
- Face-to-face certification in Cardiac Pulmonary Resuscitation (CPR) and First Aid
- Criminal record check (ACT 151) and
- Pennsylvania Child Abuse History clearance forms (ACT 34)
- Mandatory Reporter Training (ACT 126)
- FBI clearance.

In addition, clinical sites may request

- medical clearances,
- immunization records,
- and/or the results of drug tests.

Students who are unable to meet these requirements cannot progress in the occupational therapy program.

It is recommended that students may take no more than three additional credits while enrolled in OT 482 and/or OT 483 and must have approval of the program director if they wish to do so. Student grievance policies are included in the *Undergraduate and Graduate Student Handbook*.

All graduate course work must be completed within 24 months of starting the graduate phase of the occupational therapy program.

Students in good standing who leave the occupational therapy program may re-enroll and will be considered for re-instatement if space is available. Requirements for readmission to Alvernia University must be met and students must comply with any changes to the program.

Major: 81 credits

OT 101, 321, 323, 325, 327, 332, 334, 336, 381, 382, 421, 423, 427, 481, 482, 483, 513, 517, 518, 522, 526, 605, 607, 620, 624. All 300-400 level OT courses must have a final grade of "C" or higher. All 500-600 level courses must have a final grade of "B" or higher.

Related Area: 33 credits

PSY 101, 208, 250; SOC 111; BIO 107/117, 108/118, 208, 211; MAT 208 –these must have a final grade of "C" or better.

COR 520 - must have a final grade of "B" or better.

Recommended: 3 credits

OT 429 (approved to meet the General Education requirement for a Writing Enhanced course).

COURSE DESCRIPTIONS

OT 101 3 credits

Introduction to Occupational Therapy

This course is designed for all students interested in occupational therapy. It provides an overview of the history, philosophical base, values, standards, and ethics of the occupational therapy profession and its practitioners. It introduces professional organizations, terminology, concepts and regulatory requirements of the profession. Required for freshmen occupational therapy students.

Recommended but not required for transfer students. For transfer students, a course from a major or discipline related to occupational therapy may be accepted to meet the degree requirement. Offered: Fall and Spring

OT 321 3 credits

Activity Analysis

Examines the theories underlying the use of occupation and purposeful activity in occupational therapy. Students will examine the principles of activity analysis within the scope of the occupational therapy process. They will identify how to analyze, grade, adapt, and teach activities to enable an individual to engage in chosen occupations to fulfill life roles and will learn how to integrate adaptive devices to promote individual occupational functioning. Laboratory sessions will provide students with the opportunity to practice and apply classroom- learned concepts. OT majors only. Prerequisites: Formal acceptance into the OT program or permission of the Program Director, PSY 101, SOC 111.

Prerequisite/Co-requisite: OT 101. Offered: Fall

OT 323 3 credits

Paradigms and Theories in OT

The historical and philosophical foundations, paradigms, theories, and practice models that guide occupational therapy practice are examined as well as emerging models in response to a growing knowledge base. The historical and theoretical base for professional attitudes, values, and standards of behavior are explored as they provide a foundation for service to clients and the profession. OT majors only. Prerequisites: Formal acceptance into the OT program or permission of the Program Director.

Prerequisite/Co-requisite: OT 101. Offered: Fall

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, and a grade of C or higher in BIO 107, BIO 117, BIO 108, BIO 118 and BIO 211. Offered: Fall

OT 327 3 credits

Occupational Therapy Process

Focuses on understanding and implementing the occupational therapy process, including evaluation (occupational profile and analysis of occupational performance), intervention (planning, implementing and reviewing), and outcomes (engagement in occupations) as a foundation to clinical reasoning. Concepts will be reinforced during weekly laboratory sessions. OT majors only. Prerequisites: Formal acceptance into the OT program or permission of the Program Director, OT 101 Prerequisite/Co-requisite for admitted freshmen and sophomores, Co-requisite: OT 381. Offered: Fall

OT 332 3 credits

Grading & Adapting with Low Technology

This course will build upon the concepts identified in OT 321 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, and a grade of C or higher in OT 321, OT 323, OT 325 and OT 327. Offered: Spring

OT 334 4 credits

Occupational Performance I: Pediatrics

This course will provide students with the knowledge, skills, and professional behaviors to implement occupation-based practice in current and emerging areas of service delivery in the area of pediatric occupational therapy. Best practice will be emphasized through critical thinking skills and the use of scientific inquiry and research. Techniques, strategies and practical skills for the promotion of health and participation utilizing engagement in occupations that are meaningful to clients will be reinforced during weekly lab sessions and refined during concurrent level I fieldwork experience. OT majors only. Prerequisite: Formal acceptance into the OT program or permission of the Program Director, and a grade of C or higher in OT 321, OT 323, 325 and OT 327. Co-requisite OT 382. Offered: Spring

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, and a grade of C or higher in OT 321, OT 323, OT 325 and OT 327. Co-requisite: OT 382. Offered: Spring

OT 381 1 credit

Fieldwork I Seminar I

Students will apply knowledge gained in concurrent OT courses to practice settings. With supervision, students will be provided the opportunity to observe and carry out professional responsibilities. Students will be guided in the process of developing the reflective skills needed for professional development. Students can expect to spend all or part of one day per week at a clinical site during the duration of the course. OT majors only. Prerequisites: formal acceptance into the OT Program or Permission of the Program Director. To insure the safety of the work environment, fieldwork sites require extensive documentation of clearances including but not limited to background checks, health and immunization status, drug screens, and workplace trainings (CPR, HIPAA, etc). Students will not be permitted to attend their fieldwork placement until all clearances required by the program, the university and the site are completed, documented and approved. Failure to complete clearances will result in a delay to the start of fieldwork, it could also result in the fieldwork site refusing to accept the student and may lead to a grade of "F" in the course. Refer to the Alvernia University OT Student Handbook for full FW I requirements. Students are responsible for maintaining current health insurance, travel arrangements and costs during fieldwork. Co-requisite OT 327. Offered: Fall

OT 382 1 credit

Fieldwork I Seminar II

Students will apply knowledge gained in concurrent OT courses to practice settings. With supervision, students will be provided the opportunity to observe and carry out professional responsibilities. Students will be guided in the process of developing the reflective skills needed for professional development. Students can expect to spend all or part of one day per week at a clinical site during the duration of the course. OT majors only. Prerequisites: formal acceptance into the OT Program or Permission of the Program Director. To ensure the safety of the work environment, fieldwork sites require extensive documentation of clearances including but not limited to background checks, health and immunization status, drug screens, and workplace trainings (CPR, HIPAA, etc.). Students will not be permitted to attend their fieldwork placement until all clearances required by the program, the university and the site are completed, documented and approved. Failure to complete clearances will result in a delay to the start of fieldwork, it could also result in the fieldwork site refusing to accept the student and may lead to a grade of "F" in the course. Students are responsible for maintaining current health insurance, travel arrangements and costs during fieldwork. Co-requisite OT 334 and OT 336, or permission of the OT Program Director. Offered: Spring

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, and a grade of C or higher in OT 321, OT 323, OT 325 and OT 327. Co-requisite: OT 481. Offered: Fall

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, and a grade of C or higher in OT 321, OT 323, OT 325 and OT 327. Co-requisite: OT 481. Offered: Fall

OT 427 3 credits

Adapting and Grading-High Technology

Explores the expanding use of technology as it relates to all aspects of occupational therapy service delivery. Students build upon concepts learned in Grading and Adapting with Low Technology to the application of technology to increase function and improve quality of life for individuals. Students will explore the use of emergent technology in both client care and professional promotion capacities.

Techniques and strategies for the teaching and practicing of occupational performance promotion will be completed in weekly lab sessions. OT majors only. Prerequisite: Formal acceptance into the OT program or permission of the Program Director, OT 332 (Grade C or higher). Offered: Fall

OT 429 3 credits

Writing for the Professional Occupational Therapist

This course will provide students with the knowledge and competencies to communicate effectively as occupational therapy professionals through a variety of writing mediums. Formal and informal written communication will be explored with an emphasis on reflective critical thinking, clear concise delivery, respectful professional tone, and language appropriate for a variety of the intended audience. The course will include a focus on professional writing to support an evidence-based profession. OT majors only. This course meets the Writing Enhanced requirement. Prerequisite: Formal acceptance into the OT Program or Permission of the OT Chair. Offered: Fall

OT 481 1 credit

Fieldwork I Seminar III

Students will apply knowledge gained in concurrent OT courses to practice settings. With supervision, students will be provided the opportunity to observe and carry out professional responsibilities. Students will be guided in the process of developing the reflective skills needed for professional development. Students can expect to spend all or part of one day per week at a clinical site during the duration of the course. OT majors only. Prerequisites: formal acceptance into the OT Program or Permission of the Program Director. To ensure the safety of the work environment, fieldwork sites require extensive documentation of clearances including but not limited to background checks, health and immunization status, drug screens, and workplace trainings (CPR, HIPAA, etc.). Students will not be permitted to attend their fieldwork placement until all clearances required by the program, the university and the site are completed, documented, and approved. Failure to complete clearances will result in a delay to the start of fieldwork, it could also result in the fieldwork site refusing to accept the

student and may lead to a grade of "F" in the course. Refer to the Alvernia University OT Student Handbook for full FW I requirements. Students are responsible for maintaining current health insurance, travel arrangements and costs during fieldwork. Co-requisite OT 421 and OT 423, or permission of the OT Program Director. Offered: Fall

OT 482 6 credits

Occupational Therapy Fieldwork: Practicum I

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

OT 483 6 credits

Occupational Therapy Fieldwork: Practicum II

This is the second in a sequence of two full-time (approximately 32-40 hours per week depending on the site), 12-week or the equivalent, educational experiences at an approved fieldwork site off-campus. It includes 1-2 seminars on campus. Under the supervision of a qualified practitioner, the student integrates undergraduate academic course work by focusing on the application of purposeful and meaningful occupation in the administration and management of occupational therapy services. The fieldwork experience promotes clinical reasoning and reflective practice; and develops professionalism, competence, and compassion as career responsibilities. This in-depth experience in delivery of occupational therapy interventions is an essential foundation for graduate studies. At the completion of this fieldwork students will demonstrate beginning competency for entry-level, generalist, professional practice. OT majors only. Prerequisites: Grade of "P" in OT 482. To ensure the safety of the work environment, fieldwork sites require extensive documentation of clearances including but not limited to background checks, health and immunization status, drug screens, and workplace trainings (CPR, HIPAA, etc.). Students must meet all site-specific requirements before attending their scheduled fieldwork placement. The student is responsible for maintaining current health insurance, travel, and

accommodation expenses. Please refer to the Alvernia University OT Student Handbook for full FW II Practicum requirements. This course is graded Pass/Fail. Offered: Spring

OT 485 1-3 credits

Fieldwork Progression Seminar

This course is individually designed to offer specific support and progression work for the student who experienced an unsuccessful first or second Level II Fieldwork. This course will focus on assisting the student to acquire and practice the knowledge, skills, attitudes, and behaviors considered necessary for a successful full-time occupational therapy clinical placement. This course must be completed after an unsuccessful Level II Fieldwork. Prerequisite: unsuccessful Level II Fieldwork (OT 482 or 483).

OT 513 3 credits

Advocacy and Public Policy

This course focuses on the identification and analysis of those factors influencing change within occupational therapy and the promotion and development leaders within the profession. Examines the needs, resources, policies, and legislation affecting occupational therapy profession at the regional, national, and global levels. Issues of reimbursement, measuring outcomes, developing partnerships, grant writing 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, Passing grade in OT 482 and OT 483 OR Passing grade in OT 587 and 589. Offered: 5 year-Spring; Entry Level-Fall

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. Offered: Fall

OT 518 3 credits

Advanced Practice:

This course is designed to provide in-depth study of a selected area of practice using the Occupational Therapy Practice Framework. Building on knowledge in undergraduate studies and fieldwork experiences, students will apply critical thinking skills and scientific inquiry to inform intervention to individuals, communities, and/or populations in current and emerging practice areas. Topics may vary and will represent persons with disorders and/or health conditions from birth through end of life. OT Majors only. Pre-requisites OT 482 or OT 587 or permission of the Department Chair. Offered: 5 yr-Spring; Entry Level- Fall

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, Passing grade in OT 482 and OT 483 OR Passing grade in OT 587 and 589. Offered: 5 year-Fall; Entry Level-Spring

OT 526 3 credits

Current Trends In OT

This course will explore new and emerging topics of critical interest to meet society's evolving occupational needs. Emphasis will be placed on the distinctive value of occupational therapy and the role of the occupational therapy practitioner in the delivering services to these practice settings. In addition, students will be engaged in activities to ready themselves for entry into the profession, including preparation for the national certification examination. OT majors only. Prerequisites OT 482 or OT 587. Offered: 5 year-Spring; Entry Level-Fall

OT 605 3 credits

Research Design

Exploration of quantitative and qualitative research methodologies used in occupational therapy, and critical evaluation of published research in the field. Students will define an area of interest, identify a clinical scenario around that idea, and complete critical appraisals of current literature on that topic. By the end of the course, students will solidify their clinical question to further investigate in the continuation course OT 620. OT majors only. Prerequisites: MAT 208 or equivalent, OT 607, OT 482 or OT 587; or permission of the Department Chair. Offered: 5 year-Fall; Entry Level-Spring

OT 607 3 credits

Data Analysis for the Occupational Therapist

In this course students acquire the knowledge and technological skills to analyze data in the social sciences. The use of quantitative statistics and qualitative analysis to interpret tests and measurements for the purpose of establishing and delivering evidence-based practice will be explored. In the quantitative tradition, students will use statistical tools to describe and analyze data. In the qualitative tradition, students will use analytical techniques to describe and discover the meaning within artifacts. Issues of reliability, rigor, trustworthiness, and validity central to all research methodologies will be explored. Students will experience using analytical software associated with quantitative and qualitative methods. OT majors only. Prerequisites: Formal acceptance into the OT Program or Permission of the Department Chair, MAT 208 or the equivalent (Grade "C" or higher). Offered: 5 year-Fall; Entry Level-Spring

OT 611 3 credits

Inter-Professional Collaboration

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

OT 620 4 credits

Research Report

In this continuation course from OT 605, students will complete a thorough analysis of their clinical question and write a synthesis of the current research literature, resulting in a critical appraisal of a topic of interest to the profession. Applying the language of research and critical analysis skills will prepare them to be users of research in practice. Seminar discussion format will provide the opportunity to share, develop and critique the work. The capstone activity is the creation of a poster and the public presentation of the content. OT Majors only. Pre-requisites: Students must have earned a "B" or better in OT 605; or permission of the Department Chair. Offered: 5 year-Spring; Entry Level-Fall

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, Passing grade in OT 482 and OT 483 OR Passing grade in OT 587 and 589. Offered: 5 year-Fall; Entry Level-Spring

PHILOSOPHY

The discipline of philosophy engages students in all areas of human inquiry and prepares students to lead examined lives. Students trace the origins and development of fundamental questions, 'What is reality?' 'What is the nature and extent of our knowledge?' 'What are our ethical obligations to others?' 'What makes a life 'good?' 'How should we define beauty and art?' Both lower- division and upper-division courses in philosophy seek to develop problem- solving capabilities and skills in critical thinking in order to articulate, analyze, and synthesize complex ideas. This major prepares students for professional success and further academic pursuits. The degree is suited to graduate studies in many fields in addition to philosophy, providing a solid foundation for law, business, education, and journalism. A minor in philosophy may be taken in conjunction with any other major and can help students gain more perspective on their primary field of interest. Students who study philosophy become adept at creative out-of-the-box thinking that sets them up for success in their future careers.

PHILOSOPHY

Major: 33 credits

PHI 105; 230; one of 200 or 210 or 420; two of 351, 352, 353, 353; 480 and 15 philosophy elective credits. (at least 3 credits of the electives should be a 400 level course).

Minor: 18 credits

COURSE DESCRIPTIONS

**All courses at 200 level or higher require PHI 105, Introduction to Philosophy, or permission of instructor. Students in the mid-degree program are exempt from this requirement.*

PHI 105 3 credits

Introduction to Philosophy

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

PHI 200 3 credits

Introduction to Ethics

An introduction to the philosophical study of morality, this course surveys major moral theories and includes a study of moral and ethical issues encountered in everyday life. Topics include the foundations of morality, moral relativism and skepticism, freedom and responsibility, and the theories of value. The course aims to help students develop their ability to read, write and think critically about ethical issues.

PHI 205 3 credits

Topics in Ethics

As a discussion and analysis of ethical issues and topics from diverse perspectives of moral philosophy, this course fulfills the general education ethics requirement. Topics vary from semester to semester and may be repeated under different topics.

PHI 206 3 credits

Biomedical Ethics

Discussion, explanation, and analysis of major issues in biomedical ethics. Issues such as biomedical research ethics, medical professional ethics, reproductive genetic engineering, end-of-life decision making, maternal-fetal relationships and rights, biological and cognitive enhancements, and justice issues in healthcare will be discussed from the perspective of philosophical viewpoints of ethics, i.e., natural law theory, Kantian deontology, utilitarianism, social contract theory and virtue ethics.

PHI 207 3 credits

Ethics and Community Engagement

Investigates the relationship between ethics and community engagement. Inquires into the nature of social responsibility and moral dimensions of community improvement activities. Introduction to various theories of social change including but not limited to theories of citizenship, social movements, moral

leadership, social justice, civil discourse, and conflict resolution. Discussion of the various roles of civic, nonprofit, governmental and for-profit organizations in contributing to the public good.

PHI 208 3 credits

Ethics and Technology

This course discusses ethical issues of technology, specifically modern technologies. Examples from modern technologies, including but not limited to computer information technology, electronic technology, and biogenetic technology will be introduced and discussed from the perspective of major theories of ethics (Utilitarianism, Kantian Deontology, Natural Law Ethics, Social Contract Theory, and Virtue Ethics). Particular approaches may include social/critical reflection on the development and consequences of technology, analysis of how gender, race, socio-economic or geographic factors impact access and use of technology, and systematic investigation of practices of invention and design on contemporary spheres of the political, spiritual, environmental, and social.

PHI 210 3 credits

Professional Ethics

Study of ethical issues in the professions. Inquires into the nature of professional responsibility and the social role of the professions. Topics include an examination of professional codes of ethics, legal regulation of the professions, the relation between professional rights and social responsibilities, and professional ethics in a global society.

PHI 215 3 credits

Environmental Philosophy

Investigation of the human relation to the natural world from different philosophical perspectives and exploration of human ethical duties with regard to nature including environmental problems. Examination of environmental issues and policies regarding concerns such as economic impact, population, biodiversity, sustainability, climate, and consumption. Fulfills the general education ethics requirement.

PHI 220 3 credits

Ethics and Law

Examination and evaluation of principal theories of the nature and purpose of law: natural law, legal realism and legal positivism. Foundations of the American legal system are examined in relation to these theories.

PHI 230 3 credits

Introduction to Logic

Introduction to traditional and modern logic designed to develop analytical and critical thinking skills in formulating definitions, analyzing arguments, and evaluating hypotheses. Topics include sentential calculus, the syllogism, formal/informal fallacies, and issues of inductive logic.

PHI 235 3 credits

Existentialism

Exploration of the threat of nihilism and the attempt to find or create meaning in contemporary life. Topics include central existentialist themes such as absurdity, alienation, anxiety, responsibility, freedom, engagement, and authenticity. This course considers both Christian and secular approaches to existentialism. Prerequisite: PHI 105.

PHI 240 3 credits

Philosophy of Art and Beauty

Investigation of the nature and function of art, as well as the cognitive and moral import of the experience both of natural and artistic beauty. Readings in ancient philosophy, in the tradition of aesthetics, in phenomenology and in analytic and post-modern thought; artistic works and the writings of artists themselves will also be considered. Prerequisite: PHI 105.

PHI 245 3 credits

Eastern Philosophy and Religion

Exploration of philosophical and religious traditions of Asia. Buddhism, Confucianism, Hinduism, and Daoism will be discussed and compared to Western Traditions (Judeo-Christian Tradition and Ancient Greek Philosophy). Satisfies the diversity requirement.

PHI 250 3 credits

Feminist and Gender Theory

Provides theoretical foundation for interdisciplinary lines of inquiry concerning women, gender and sexuality. This course examines philosophical discourses emerging from feminism and gender studies. The purpose is to deepen our understanding of gender, and its intersection with race, class, sexuality, and nationality, and to examine the influence of power, privilege, and hierarchies in determining social relations. Fulfills the diversity requirement.

PHI 310 3 credits

Metaphysics

Introduction to some of the main problems in the tradition of Western metaphysics. Issues considered include the nature of time and becoming, free will and determinism, the relation between mind and body, and the nature and existence of God. Discussions will focus on the value and significance of humanity's efforts to provide a unified understanding of reality with respect to perennial philosophical problems. May be repeated for credit under different topics. Prerequisite: PHI 105.

PHI 332 3 credits

Minds, Brains, and Computers

Study of philosophical and foundational issues and basic concepts of cognitive science, including information processing, computation, representation, and the mind-body problem. Cognitive science is the scientific study of cognition, integrating contributions from the study of minds, brains, and computers. The idea that binds these different studies together is that the mind is a computational device run by the brain. The course will examine and evaluate this research program.

PHI 335 3 credits

Philosophy of Love and Friendship

A study of love and friendship in Western philosophy and literature. The course will examine some basic questions about the nature of love and friendship that have been raised in the history of Western thought. Prerequisite: PHI 105 or 345.

PHI 345 3 credits

Problems of Philosophy

A study of the fundamental problems of philosophy. Readings in Plato, Aristotle, Descartes, Hume, Kant, and contemporary Philosophy. This personal development of a unified con is designed as an introduction to philosophy for students in the mid-degree program. Other students must have permission of the instructor.

PHI 351 3 credits

Ancient Philosophy

A study of the history of philosophy from Thales to Plotinus. Readings include selected works of the Pre-Socratics, Plato, and Aristotle, the Stoics, Epicureans, and Neo-Platonic philosophers.

PHI 352 3 credits

Medieval Philosophy

A study of the history of philosophy from Boethius to William of Ockham. Readings include selected works of Boethius, Augustine, Abelard, Maimonides, Avicenna, Averroes, Aquinas, Bonaventure, and others.

PHI 353 3 credits

Modern Philosophy

Survey of the history of Western philosophy from the renaissance to the 19th century. Readings from thinkers such as Descartes, Pascal, Locke, Spinoza, Leibniz, Hume, Berkeley, Kant, and Nietzsche. Prerequisite: PHI 105.

PHI 354 3 credits

Topics in Contemporary Philosophy

Study of selected developments and controversies in 19th, 20th, and 21st Century philosophy. Topics could include German idealism, phenomenology, hermeneutics, philosophy of language, analytic philosophy, philosophy of the subject, American pragmatism, postmodernism, post-structuralism, critical theory, feminist philosophy. Course may be repeated for credit. Prerequisite: PHI 105.

PHI 420 3 credits

Social and Political Philosophy

Readings from major historical sources in social and political philosophy. Focus on issues such as the grounds of political obligation, nature of justice, and relation between freedom and human rights.

PHI 440 3 credits

Great Thinkers

Intensive study of the thoughts of outstanding philosophers from the ancient, medieval, modern or contemporary periods.

PHI 480 3 credits

Capstone

Theology and Philosophy seniors complete this capstone course during their final year of undergraduate studies. The course engages the most basic and fundamental questions of human experience from a dual disciplinary perspective, which is rooted in each program's commitments to open inquiry, reflection, and rigorous critical engagement.

PHYSICAL EDUCATION

All physical education activity courses are graded on a pass/fail basis except PED 133 and PED 304. A total of six activity credits in physical education may be applied to a baccalaureate degree (excluding PED 304).

COURSE DESCRIPTIONS

PED 103 1 credit

Dance

The basic concepts of dance as an art and movement form are covered. The various forms of dance vary from semester to semester and may include Jazz, Country Line, Modern, Hip-Hop, or Latin dance. Refer to the current course offerings for the specific type of dance course offered. This course may be repeated under different topics.

PED 105 1 credit

Varsity Experience

Varsity athletes may receive credit for varsity participation. Following completion of the season, an athlete must apply for credit. An athlete may only receive one credit for same varsity sport.

PED 119 1 credit

Martial Art

The basic concepts of martial arts and self-defense are covered. The forms of martial arts vary from semester to semester and may include Karate, Tae Kwon Do, or Kickboxing. Refer to the current course offerings for the specific type of martial arts course offered. This course may be repeated under different topics.

PED 133 1 credit

CPR/AED for the Professional

Students are exposed to skills appropriate to many emergency situations when immediate help is needed, and medical help delayed. Successful completion of this course earns the student the American

Red Cross certification, which will expire after two years. Students may repeat this course one time when their certification expires.

PED 205 1 credit

Varsity Experience

Students involved in a second varsity sport may apply for a second physical education credit.

PED 304 3 credits

Wellness for Life

Study of the concepts that contribute to a lifestyle of wellness. Topics include principles of wellness, principles of community health, non-infectious diseases, accident and injury prevention, AIDS, STDs, nutrition, body composition, cardiovascular fitness, flexibility, strength, mental and emotional health, personality traits, stress, steroids, cancer, and substance abuse. Students appraise their personal wellness levels and design a personalized fitness program that is practically applied.

DOCTOR OF PHYSICAL THERAPY

The Alvernia University Doctor of Physical Therapy (DPT) program has been granted full Accreditation status by the Commission on Accreditation in Physical Therapy Education (CAPTE) (see statement below). The DPT program is a clinical post-graduate doctoral program that is 3 years in length that represents the required credential for the preparation of graduates to be eligible for licensure and employment as a physical therapist.

The DPT program is offered in a 4+3 year and 3+3 year curricular format. Prospective students with an earned bachelor's degree from Alvernia or another four-year accredited institution are welcome to apply to the 4+3 year format. The 3+3 year format enables Alvernia students who are admitted into 1 of 4 majors to follow a curricular plan in that major with the intention to be admitted to the DPT program in their senior year, upon completion of all requirements. Interested students should contact Dr. Christopher Wise, Physical Therapy Department Chair at christopher.wise@alvernia.edu. The processes and policies that govern admission into and progression through the DPT Program can be found at <https://www.alvernia.edu/academics/graduate-programs/dpt-doctor-physical-therapy>

Admission Criteria into the 4+3 Program:

In order to enter the DPT program within the 4+3 format, students must complete the following pre-admission criteria:

- Completed Application for Admission through the Physical Therapy Centralized Application Service (PTCAS) at <http://www.ptcas.org/home.aspx>
- Official transcript(s) demonstrating the achievement of a Bachelor's Degree and official transcripts from each college or university attended revealing a Cumulative GPA of 3.25, Science and pre-requisite GPA of 3.0, or better.

The following pre-requisite courses must be completed with a final grade of “C” or better:

- Human Anatomy and Physiology I and II - 4 credits each with lab
- Biology – 3-4 credits
- Chemistry I and II - 4 credits each with lab
- Physics I and II - 4 credits each with lab
- Social Sciences – 6-9 credits (psychology, sociology/anthropology, humanities)
- Statistics - 3 credits
- English Composition/Writing - 3 credits
- A minimum of 100 hours of observation, which includes experience in both outpatient and inpatient physical therapy settings
- Three letters of reference from a: licensed PT, professor, other non-family member
- GRE taken within the past five years with a minimum score of 150 on Verbal and Quantitative and 3.5 on Analytical
- A written essay
- All prerequisite courses must be completed within 10 years of application to the DPT Program.
- Advanced Placement (AP) courses taken in high school if accepted by undergraduate admissions upon entrance into the university will be accepted as fulfilling the pre-requisites for entrance into the DPT Program. These courses must appear on the undergraduate transcript.
- All decisions are contingent upon maintaining admissions criteria throughout the final semester.
- Non-science pre-requisites (statistics, social science, psychology) may be completed online. For science pre-requisites (biology, chemistry, physics, anatomy and physiology) may have the lecture portions taken online, but the laboratory must be taken in a traditional laboratory setting.

Important Dates:

January 15: General Applications close

March 1: General applicants notified of decision

Admission Criteria into the Alvernia Accelerated (3+3) Program and Alvernia 4+3 Program:

Accelerated (3+3) Program Admission: Decisions regarding admission into the university will be made by the Office of Admissions. Admission into the DPT accelerated (3+3) program will be available to students who meet the criteria (3.5 high school GPA). Admission into the accelerated program will be determined by the Department of Physical Therapy admissions committee in accordance with the university undergraduate admissions policies. Upon timely completion of ALL admission criteria, applicants will be offered admission into the accelerated program upon entrance into the university and upon timely completion of ALL admission criteria will be offered conditional guaranteed admission into the graduate DPT Program, as determined by the maximum number of allotted seats in the program as determined by accreditation. Students within the accelerated (3+3) format will follow a curricular plan in one of four majors with “DPT” listed as the student’s second major. The majors include Biochemistry,

Biology, Healthcare Science or Psychology. It is also highly recommended that the Alvernia 3+3 students take Neuroscience (BIO 208) and Kinesiology (BIO 211).

Alvernia 4+3 Program Admission: Students who do not meet the admission criteria into the accelerated program upon entrance into the university may be offered conditional guaranteed entrance into the DPT program upon graduation as a 4+3 student upon completion of ALL criteria for admission. In addition, 4+3 students who have met ALL admission criteria prior to the completion of their junior year (with the exception of in-progress criteria that will be completed prior to admission into the DPT Program) will be offered the possibility of transitioning into the 3+3 accelerated track with admission into the graduate DPT Program in their senior year. Alvernia 4+3 applicants who desire conditional guaranteed admission into the DPT Program post graduation, or upon completion of their junior year, must meet all of the admission criteria, including the required GPA, of 3+3 applicants (3.0 science GPA, 3.25 overall GPA, 3.0 pre-requisite GPA). Admission is also contingent upon successful completion of a formal interview with the DPT admissions committee. It is also highly recommended that the Alvernia 4+3 students take Neuroscience (BIO 208) and Kinesiology (BIO 211).

Application/Admission Timeline: Accelerated 3+3 track applicants, Alvernia 4+3 applicants desiring conditional guaranteed admission, and applicants who desire to enter the program from another university through a formal matriculation agreement, must submit their application through the physical therapy centralized application service (PTCAS) by **October 1** of the year prior to matriculation. Accelerated (3+3) and 4+3 students who have met all of the criteria, students must achieve the required GPA for admission into the DPT program by **January 15** of their junior year to progress into the graduate DPT program. Applicants will be notified of their acceptance status into the program by **March 1**.

Note: If the number of 3+3, Alvernia 4+3 applicants who desire conditional guaranteed admission, or applicants desiring to enter the program from another university through a matriculation agreement who meet all admission criteria exceeds the number of available seats in the program, as determined by the program's accrediting agency, Alvernia 3+3 and 4+3 students will be given first preference followed by students entering within a matriculation agreement from another university. In such cases, Alvernia student applicants then matriculating student applicants will be rank ordered based on: 1. Science GPA, then 2. Overall GPA for final decisions related to admission.

In order to enter the DPT program within the Alvernia accelerated (3+3) format, students must complete the following pre-admission criteria:

- Achieve a cumulative GPA of 3.25, Science GPA of 3.0, pre-requisite GPA of 3.0
- Achieve a minimum grade of "C" in all pre-requisite courses
- All DPT prerequisite courses (listed below) must be taken at a four-year accredited institution. If taken at another institution, only courses in which the student achieved a grade of "B", or higher, will be transferred.
- All 3+3 students must follow the guidelines for applying to the program and submit all required documents through the Physical Therapy Centralized Application Service (PTCAS), which can be accessed through the DPT Program homepage. All decisions are contingent upon the applicant's maintaining admission criteria throughout the final semester.

- A minimum of 100 hours of observation, which shall include experiences in a broad range of settings that include both outpatient and inpatient physical therapy settings. Recommended settings include: skilled nursing facilities, assisted living facilities, pediatric intervention settings, home health settings, acute or sub-acute inpatient rehabilitation settings, acute hospital settings, sports and orthopedic settings, and/or private practices.
- Three letters of reference that shall include one each from a: licensed PT, professor, and other **non-family member**. Applicants should ensure that their chosen references have knowledge of and can speak to the qualities/attributes required of a doctorally-prepared health professional and to their readiness to handle the academic rigor of doctoral study.
- Advanced Placement (AP) courses taken in high school, if accepted by undergraduate admissions upon entrance into the university, will be accepted as fulfilling the pre-requisites for entrance into the DPT Program. These courses must appear on the undergraduate transcript.
- Non-science pre-requisites (statistics, social science, psychology) may be completed online. For science pre-requisites (biology, chemistry, physics, anatomy and physiology), the lecture portion of each course may be taken online, but the laboratory portion of each course must be taken in a traditional laboratory setting.

DPT Prerequisite Courses:

- Human Anatomy and Physiology I and II - 4 credits each with lab
- Biology – 3-4 credits (excluding BIO 109, BIO 203, BIO 115/116)
- Chemistry I and II - 4 credits each with lab
- Physics I and II - 4 credits each with lab
- Social Sciences – 6-9 credits (psychology, sociology/anthropology, humanities)
- Statistics - 3 credits
- English Composition/Writing - 3 credits
- Humanities/Communications – 3 credits (COM 103) OR Interpersonal Communication – 3 credits (COM 213)

Doctor of Physical Therapy Program at Alvernia University is accredited by the Commission on Accreditation in Physical Therapy (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 610-568-1546 or email christopher.wise@alvernia.edu.

For more information regarding the process of accreditation, please contact the:

Commission on Accreditation in Physical Therapy Education 1111 North Fairfax Street
 Alexandria, VA 22314
 Phone: 703-706-3245
 Email: accreditation@apta.org

COURSE DESCRIPTIONS

DPT 500 5 credits

Gross Anatomy and Histology

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

DPT 502 4 credits

Kinesiology

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

DPT 503 5 credits

Physiology for Physical Therapy

This course covers the study of basic human physiology addressing normal function and characteristics of the major body systems, with primary focus on the nervous, musculoskeletal, cardiovascular, and respiratory systems. Other systems will be covered either through integration within the three major systems. Topics include, but are not limited to, the physiology of excitable tissues, reflexes, muscle contraction, hemodynamics, micro and macro circulation, respiratory mechanics, the cardiac cycle, bone remodeling, and the autonomic nervous system. This foundational science course serves as preparatory content for the study of pathophysiology, the introduction to health conditions, and integration within the practice pattern courses.

DPT 504 3 credits

Practice Management I

DPT 504 is the first of three Practice Management courses that address topics within non-clinical physical therapy practice that spans all clinical/non-clinical settings and continuum of care. Topics include ethical, legal, and professional aspects of physical therapy practice. The purpose of this course is to introduce students to the profession of physical therapy and the role of the professional in physical therapist practice as well as in today's evolving healthcare environment. Students will learn about the APTA, vision of APTA, core values, and legal and ethical responsibilities as healthcare professionals to clients, families, colleagues, the profession, and the community. The concept of evidence-based practice and its significance to physical therapist practice will be emphasized. Further, basic knowledge and skills to become critical consumers of rehabilitation literature will be introduced. A discussion regarding the inter-professional nature of clinical practice including a review of the responsibilities of every member of the clinical team will be emphasized. This course will also introduce patient rights, education and communication, teaching and learning, cultural competency, and professional development. Current

issues, such as physician-owned physical therapy practices, direct access, and delegation and supervision will be discussed.

DPT 505 3 credits

Practice Management II

DPT 505 is the second of three Practice Management courses that address topics within non-clinical physical therapy practice that spans all practice settings and continuum of care. Topics in this course will address physical therapy roles in national and global health care including our role in the epidemic of noncommunicable diseases. Included in this course is an understanding of national and global health care, health care cost, insurance and ethics. Concepts from Practice Management I including ethical, legal, education and communication, cultural competency, health literacy, documentation and professional aspects of non-clinical patient management will be reinforced through case-based, stimulated learning experiences. A discussion regarding the inter-professional nature of clinical practice including a review of the responsibilities of every member of the clinical team will be emphasized.

DPT 508 4 credits

Physical Therapy Procedures I

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

DPT 509 4 credits

Foundations of Clinical Examination and Evaluation

This course introduces the student to the physical therapy examination, evaluation, and collection of clinical data. The course focuses on introducing psychomotor performance and interpretation of examination procedures that are applicable to all practice settings and across the lifespan. Performing and interpreting systems review and review of systems will be emphasized. Examination procedures include test and measures and outcome measures including assessment of general health status and functional capacity. The International Classification of Function (ICF) will be introduced as a data collection and clinical decision-making tool. Specific content and skills to be introduced include: observation, subjective interview and history taking, systems review, screening for risk, objective

examination of cardiorespiratory status (vital signs), postural alignment, joint range of motion, motor function (strength, muscle tone, reflexes), cranial nerve, sensory integrity, anthropometrics (edema, atrophy, etc.), and pain. Newly acquired knowledge and skills will be reinforced through Integrated Clinical Experiences (ICE). Students will be placed in inpatient or outpatient settings and under the direction of a licensed physical therapist. Students will participate in structured clinical observation and supervised application of those examination and intervention skills/procedures learned within the classroom setting. An emphasis will be placed on professional behaviors with self-assessment. Expectations for professional behavior and skills performance will be commensurate with course objectives.

DPT 512 1 credit

Critical Inquiry I

DPT 512 is the first course within a series of Critical Inquiry courses that culminate in an original research project that will be completed and presented prior to graduation. The purpose of this course is to introduce students to basic research skills for clinical research and as a requisite for evidence-based practice. Under the guidance of the Faculty Research Advisor, students are engaged in the development of a small group research project within that advisor's line of scholarly inquiry. Students will identify an aim of the research project, advance skills in literature search and review, complete a thorough review of the literature, develop skills in the assessment of methodologic quality, and develop a clearly defined research (PICO) question based upon the "gap" identified in the available literature. These learning experiences are designed to enhance each student's ability to critically appraise the literature and engage in the process of designing, conducting, and presenting clinical research.

DPT 513 3 credits

Critical Inquiry II

The purpose of this course is to provide the knowledge and skills necessary to critically appraise research designs as well as research findings relevant to physical therapy practice. This course will introduce both quantitative and qualitative research designs. In the quantitative research design, statistical analyses including the concepts of measurement, research design, analysis and communication of research finds will be introduced. In the qualitative research design, foundational concepts related to qualitative research will be introduced with an emphasis on the role that qualitative research fills in the evidence-based practice of physical therapy. Topics include: descriptive statistics, measures of variability, single subject designs, parametric and non-parametric statistics, inference, correlation and regression, reliability and validity, sensitivity and specificity, sampling, the use of SPSS software, comparisons between research designs, and a discussion of multimodal research designs. The course also focuses on critically examining the psychometric properties of tests and measures of health status, body function and structure, activity, and participation. These topics will be presented with a focus on the application of clinical research principles to physical therapy practice. At the end of the course, students are expected to become proficient in the physical therapy practice. At the end of the course, students are expected to become proficient in the interpretation of published research by demonstrating knowledge of the application of statistics and different methods of research. Students will have opportunities to critically appraise the quantitative and qualitative literature related to physical therapy, as well as to develop the statistical analysis methodology commensurate with the previously established PICO question in DPT 512.

DPT 516 3 credits

Musculoskeletal Physical Therapy Practice I: Physiology and Pathophysiology

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

DPT 520 3 credits

Neuromuscular Physical Therapy Practice I

This first course within the neuromuscular track is designed to reinforce and apply foundational knowledge in neuroanatomy and neurophysiology, as requisite knowledge for the discussion of neuroscience and normal versus pathological neurophysiologic systems across the lifespan. Content will introduce the pathophysiology, structural imaging and medical diagnostics, clinical presentation and incidence/prevalence of common neuromuscular health conditions, and finally, an introduction to medical and rehabilitation management. The clinical implications of each disease, disorder or syndrome on Physical Therapy evaluation, diagnosis, prognosis, and intervention will be introduced through diagnostic clinical reasoning activities and case application. Principles of neuroplasticity, motor learning and motor control will be reinforced and applied as related to pathological neurophysiologic systems. This knowledge will serve as the basis for future neuromuscular practice pattern courses (DPT 620, DPT 621, DPT 710). Content will parallel and support student understanding of the clinical and diagnostic relevance of examination skills learned in DPT 509, relating them to central and peripheral nervous system structures and functions.

DPT 522 1 credit

Foundations of Clinical Practice

This course will embrace the regulatory and clinical procedures directly related to clinical practice. The intention of this preparatory course is to enhance each student's ability to engage in patient management and evidence-based practice. The course includes an introduction to professional behavior expectations for clinical practice, compliance with HIPAA and OSHA regulations, medical terminology, documentation requirements, and reimbursement/coding and billing procedures, emergency preparedness, and recognizing abuse. Students will further explore inter-professional interactions specific to patient related cases. This course serves as a foundation for the multiple clinical practice learning experiences the students will engage in as a requirement for graduation.

DPT 523 1 credit

Clinical Practice I

This is one course in a series of courses which culminate in an original research project that will be completed and presented prior to graduation. The intention of DPT 523 is to enhance each student's abilities to engage in evidence-based practice and clinical research. For continuing development of the research project, students work collaboratively in groups under the advisement of Program Faculty. These learning experiences are designed to enhance each student's abilities to critically appraise the literature and engage in the process of designing, conducting, and presenting clinical research.

DPT 524 4 credits

Clinical Practice I

The purpose of this clinical practice course is to foster students' development of entry-level physical therapy skills. This is the first of four full-time clinical practice courses occurring in the third semester of the curriculum and lasting 4 weeks. This course is designed to support the translation of didactic learning experiences to clinical practice. Under the direct supervision of a Clinical Instructor, each student will further develop and demonstrate competence in clinical skills, critical thinking, professional behaviors, and administrative aspects of physical therapy practice against established benchmarks. Students will perform physical therapy examination, evaluation, PT diagnosis, prognosis, and intervention skills for individuals with impairments and/or movement limitations in one or more body systems. Development of professional behaviors is an important component throughout the clinical practice series and students will have opportunities for self-assessment, self-reflection, and opportunities to receive feedback provided by their Clinical Instructors. Students will be exposed to a variety of patient care experiences which incorporate multiple system diagnoses and impairments across the lifespan and the continuum of care. In addition, students will be critically assessed by their Clinical Instructors against benchmarks commensurate with their learning within the didactic curriculum and will assess their own performance of clinical skills and professional behaviors. By the conclusion of this full-time clinical experience, students are expected to perform at the "Advanced Beginner Performance Level" as delineated by the APTA Physical Therapist Clinical Performance Instrument.

DPT 528 3 credits

Cardiopulmonary Physical Therapy Practice I

This course introduces mechanisms of pathophysiology that contribute to changes in the body structures and functions of the cardiovascular and pulmonary systems. These changes can result in specific conditions, diseases, and disorders that physical therapists encounter across the lifespan. Diseases and disorders of the cardiovascular and pulmonary systems are highly prevalent worldwide, and some are considered noncommunicable diseases associated with key psychosocial risk factors and sedentary behaviors. Dysfunction of the cardiopulmonary system can also result from injuries to other body systems and/or systemic conditions. Selected disorders of the cardiopulmonary system will be introduced, including incidence and prevalence, etiology (including modifiable and nonmodifiable risk factors), clinical signs and symptoms, differential diagnosis, diagnostic testing and imaging, medical/surgical/pharmacologic management, and prognosis for recovery at the levels of body structures and function. Students will build a knowledge foundation for courses later in the curriculum, which will advance the development of clinical skills related to the examination, evaluation, and intervention for patients with primary or secondary cardiovascular and pulmonary systems involvement.

DPT 530 2 credits

Pharmacological Management for Physical Therapy Practice

This course covers basic pharmacology and its relevance to the practice of physical therapy. This course will present the primary drug classes, their pharmacokinetic effects and their physiologic effects across the lifespan. Major classes of drugs are covered, including those to treat autonomic, cardiovascular, central nervous system, musculoskeletal, and endocrine disorders. Special emphasis will be placed on drugs that are commonly used in individuals receiving physical therapy. Case examples are used to illustrate the interactions of medications and therapy, and students will learn and investigate the implications of pharmacology regimens on physical therapy practice. This course will address: 1) the interaction between drug therapy and physical therapy interventions, 2) the therapeutic and adverse/side effects of medications and 3) their impact on rehabilitation. This course will also emphasize the integration of drug effects with the clinical decision making that each physical therapist must perform in order to determine if physical therapy is appropriate and if a medical consult is necessary. This course prepares students to be able to integrate comprehensive patient care across diverse health care settings.

DPT 600 1 credit

PT Practice Global Environment

This course is designed to advance the application and analysis of the physical therapist's role in an interprofessional collaborative team and design innovative health promotion and disease prevention programs in a global health care environment. This course will focus on the advancement of knowledge, attitudes and skills necessary to become a culturally competent physical therapy practitioner. This includes understanding the diversity dimensions that impact health care environments outside of the United States. In addition, this course will emphasize the advancement of interprofessional competencies, defined as "integrated enactment of knowledge, skills, values/attitudes that define working together across the professions, with other health care workers and with patients, along with families and communities, as appropriate to improve health outcomes in specific care contexts." This course will include an international experience in collaboration with Occupational Therapy students

DPT 604 3 credits

Healthcare Policy & Issues in P.T.

This course is designed to introduce students to current issues within the national healthcare arena that impact healthcare and the profession of physical therapy. Such topics include: cultural competency, entitlement, rationing, consent, confidentiality and HIPAA, chronic illness and disability, epidemiology, beneficence, autonomy, ADA, reimbursement, health disparity, and healthcare advocacy. This course will review issues and explore cases related to the ethical and legal dimensions of healthcare and standards that govern practice. Various aspects of healthcare policy will be explored, which include current legislation that is most relevant to healthcare and the profession of physical therapy. Current issues related to the practice of physical therapy will include: malpractice, direct access, delegation and supervision, legal issues and liability, documentation, quality assurance and outcomes assessment, evidence-based/informed practice, expertise and clinical specialization, and ethical dilemmas currently facing the physical therapist. In addition, the course will cover the concept of disability, including several models used to classify disability. A discussion regarding the impact of disability and disease on

individuals, family, and society will provide a framework for students to appreciate the complex role of the physical therapist in managing clients as individuals with needs that go beyond the physical realm.

DPT 608 4 credits

Physical Therapy Procedures II

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

DPT 612 3 credits

Foundations of Clinical Research I

This course focuses on the application of clinical research principles to physical therapy practice. Students will be introduced to the concepts of measurement, research design, analysis and communication of physical therapy related research. A primary objective is for students to acquire the knowledge, understanding and skill necessary to obtain and critically read research relevant for physical therapy practice. Students will begin to interpret and apply published research through an understanding of the statistics and different methods of research. Concepts of evidence-based practice, ethics in research, development of a research question, searching the literature, appropriate referencing, and scientific writing style will be explored. Both quantitative and qualitative research designs will be introduced, however, an emphasis will be placed on exploring the nuances of quantitative research designs in physical therapy. Topics include: measurement theory, descriptive statistics, measures of variability, single subject designs, parametric and non-parametric statistics, inference, correlation and regression, reliability, sensitivity/specificity, and the use of SPSS software. The course focuses on the application of principles of clinical research to physical therapy practice. The student is expected to become proficient in the interpretation of published research by demonstrating knowledge of the application of statistics and different methods of research. The course also focuses on critically examining the psychometric properties of tests and measures of health status, body function, and structure, activity, and participation.

DPT 616 4 credits

Musculoskeletal P.T. Practice II

This course includes a regional approach to musculoskeletal examination, evaluation, diagnosis, and prognosis of musculoskeletal conditions of the upper and lower extremity. Students will utilize evidence-based examination procedures to establish a differential diagnosis that informs intervention. The

intervention aspect of the course includes the theory and practical application of therapeutic exercise and manual interventions. The principles of range of motion, proprioceptive neuromuscular facilitation, mobilization, stretching and progressive resistance activities are included, in addition to a review of adjunctive interventions. A review of common syndromes impacting the extremities throughout the lifespan will be reviewed with a discussion and practical application of a variety of proposed evidence-based physical therapy interventions.

DPT 617 4 credits

Musculoskeletal P.T. Practice III: Spine

This course includes a regional approach to musculoskeletal examination, evaluation, diagnosis, prognosis, and intervention of musculoskeletal spinal conditions. Students will utilize evidence-based examination procedures to establish a differential diagnosis that informs intervention. This course includes a review of common health conditions impacting the spine throughout the lifespan that includes evidence-based concepts and the application of therapeutic exercise, manual interventions, and alternate/adjunctive intervention strategies. Additional topics that are pertinent to musculoskeletal physical therapy practice of spinal health conditions will also be included. Throughout the course, an emphasis will be placed on evidence-based, clinical decision making that leads to optimal outcomes in the care of individual patients/clients.

DPT 620 4 credits

Neurologic Physical Therapy Practice II

This is the introductory course in the examination and management of movement disorders and health conditions stemming from the central nervous system pathology, with emphasis on stroke, spinal cord, and traumatic brain injury. The course is designed to introduce the foundational knowledge and psychomotor skills required for examination, therapeutic handling and neuromuscular re-education which will be reinforced and advanced within the course and within DPT 621 and DPT 710. Lab experiences apply neuroplasticity and motor learning principles to recovery-based treatment techniques and develop patient management skills for patients with neurologic dysfunction. The principles of movement and gait analysis will be reinforced and concepts of materials, design, fabrication and wearing/fitting of lower extremity orthotics introduced.

DPT 621 4 credits

Neurologic Physical Therapy Practice III

This is the third course in the examination and management of movement disorders and health conditions stemming from the central nervous system pathology, with emphasis on balance and vestibular disorders, disorders of the cerebellum and basal ganglia, and progressive and degenerative disorders. The course is designed to reinforce and advance the foundational knowledge and psychomotor skills required for examination, therapeutic handling and neuromuscular re-education introduced within DPT 620. Lab experiences apply neuroplasticity and motor learning principles to recovery-based treatment techniques and develop patient management skills for patients with more complex, multi-factoral, or progressive neurologic dysfunction. The course will also include the examination and management of individuals with amputation, introducing concepts of material, design, fabrication and technology of prosthetic devices. The course will emphasize the principles of gait analysis, limb amputation, wearing/fitting of prosthetics, importance of therapeutic alliance and

interprofessional collaboration, and the psychological considerations of the patient with prosthetic devices. DPT 621 will continue to advance the student's critical thinking and reasoning strategies through clinical case applications and real-world learning that can be applied across acute care, post-acute rehabilitation, skilled nursing, transitional care unit, and home health care practice settings, using the International Classification of Functioning, Disability, and Health (ICF) model as a framework.

DPT 622 2 credit

Clinical Practice III

This course is comprised of part-time patient care, community wellness experiences and advocacy. This course is intended to enhance students' abilities to engage in patient care and evidence-based practice. During part-time clinical and community wellness experiences, students participate in clinical observation and the supervised application of discrete examination and intervention skills/procedures. These experiences will be within clinical environments and virtually. Expectations for professional behaviors and clinical skill performance are commensurate with the course objectives and concurrent clinical skills courses. This course is concurrent with didactic courses in the musculoskeletal, cardiopulmonary, and neuromuscular practice pattern series. The goal of these part-time clinical experiences is to expose each student to a variety of health conditions and patient care scenarios across the lifespan and continuum of care. Students will learn to advocate for the health of society and the advancement of the profession of physical therapy through analysis of current issues within the regulatory agencies, the legislature and commercial payers. These learning experiences are designed to enhance students' interactions with the patient, family, other healthcare professionals, payers and regulatory agencies, as well as the state and national legislative bodies.

DPT 623 1 credit

Critical Inquiry I

This is one course in a series of courses which culminate in an original research project that will be completed and presented prior to graduation. The intention of DPT623 is to enhance each student's abilities to engage in evidence-based practice and clinical research. For continuing development of the research project, students work collaboratively in groups under the advisement of Program Faculty. These learning experiences are designed to enhance each student's abilities to critically appraise the literature and engage in the process of designing, conducting, and presenting clinical research.

DPT 624 6 credits

Clinical Practice IV

The purpose of this course is to foster the students' development of entry-level physical therapy skills. This is the second of four full time clinical experiences occurring in the sixth semester of the curriculum and lasting 6 weeks. This course is designed to support translation of didactic learning experiences to clinical practice. Under the supervision of a clinical instructor, each student will further develop and demonstrate competence in clinical skills, critical thinking, professional behaviors, and administrative aspects of physical therapy practice against established benchmarks. Students will perform physical therapy examination, evaluation, PT diagnosis, prognosis, and intervention skills for individuals with impairments and/or movement limitations in one or more body systems. Development of professional behaviors is an important component throughout the clinical practice series and students will have opportunities for self-assessment, self-reflection, and opportunities to receive feedback provided by

their Clinical Instructors. Students will be exposed to a variety of patient care experiences which incorporate multiple system diagnoses and impairments across the lifespan and the continuum of care. In addition, students will be critically assessed by their Clinical Instructors against benchmarks commensurate with their learning within the didactic curriculum and will assess their own performance of clinical skills and professional behaviors. By the conclusion of this full-time clinical experience, students are expected to perform at the “intermediate Performance Level” as delineated by the APTA Physical Therapist Clinical Performance Instrument.

DPT 628 3 credits

Cardiopulmonary P.T. Practice I

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

DPT 629 4 credits

Cardiopulmonary P.T. Practice II

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

DPT 700 1 credit

Physical Therapy Practice in a Global Environment

This course is designed to advance the application and analysis of the physical therapist's role in an interprofessional collaborative team and design innovative health promotion and disease prevention programs in a global health care environment. This course will focus on the advancement of knowledge, attitudes and skills necessary to become a culturally competent physical therapy practitioner. This includes understanding the diversity dimensions that impact health care environments outside of the

United States. In addition, this course will emphasize the advancement of interprofessional competencies, defined as "integrated enactment of knowledge, skills, values/attitudes that define working together across the professions, with other health care workers and with patients, along with families and communities, as appropriate to improve health outcomes in specific care contexts." This course will include an international experience in collaboration with Occupational Therapy students.

DPT 704 2 credits

Administration & Management in P.T.

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

DPT 712 2 credits

Foundations of Clinical Research II

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

DPT 713 3 credits

Critical Inquiry V

The fifth course within a series of Critical Inquiry courses that culminate in an original research project completed and presented prior to graduation. Throughout the Critical Inquiry thread, students are engaged in a small-group research project that is developed within the Faculty Research Advisor's line of scholarly inquiry. The research projects are designed to enhance each student's ability to critically appraise the literature and engage in the process of designing, conducting, and presenting scientific research as a requisite for evidence-based practice. Guided by their faculty advisor, students will conduct the data collection either through experiments or systematic literature review and data analysis as guided by the faculty advisor. As they conduct the data analysis and organize their findings, students will continue writing the different sections of their research manuscript and further advance their scholarly writing skills.

DPT 714 2 credits

Critical Inquiry VI

DPT 714 is the final course within the series of Critical Inquiry courses that culminate in an original research project completed and presented prior to graduation. Throughout the Critical Inquiry thread, students are engaged in a small-group research project that is developed within the Faculty Research

Advisor's line of scholarly inquiry. The research projects are designed to enhance each student's ability to critically appraise the literature and engage in the process of designing, conducting, and presenting scientific research as a requisite for evidence-based practice. In this course, students will conclude their projects and disseminate their work through a written manuscript and formal presentation of their findings.

DPT 724 8 credits

Clinical Practice V

The purpose of this clinical practice course is to foster continuing development of clinical skills and clinical reasoning commensurate with that of an entry-level physical therapist. DPT 724 is the first of two 12-week full time terminal clinical experiences which follow the completion of all didactic course work. This course is designed to support the translation of didactic learning experiences to clinical practice. Under the direct supervision of a Clinical Instructor, each student will further develop and demonstrate competence in clinical skills, critical thinking, professional behaviors, and administrative aspects of physical therapy practice against established benchmarks. Students will perform physical therapy examination, evaluation, PT diagnosis, prognosis, and intervention skills for individuals with impairments and/or movement limitations in one or more body systems. Development of professional behaviors is an important component throughout the clinical practice series and students will have opportunities for self-assessment, self-reflection, and opportunities to receive feedback provided by their Clinical Instructors. Students will be exposed to a variety of patient care experiences which incorporate multiple system diagnoses and impairments across the lifespan and the continuum of care. In addition, students will be critically assessed by their Clinical Instructors and will assess their own performance of clinical skills and professional behaviors. By the conclusion of this full-time clinical internship, students are expected to perform at the "Advanced Intermediate Performance Level" as delineated by the APTA Physical Therapist Clinical Performance Instrument.

DPT 725 8 credits

Clinical Practice VI

The purpose of this final clinical practice course is to foster the continuing development of clinical skills and clinical reasoning commensurate with that of an entry-level physical therapist. This 12-week full time terminal clinical experience occurs following the completion of all didactic course work. Under the direct supervision of a Clinical Instructor, each student will further develop and demonstrate competence in clinical skills, critical thinking, professional behaviors, and administrative aspects of physical therapy practice against established benchmarks. Students will perform physical therapy examination, evaluation, PT diagnosis, prognosis, and intervention skills for individuals with impairments and/or movement limitations in one or more body systems.

Development of professional behaviors is an important component throughout the clinical practice series and students will have opportunities for self-assessment, self-reflection, and opportunities to receive feedback provided by their Clinical Instructors. Students will be exposed to a variety of patient care experiences which incorporate multiple system diagnoses and impairments across the lifespan and the continuum of care. Students will be critically assessed by their Clinical Instructors against benchmarks for entry-level physical therapists and will assess their own performance of clinical skills and

professional behaviors. By the conclusion of this full-time clinical experience, students are expected to demonstrate “Entry Level Performance” as delineated by the APTA Physical Therapist Clinical Performance Instrument.

DPT 801 3 credits

Integumentary Physical Therapy Practice

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

DPT 802 3 credits

Pediatric Physical Therapy Practice

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

DPT 803 3 credits

Orthopaedic Manual Physical Therapy

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

DPT 804 3 credits

Advanced Neurologic Physical Therapy Practice

This Case-Management course will build on the content contained in Neuromuscular Physical Therapy Practice I-III (DPT 520, 620 and 621) and integrate learning from all previous didactic course content. This is a clinically- based course that will focus on advancing physical therapy management of adults or children with complex movement dysfunction resulting from acquired and/or congenital CNS disorders. Students will be asked to integrate information from previous courses, research the literature, and seek

expert guidance to advance skills, deliver and document evidence-based interventions. Using case-based management principles, as part of each intervention, students will explore broad interventions and physical therapy best practice for individuals with chronic neurologic diseases or disorders, including but not limited to cerebral, basal ganglia, or cerebellar disorders, brainstem dysfunction, autoimmune disorders of the CNS or PNS, complex balance/vestibular disorders and/or acquired loss of limb. Management plans will include service, advocacy, secondary/tertiary prevention, health and wellness, as well as prescription, use, and payment for basic and advanced assistive technologies. Students will pursue and develop advanced clinical skills and leadership in two populations/areas of practice. Students have the option to obtain professional certification in advanced assessment of the postural control system and intervention using advanced assistive technologies or other identified certification. Evidence of weekly advancement of skill and knowledge will be required, with individual measurement and objectives set by the student. A single written case report on one client, in a format appropriate for dissemination, will be the culminating requirement for successful course completion, and may support certification(s). DPT 804 has been designated a Graduate Service Learning Course

DPT 805 2 credits

Advanced Patient Outcomes Clinical Tech

In this course, students will investigate the best evidence and apply current clinical technologies in an effort to “Transform society by optimizing movement to improve the human experience.” Consistent with the vision for the profession, physical therapists are called to transform society by using their skills, knowledge, and expertise related to the movement system in order to optimize movement, promote health and wellness, mitigate the progression of impairments, and prevent the development or advancement of disability. Students will use current technologies to analyze normal movement, the movement of individuals with varying health conditions, and to study the effect of their interventions toward the improvement of movement and function. The use of technologies such as real-time ultrasound, motion capture, electromyography, inertial sensors, force plates, and instrumented split-belt treadmill will be used to improve application of clinical skills and to advance clinical decision making in individuals with complex movement problems.

DPT 806 2 credits

Sports Physical Therapy

This course will investigate the application of physical therapy evaluation and treatment to the athletic population. Management and rehabilitation of surgical and non-surgical injuries and conditions of the upper extremity and lower extremity common among athletes and the active population will be studied. Stages of recovery will be considered in the development of an evaluation and plan of care with the goal of returning the active patient to their pre-injured level of participation. There will be a focus on development and implementation of strength and conditioning programs for post injury recovery as well as injury prevention and improvement of sports performance. Exercise concepts investigated will include isotonic, eccentric, plyometric, agility and other closed chain exercise regimens. There will be a focus on functional recovery with sports performance related exercises. A study of pre-season performance evaluation and screening will also be a part of this course. This class will be taught both in lecture and lab with an emphasis on experiential learning.

DPT 810 1 credit

Comprehensive Examination

This course is composed of the preparation and administration of a comprehensive examination. This examination is the culminating experience of the program, which reflects mastery of the didactic component of the physical therapy curriculum. The examination is 4 hours and 15 minutes in duration and is comprised of 200 multiple-choice questions. Passage of this exam is required for graduation.

PHYSICS

The Department of Science and Mathematics offers a minor in physics. The minor allows students to gain a basic understanding of the physical principles in the world around us.

Minor: 17 credits

PHY 200, 201, and 3 additional PHY courses above the 100 level.

COURSE DESCRIPTIONS

PHY 103 3 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. Offered: Irregularly

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. Offered: Fall

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. Offered: Every two years - Spring

PHY 200 4 credits

Physics I

Introduction to standard calculus-based physics course. Topics include Newton's Laws of motion, work, energy, impulse, momentum, properties of solids, liquids, and gases, heat, and the laws of thermodynamics. Course includes 3 hours of laboratory each week. Co-requisite or Prerequisite: MAT 230. Offered: Fall

PHY 201 4 credits

Physics II

Continuation of Physics I. Topics include wave phenomena, electricity, magnetism, light, sound, optics, relativity, and quantum theory. Prerequisite: PHY 200. Offered: Spring

PHY 202 3 credits

Mechanics

Study of statics, kinematics and the dynamics of particles and rigid bodies with emphasis on the analysis of problems. Prerequisites: PHY 201, MAT 231. Offered: Fall

PHY 206 3 credits

Optics

Study of the geometrical and physical theory of light. Prerequisite: PHY 201. Offered: Irregularly

PHY 303 3 credits

Electricity and Magnetism

Theoretical study of electrostatics, electromagnetism, electromagnetic waves and direct and alternating current phenomena. Prerequisites: PHY 201, MAT 231. Offered: Irregularly

PHY 304 3 credits

Modern Physics

Introduction to the theory of relativity, quantum theory, the Bohr theory of the atom, de Broglie waves, nuclear structure and nuclear reactions. Prerequisite: PHY 201. Offered: Fall

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 ongoing pursuit of justice in societies. Students who complete the political science program are able to pursue careers in law, government service, public policy or planning, journalism, political activism, non-profit organizations, management, teaching, the bureaucracy, diplomatic service, or any field that requires excellent communication and analytical skills.

The political science program has five main goals:

- To help students understand the nature of politics;
- To improve student knowledge and appreciation of various countries, governments, and political movements;
- To enable students to analyze trends and patterns in politics;
- To emphasize policy issues so that students become well-informed, democratic citizens who are able to evaluate governmental policies and world events;
- To produce students who think critically and originally about political problems and the world around them, and who are able to effectively communicate their views and opinions.
- Ultimately all political science courses center around the questions of justice, the purposes of government, and the responsibilities of citizenship.

Major: 30 credits

Required courses: POS 101, 111, 212 or 225, 424, 425; five additional courses in political science; capstone research paper (completed in POS 425). Additionally, it is recommended that students complete an internship at the local, state or national level. Students can earn from 3-12 credits in the internship experience. Political science majors are encouraged to take complementary courses in history, philosophy, English, and communication.

Minor: 18 credits

Adding a political science minor to a student's course of study gives that student an understanding of the contemporary world and of important policy issues. The program allows students to achieve a minor through a flexible course of study that requires 18 total hours. A maximum of 6 hours may be attained through an internship experience.

COURSE DESCRIPTIONS

POS 101 3 credits

Introduction to Political Science

Introduction to politics and political theory; presentation of general information about various political systems. Focus is on the central question in politics — the quest for justice in society.

POS 111 3 credits

American Democratic Government

Description and analysis of the basic institutions and political process of the American federal government.

POS 212 3 credits

Comparative Politics

Examination of governmental systems and politics around the world in a comparative view. Focus is on the importance and role of institutions in determining policy outcomes.

POS 200 1 credit

This course gives students access to intercollegiate simulation events and competitions. It requires time commitment outside of course time, including travel, and also requires additional fees, which could include required participation in fund-raising. Total cost and time commitment will vary depending on the experience. This course may be taken up to 3 times for credit toward the POS major or minor, and up to 8 times for graduation credit, whether the same or different experiences. It is open to students in any major. Registration requires consent of instructor. Students can participate in the activity without enrolling in the course with permission of instructor.

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

International Relations

How do countries interact in the modern world? This course examines international relations through theoretical lenses to help students better understand contemporary world events. Focusing on international relations since World War II, the course will help students understand international security, international law and organizations, international economics including trade and development, and the roles of state and nonstate actors in the international system.

POS 235 3 credits

The Politics of Civil Rights and Social Justice

This course will focus on the intellectual underpinnings of social justice, associated movements, and civil rights under the law. The material will explore the intersection of social movements, public policy, and the rule of law on the evolution of and transition to democratic regimes. Students will learn how social movements have shaped the understanding of human and civil rights over time. It will address the role of civic movements and leaders in transforming social experiences and meanings of contemporary human and civil rights (social, political, economic, and environmental rights). This class will also explore the legal area of civil rights and the principles, methods, and tactics of specific movements, such as the historical and contemporary women's, African American, and LGBTQ civil rights movements in the United States. As the course progresses, we will also explore the politics of gender, race, and sexual orientation. This course meets the Human Diversity Requirement

POS 308 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 310 3 credits

Public Policy and Advocacy:

Public policy affects our everyday lives in countless ways, shaping our choices and the outcomes of those choices. This class will explore how values affect public policymaking and examine the best attempts in the Political Science literature to explain how public policy is made in the American system. This course explores the foundations and theories of public policymaking, including policymaking institutions, and the stages of public policy formation. It will address contemporary areas of public policy and focus on solutions to existing policy problems. Students will develop the knowledge and tools necessary to be effective advocates in the political system, focusing on strategies that can induce policy change.

POS 317 3 credits

Presidents & Power

Historical perspective of presidency as an American institution; a study of duties and responsibilities of 20th Century presidency.

POS 331 3 credits

Constitutional Law

Introduction to the U.S. Constitution and major cases that have come before Supreme Court. Helps the student understand the role of the Constitution in the economy as well as its role as protector of the rights and liberties of the people of the United States. Course examines dynamic character of Constitutional interpretation in our nation's history.

POS 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.

POS 425 3 credits

Research Seminar

This course will address the fundamental elements of research design and execution. It will culminate in a significant research paper. The course will cover an array of methodologies, emphasizing the decisions faced by researchers when designing and implementing a research design. In addition, the course will explore the skills employed in conducting research, including quantitative, qualitative, historical methodologies, and mixed-methods strategies. The course contents will include the skills utilized in various research designs, including interviewing, observation, survey design, content analysis, and statistics. In addition, we will cover problem and hypothesis formulation methods, data collection, and instrumentation. There will also be an emphasis on ethical issues in research using human subjects.

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.

PRE-LAW

The pre-law minor provides the critical reading, thinking, and discussion skills necessary for success on the LSATs and in law school while exposing students to ideas and subjects related to law such as public policy and contemporary social issues. Through their minor pre-law students will engage in conversations about American democracy, the nature of justice, and the rule of law in society and explore legal and ethical issues in fields such as business, criminal justice, communications, and more. In meeting requirements for their major, students with pre-law minors are encouraged to undertake an internship related to the field of law. Alvernia's pre-law faculty advisors have varied academic and professional backgrounds enabling them to help students interested in pursuing a career in law, regardless of the student's academic major.

Minor: 18 credits

Required: PHI 220, PHI 230, POS 331, ENG 200-level or above; POS 101 or POS 111; 3 credits in electives outside of the student's major from: CJ 201, CJ 207, BUS 342, BUS 420, HIS 303, HIS 308, HIS 322, HIS 337, HIS 353, HIS 364, HIS 426, COM 420, PSY 303, PSY 306, PHI 332, PHI 351, PHI 352, PHI 353, PHI 354, PHI 420, PHI 440, POS 212, POS 424, CE 300.

Graduate Partnerships with Other Institutions:

Alvernia University in partnership with Widener University Delaware Law and Duquesne University School of Law offers opportunities for students who successfully complete their Alvernia degree requirements and meet the admissions requirements for each respective partner to earn a juris doctor degree. For specific guidelines and requirements, contact one of the Pre-Law Advisors.

PSYCHOLOGY & COUNSELING

Psychology is a dynamic and highly marketable major that prepares students for success in a broad range of professions and/or graduate training. Our Bachelor of Science degree in psychology prepares students to study behavior and mental processes within an applied framework. This approach encourages students to integrate psychological research and theories as they relate to ethical practice, moral responsibility, and civic leadership. Students develop professional, scientific and critical thinking skills through experiential learning. Psychology majors generally pursue careers in healthcare, counseling, human resources, business, marketing, education, public relations, and child and elder care.

Progression Requirements

- Students who achieve less than a C in 2 of these 5 required courses, PSY 101, 130, 208, 230, and 250, will be put on departmental probation status.
- The repeat/delete option may be used three times total for grades below a "C" in required psychology courses. This option can only be used one time for any one course. If the repeat/delete option does not result in a grade of "C" or higher, the student will be dismissed from the program.
- Transfer students must earn at least a C in their first three required psychology courses at Alvernia University. Transfer students will be evaluated on a case by case basis, but may be placed on probationary status depending on their transcripts.
- Alvernia University requires criminal background checks, abuse history clearances as well as health and immunization status, and drug screens for internships. Students must obtain all required legal clearances and file them with the Office of Academic Compliance by May 31st for all fall placement and November 30th for spring placement. If clearances are not on file with the Office of Academic Compliance prior to the first day of the semester, the student must withdraw from PSY 412- 422/PSY 413-423. If a student fails a clearance, the course instructor will attempt to place the student in a practicum that does not require a clearance. However, the practicum agency makes the final decision regarding acceptance of a student within their organization. Students who are unable to meet these requirements cannot progress in the program.

Doctor of Physical Therapy (DPT) Program:

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

Master of Arts in Clinical Counseling (MACC) Program:

The psychology major can be followed as a 3+3 curricular track leading to potential matriculation into the MACC program in the senior year. That psychology curricular track and the 8 semester plan for the 3+3 year curricular track are specifically detailed and differ from the 8 semester plans for the 4 year undergraduate major in psychology. For further information about the accelerated 3+3 year psychology/MACC program curricular track, please contact the MACC program Director, Dr. Nicole Hall, at nicole.hall@alvernia.edu.

PSYCHOLOGY

Major: 44 credits

Required: PSY 101, 130, 208, 230, 250, 301, 314, 412, 413, 422, 423 and five electives.

Related Requirements: 6 credits from MAT 208 and any Philosophy course designated Ethics (E).

Recommended: BIO 109

Minor: 18 credits

Required: PSY 101, 208, 270, and three Electives (at least 6 credits at 300/400).

COURSE DESCRIPTIONS

PSY 101 3 credits

Introductory Psychology

Introduction to major concepts and findings in psychology with emphasis on basic processes underlying human behavior. Prerequisite for all other psychology courses except PSY 306. Offered: Fall and Spring

PSY 130 3 credits

Exploring Research

Students will learn basic skills and concepts for interpreting behavior. Students will become familiar with descriptive and correlational research design principles. Prerequisite: PSY 101; Psychology majors only.

Offered: Spring

PSY 201 1 credit

Psychology in the Real World:

This course is designed to expose students to the world of psychology both experientially and through readings focused on goals proposed by APA Guidelines: Critical Thinking, Ethical and Social Responsibility

in a Diverse World, Communication and Professional Development. This course is repeatable under different topics. Offered: Irregularly

PSY 208 3 credits

Human Development across the Life Span

Focuses on physical, cognitive, social, personality and moral development through life span from conception to death. Cross cultural, gender and minority issues are integrated when appropriate.

Prerequisite: PSY 101. Offered: Fall and Spring

PSY 210 3 credits

Educational Psychology

Investigates principles and practices related to learning and variety of factors that affect it. Prerequisite:

PSY 101. Offered: Fall

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. Offered: Fall and Spring

PSY 220 3 credits

Close Relationships

Close relationships are one of the most significant experiences in one's life. By understanding current theories and research in the field of close relationships, this course will help further students' understanding of topics such as: one's need for relationships, interpersonal attraction, love, attachment, communication, relationship maintenance, relationship trajectories, relationship dissolution, jealousy, and infidelity. Prerequisite: PSY 101. Offered: Spring

PSY 230 3 credits

Applications of Research

Designed to extend the material covered in Psychology 130, this course focuses on developing skills to evaluate others' research and conduct scientific research in psychology. This course is essential for becoming a critical consumer of information from sources such as the media and government. Students will also develop an appreciation for the complexity of ethical issues related to research with human participants. This course meets the Writing Enhanced requirement. Prerequisites: PSY 130. Pre or Co-requisite: MAT 208. Offered: Fall

PSY 250 3 credits

Introduction to Psychopathology

This is a survey course covering basic knowledge of mental illness and maladaptive behavior. The etiology, clinical picture and treatment of various syndromes are discussed. Prerequisite: PSY 101.

Offered: Fall and Spring

PSY 270 3 credits

Scientific Methods in Behavioral Science

This course is a survey of scientific methods that enable students to understand the significance and nature of methods in the behavioral sciences and be critical consumers of research. Prerequisite: PSY 101. This course will not count as an elective for psychology majors. Offered: Spring

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; Psychology majors only. Offered: Fall

PSY 303 3 credits

Psychology of Personality

Study of theoretical approaches to personality structure and development; contributions taken from psychodynamics, social, behavioral, trait and phenomenological theorists. Prerequisite: PSY 101, junior status or permission of instructor. Offered: Spring

PSY 306 3 credits

Group Dynamics

Examination of forces involved in small group interaction. Small group work sessions developed. Offered: Spring

PSY 308 3 credits

The Psychology of Gender

Focuses on research in gender-related differences and gender development from a variety of perspectives in psychology. Biological, cognitive, behavioral, and social factors that influence emergence of an individual's gender are examined. Special emphasis is placed on an analysis of the consequence of stereotypes and gender roles for individuals, relationships, psychological inquiry, and society as a whole. This course fulfills the human diversity graduation requirement. Prerequisite: PSY 101, junior status or permission of instructor. Offered: Fall

PSY 312 3 credits

Psychology of Play

This course will examine the many cognitive, emotional, and social benefits of play throughout childhood and adulthood. As part of the course, students will be exposed to theoretical approaches towards play, read current research on play, explore various types of play, and make connections between play and success in multiple domains including: academics, career, and long term functioning. May count as elective credit for major or minor. Prerequisite: PSY 101. Offered: Fall

PSY 314 3 credits

Applications of Theories and Techniques

This course provides the student with opportunities to develop basic techniques to be effective in professional settings. The course will focus on the development of personal and professional values that will strengthen professional and community relationships and contributions. The course will introduce

students to formal regulations that govern professional ethics in psychology. Prerequisites: PSY 101, PSY 250. Offered: Spring

PSY 330 3 credits

Crisis Management in Mental Health Field

Presents applied therapeutic crisis intervention in a way that effectively describes actual strategies. Endeavors to provide a perspective that “puts the student into the crisis situation as it is occurring,” enabling them to experience what a crisis worker experiences. Prerequisite: PSY 101, junior status or permission of instructor. Offered: Fall

PSY 350 3 credits

Industrial & Organizational Psychology

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

PSY 405 3 credits

Social Psychology

This course aims to discover the different ways in which people interact with other individuals, groups, and the larger society. This course will include the research and theories regarding self and person perceptions, attitudes, social influence, prejudice and discrimination, interpersonal relationships, aggression, and altruism, in addition to applications of social psychology to health, law, businesses, and the environment. Prerequisite: PSY 101, senior status or permission of instructor. Offered: Spring

PSY 406 1 credit

Psychology Laboratory Research

This course provides motivated students with the opportunity to develop research skills by working directly with a sponsoring, tenure-track faculty member in the department. Students may engage in the development, design, data collection and analysis of original psychological research. Due to the collaborative nature of most research projects in psychology, students will typically become a member of a research group associated with the faculty member. The student's role in the project will be well defined. Prerequisites: PSY 101 and permission of instructor. Repeatable. Offered: Fall and Spring

PSY 408 3 credits

Senior Seminar

Course in which a project is prepared for professional written and oral presentation. Presentation of the completed project is required. Prerequisite: senior status or permission of instructor. Offered: Irregularly

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. Offered: Fall

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. Offered: Spring

PSY 422 2 credits

Ethical and Professional Issues I

Weekly seminars focus on sharing and evaluating practicum experiences. Integration of experiential learning with theory is stressed. Ethical and professional concerns are examined. Prerequisites: any philosophy 200 – level ethics course and senior psychology major. Co-requisite: PSY 412. Offered: Fall

PSY 423 2 credits

Ethical and Professional Issues II

Weekly seminars focus on ethical, clinical and professional issues. Prerequisites: any philosophy 200 – level ethics course and senior psychology major. Co- requisite: PSY 413. Offered: Spring

PSY 430 3 credits

Forensic Psychology

Presents theories and application of psychological knowledge to the civil and criminal justice system. The content will cover activities such as courtroom testimony, child custody evaluations, screening of law enforcement candidates, clinical services to offenders and staff of correctional facilities, research and theory in area of criminal behavior, intervention and prevention programs. Prerequisite: PSY 101, senior status or permission of instructor. Offered: Spring

PSY 440 3 credits

Sports Psychology

Studies the behavioral, affective and cognitive reactions to sport settings of both participants and fans. Theories and knowledge of psychology are presented in the context of applied, clinical, educational and experimental sport psychology. It is discussed how this specialty of psychology provides services to athletes and coaches based on psychological principles. Prerequisite: PSY 101, senior status or permission of instructor. Offered: Spring

PSY 450 3 credits

Professional Ethics for the Helping Professional

Senior seminar with a focus on ethical, clinical and professional issues. Students will discuss ethical decision making and professionalism through reflection and discussion. Students earning credit for this course may not earn credit for either PSY 422 or PSY423. Offered: Irregularly

MASTER OF ARTS IN CLINICAL COUNSELING

The Master of Arts in Clinical Counseling program is designed to combine theoretical knowledge, research, professional skills with an ethical foundation to

prepare students to work with individuals, families, couples and groups. Special emphasis is placed on working with populations experiencing co-occurring mental health and substance abuse disorders. The clinical counseling program is approved by the Pennsylvania Department of Education.

SCIENCE

These courses are required by various science majors as part of their undergraduate curriculum

SCI 305 credits vary

Research in BIO/CHE/MAT

Research of a select problem following a preliminary investigation under the direction of a faculty member. May be repeated.

SCI 402 2 credits

Seminar

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

SCI 406 3 credits

Research I

This is the first of two courses in the student research sequence. Students will develop a research project with a faculty member of their choice. This course will focus on a literature review, developing a research plan, conducting experiments, and interpreting results. Offered: Fall

SCI 407 3 credits

Research II

This is the second of two courses in the student research sequence. Students will continue to work the research project with the faculty member of their choice from the previous semester; this will include completing any final experiments and wrapping-up their research project. Students will work to formulate conclusions and output their data in a presentable research format. Offered: Spring

SCI 480 variable credits

Internship

Student must participate in 252 hours or more of science-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; this needs to be done for a total of 6 credits; a variety of credit options can be completed. Prerequisites: junior status and a 2.5 GPA or permission from instructor. Offered: Fall and Spring.

SOCIAL SCIENCE

Social science courses provide opportunities for students to study the political, social, or psychological dimensions of human interactions. A SSC course may be taken to fulfill the Individuals and Communities requirement within the general education core.

COURSE DESCRIPTIONS

SSC 111 3 credits

The Individual in Society

Introduction to concepts and methodology of social sciences and presentation of sample content for the systems of humanity: sociology, anthropology, history, political science, economics and international relations.

SSC 201 3 credits

Introduction to Cultural Anthropology

Study of learned behavior in human societies. Topics include cultures, interrelationships among peoples, and aspects of culture and environment. This course fulfills the human diversity graduation requirement.

SSC 222 3 credits

Introduction to Geography

Examination of the components of the geographic equation: environment, culture, technology and spatial interaction.

SSC 230 3 credits

Economic Geography

This course encourages students to understand the production, distribution, and consumption of goods and services using a 'geographical perspective.' Where do various economic activities take place and why? How are activities in one location linked with those in another? How have technological advances and public policy influenced the special organization of business enterprises? These questions are examined at geographical scales ranging from the local to the global, using a variety of case studies. There is a special emphasis on globalization, economic development, and the growing prominence of multi-national corporations in the world economy.

SSC 310 3 credits

Cultural Geography I

Examines major realms of the developed world: Western/Eastern Europe, the Soviet Union, Australia/New Zealand and Japan. Special combinations of cultural, physical, historical and organizational qualities of these realms are discussed in a geographical perspective. Emphasis is given to the study of these characteristic properties and how they imprint on the landscape, giving each region its own flavor and social environment. This course fulfills the human diversity graduation requirement.

SSC 311 2 credits

Cultural Geography II

Examines the major realms of the underdeveloped Third World: Central America, South America, North Africa, Southwest Asia, and Africa. The special combinations of cultural, physical, historical and organizational qualities of these realms are discussed from a geographical perspective. This course fulfills the human diversity graduation requirement.

SSC 321 3 credits

Global Society

Analysis of major issues facing mankind in the 21st century: security systems and disarmament, world economic order, development, resource/population balance, and human rights. This course fulfills the human diversity graduation requirement.

SOCIAL WORK

Goals for student learning are conceptualized from the primary departmental goal, which is to prepare students for entry-level professional competence as generalist social work practitioners. The Social Work Department is accredited by: The Council on Social Work Education, 1725 Duke Street, Alexandria, Va., 22314-3457; phone number 703-683-8080. Social Work program graduates are awarded a Bachelor Degree of Social Work (BSW). No life experience or work experience credits are accepted for this program. The program provides educational courses and experiences designed to help the student explore the nature of the individual within society. Through a critical awareness of individual and social values, the student is exposed to a body of knowledge, which examines human behavior and development and gains the skills necessary to work effectively with individuals, families, groups, organizations, communities and the larger society. Issues concerning ethnicity, culture, gender and vulnerable populations are incorporated throughout the program. Students examine the contributions and needs of these special populations. The curriculum focuses on the various institutions that are designed to provide social services. In addition, the social work program motivates and prepares students for continued professional development and education.

Alvernia social work program goals are:

- To enhance students' critical thinking skills with the context of generalist social work practice with individuals, families, groups, organizations, and communities (in an urban setting);
- To foster students' understanding of the forms and mechanisms of oppression and discrimination and advocate for changes that advances social and economic justice;
- To encourage students to adopt and apply the value base of the profession and its ethical standards and principles and practice;
- Students will understand and interpret the history of the profession and analyze the influence of policy on organizations and service delivery systems;
- Students will use theoretical frameworks supported by empirical evidence to understand human development and behavior across the life span.

The social work program of Alvernia University defines Generalist Practice as a holistic approach that provides the practitioner with the knowledge, values and skills necessary to engage in a planned change process on a micro, mezzo and macro level, which includes individuals, families, groups, organizations, and communities. Building on the strengths perspective, this approach incorporates social systems and ecological models as a foundation for the planned change process.

Generalist social work incorporates knowledge that is transferable, empowers individuals, utilizes a variety of intervention strategies, analyzes development across the life span, evaluates the impact of social policies and serves populations-at-risk. Populations-at-risk include: people of color, women, children, older adults, the physically/mentally challenged, people of different sexual orientation, ethnicity, national origin or religious beliefs, and the economically disadvantaged. Generalist social work practice incorporates values that reflect the social worker's professional code of ethics (NASW Code of Ethics), which demands social responsibility and respect for diverse value systems, as well as a commitment to continued professional development.

Generalist social work practice also incorporates skills that provide for assessing clients' needs, establishing goals and objectives, and implementation and evaluation of the planned change process.

Generalist social work practice links people with systems and focuses on equality for those people who are oppressed and discriminated against, taking into consideration institutional policies and procedures that hinder self-determination and growth.

The major sequence in social work practice in the last two years assists students through a planned change process in working with individuals, families, groups, organizations, and communities served by both public and private agencies.

Field Practicum constitutes an integral component of the total curriculum, and helps students integrate classroom learning with practice in the social service setting.

Social Work Clearance and Fieldwork Procedures

- The following clearances are required for placement into social work fieldwork courses (SW 316, SW 403, SW 404): (*Clearances can take up to two months to process*)
 - Pennsylvania Criminal Background Check (ACT 151)
 - FBI Background Check (if an out-of-state student)
 - Child Abuse History Clearance (ACT 34)
 - FBI Clearance and Finger Printing
- As soon as the student achieves a 2.50 GPA and submits all passed clearances to the social work office, a letter of successful admittance into the social work program will be issued.
- Typically the clearances are submitted as part of the SW 201 course: Introduction to Social Work. Students who declare the social work major must submit all of the above clearances to the social work office in order to pass SW 201 — Introduction to Social Work.
- Students who transfer the equivalent of the Alvernia University SW 201 course are advised to begin the process for documentation of said clearances at least two months ahead of anticipated date for fieldwork placement into SW 316, SW 403 or SW 404. For those students who are transferring in to take SW 316, offered in the spring semester, the

clearances must be received no later than October 30 in order to secure a fieldwork placement.

- In addition to Alvernia University's health policies, social work students are required to adhere to fieldwork agency health requirements.

BACHELOR OF SOCIAL WORK

Major: 64 credits

Social Work: 52 credits

SW 201, 301, 302, 303, 304, 305, 306, 316, 401, 402, 403, 404, 405, 407, 408. Plus 9 elective credits selected from: SW 202, 203, 209, 211, 220, 231, 322.

Related Areas: 12 credits

BIO 109; MAT 208 or 209; 3 credits in psychology; 3 credits in sociology.

Departmental Requirement:

Students who achieve junior status must maintain an overall GPA of 2.50 to remain in good academic standing within the Social Work Department.

Progression Policies:

Achievement of a "C" or better in each social work (SW) course. Students may repeat/delete only one social work course throughout the program.

GERONTOLOGY PROGRAMS

Two programs, a gerontology minor and certificate of completion, are offered in gerontology to help students meet the rapidly expanding job market in the field of geriatrics.

A minor in gerontology offers one-to-one involvement with older adults, class experience in a variety of geriatric settings, and the theory necessary to work effectively with this population.

Minor: 18 credits

Required: SW 201, 203, 209, 211, 305, 316.

Note: Please be aware minors must have 12 credits not from the major, core, concentration, track, emphasis.

Certificate of Completion: 12 credits

The certificate of completion program is designed for individuals who have never attended college or who have a degree and want to complete this specialization.

Required Courses: SW 203, 209, 211, 316.

COURSE DESCRIPTIONS

SW 201 3 credits

Introduction to Social Work

Introduction to society's response to social need through a generalist approach to family services, child welfare, physical and mental health services, school related services, corrections, gerontology and populations-at-risk. Social worker's response to meeting the needs of various multi-ethnic and multi-needs groups is emphasized. Integration of micro, mezzo and macro practice is included.

SW 202 3 credits

Social Services to Children

This course takes into consideration the historical perspective, socioeconomic factors and the multicultural variables that affect child welfare in the United States. Social services available to children are conceptualized and include supportive, supplementary and substitute services. Family services, homemaker service, foster care, Temporary Assistance to Needy Families (TANF), protective services, daycare, adoption and institutional care are services evaluated and discussed.

SW 203 3 credits

The Process of Aging

Explores the various theories of aging along with biological and psychosocial aging. Other issues include gender and ethnicity, personality and intellectual development, mental health and physical disease. A review of the process includes the lifeline from birth to death. The dimensions of the whole person will also be addressed by exploring the physical, emotional, intellectual and spiritual growth necessary to achieve human potential in later life.

SW 209 3 credits

Death, Dying, and Bereavement

This course explores the universal and profound experience of death, dying, and bereavement. Topics on terminal illness, the dying process, grief, and bereavement are emphasized, as well as how these topics are influenced by race, class, gender, cultural values, and religious beliefs. Consideration will be given to the contextual perspective of death and dying with attention paid to the beliefs and needs of individuals, families, and communities as they relate to loss and mourning. Special topics (hospice, children's bereavement, etc.) will be discussed. This course fulfills the human diversity requirement.

SW 211 3 credits

Intervention Strategies for Families

This course provides a foundation in working with individuals, families, and communities. Students are taught generalist skills in the context of families at the micro, mezzo, and macro levels. Students learn how to assess the needs of families and how to access services to meet those needs. An overview of different models of family intervention will be introduced.

SW 220 3 credits

Mental Health in SW across the Life Span

This course will explore topics in mental health, including the history of mental health services, symptoms, treatment, and outcomes of various mental health diagnoses, as well policy implications. Student will become familiar with the Diagnostic and Statistical Manual of Mental Disorders (DSM) and its practical use in the mental health field. Students will learn about various roles of social workers in mental health settings, as well as the roles of professionals from other disciplines.

SW 231 3 credits

Culturally Sensitive Human Service Practice

Comparative exploration of ethnic, gender and sub-cultural norms of both clients and workers in various human service fields. Students examine the facts that eradicate biases of racism, ageism, sexism, sexual preference and groups mistreated by society. Students define their own strengths and biases in preparation for culturally diverse practice. This course fulfills the human diversity graduation requirement.

SW 301 3 credits

Social Welfare

Social Welfare system in the U.S., including impact of poverty and contributions of various minority populations is examined. Topics include the various facets of American social welfare systems, including political, economic and social structures. An understanding of poverty in the United States is achieved, as well as the strategies to empower those affected by poverty. Prerequisite: SW 201.

SW 302 3 credits

Social Policy

Process of policy formation including various components of American social welfare policy such as political and economic influences are analyzed. Emphasis is placed on the social worker's understanding of the process of effective policy formation and his/her role in developing and implementing functional programs consistent with the mission of the social work profession to improve quality of life for all. Prerequisite: SW 301.

SW 303 3 credits

Human Behavior/Social Environment I

Focuses on integration of the individual's biological, psychological, social and cultural systems from birth through young adulthood. Ecological and social system approaches will be used to study the person in environment. The perspective considers reciprocal impact of the individual on the environment. Studies the effect of human diversity on behavior in social situations. Prerequisites: SW 201; PSY 101, SOC 111.

SW 304 3 credits

Human Behavior/Social Environment II

Focuses on integration of the individual's biological, psychological, social and cultural systems from middle adulthood through later adulthood, using the ecological and social systems approach. Examination is made of interrelationship of micro, mezzo and macro systems. Effect of human diversity

on behavior in social situations is studied. Emphasis is placed on ethnic and racial minorities, women and other populations-at-risk who are discriminated against. Prerequisite: SW 303.

SW 305 3 credits

Social Work Practice I

Introduction to generalist social work practice to explore basic knowledge, values and skills of micro level intervention required for an entry-level professional practitioner. This course will focus on understanding the basic theories of social work intervention and assessment in working with individuals. Role-play is integral part of classroom experience. Prerequisites: SW 201, one course in psychology, one course in sociology.

SW 306 3 credits

Social Work Practice II

This practice course focuses on mezzo systems, which include family systems and small groups. Emphasis is placed on the use of generalist social work knowledge, values, and skills as they apply to working with mezzo systems. Theory related to families and groups, and empirically based interventions are explored. Prerequisite: SW 305.

SW 316 3 credits

Introduction to Field Education

This course will provide the introduction and foundation for the social work field education sequence. Students will explore the role of the social work profession in an organizational setting. Focus will be placed on understanding the relationship between theory and practice, and the various skills required for social work intervention. Students will be introduced to generalist social work practice through a 100-hour social service agency experience. Prerequisite: SW 305.

SW 322 3 credits

Healthcare, Chronic Illness, and the Social Work Profession

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

SW 401 3 credits

Social Work Practice III

This course will expand the understanding of generalist social work practice through the integration of knowledge, values and skills in working with communities, organizations and government. Also included is discrimination and how it affects the functioning of these groups and the social work profession. Emphasis is placed on macro social work generalist practice with an introduction of the global challenges of international social work. Prerequisites: SW 306 and 316.

SW 402 3 credits

Social Work Practice IV — Capstone

This course is designed to serve as a capstone to the social work practice sequence. Students will demonstrate their understanding of working on micro, mezzo, and macro levels of practice integrating theory, empirical research, values and skills as integral to the generalist practice of social work.

Prerequisites: SW 401 and 405.

SW 403 4 credits

Senior Field Education I

Supervised social work practice in a human service agency. Students carry direct responsibilities.

Minimum of 200 hours of work is required. Prerequisites: SW 306 and 316. Co-requisite: SW 407.

SW 404 4 credits

Senior Field Education II

Supervised social work practice in a human service agency. Students continue to carry out direct responsibilities. Minimum of 200 hours of work is required. Prerequisite: SW 401. Co-requisite: SW 408.

SW 405 3 credits

Methods of Social Research

Introduces students to various methods of social research, including data collection and analysis.

Students select a research topic associated with their field education experience and write a research proposal. Prepares students to effectively utilize current research in a professional practice.

Prerequisites: MAT 208 or 209 and senior standing; juniors need permission of instructor. This course meets the Writing Enhanced graduation requirement.

SW 407 1 credit

Senior Field Education I Seminar

Integration and application in greater depth of social work theory acquired in classroom with tasks and activities performed in social agency placement.

Prerequisite: All major requirements. Does not count toward general education core requirement. Co-requisite: SW 403.

SW 408 1 credit

Senior Field Education II Seminar

Integration and application in greater depth of social work theory acquired in classroom with tasks and activities performed in the social agency placement. Prerequisite: all major requirements. Does not

count toward general education core requirement. Co-requisite: SW 404.

SOCIOLOGY

Sociology is the study of social life and social causes and consequences of human behavior. Provides insight into how the individual shapes and is shaped by groups such as family, community, occupation and other associative situations. The sociology program provides an understanding of society in terms of its organization, institutions, social processes, and social relationships.

Minor: 18 credits

SOC 111, 401; 6 credits of sociology at the 200 level; 6 credits of sociology at the 300 or 400 level.

COURSE DESCRIPTIONS

SOC 111 3 credits

Principles of Sociology

An introduction to the major concepts in sociology. The nature and significance of culture, social groups, role and status, social interaction, stratification, system and structure are discussed within a sociological framework.

SOC 210 3 credits

Sociology of the Family

Consideration of meanings of marriage and family, contemporary gender roles, intimate relationships and family life. All major areas are studied from a sociological perspective. This course fulfills the Human Diversity requirement

SOC 212 3 credits

Contemporary Social Problems

Examination of social problems, using a sociological perspective, within contemporary American society. Emphasis is placed on the analyses of social values in viewing social problems.

SOC 214 3 credits

Sociology of Education

An analysis of education as a social institution and its relationship to other institutions. The role of educator, administrator, student and parent are conceptualized along with implications regarding ethnicity and subcultures, social stratification and social changes.

SOC 306 3 credits

Racial and Cultural Relations

Analysis of ethnic and racial differentiation in pluralistic societies. Theories of dominant and minority groups are studied. This course fulfills the human diversity graduation requirement.

SOC 310 3 credits

Sociology of Health

A study of social and cultural factors in health and illness; and the social and structural organization of the healthcare system and its impact on society. Prerequisite: SOC 111.

SOC 401 3 credits

Sociological Theory

An examination of sociological theory, classical and modern traditions; theorists such as Comte, Durkheim, Marx, Weber, Parsons, Merton, and others associated with contributing to sociology represent content for critical examination, Prerequisite: SOC 111; 3 additional credits in Sociology.

SOC 411 3 credits

Sociology of Men and Women

Critical examination of the implications of traditional sexual roles; emphasis on the causes and consequences of current changes and the implication of these changes on the feminine identity, family structure, sexual revolution, and consumption patterns. This course fulfills the human diversity graduation requirement.

SPORT MANAGEMENT

Students interested in sport management should see the business section of this catalog.

SURGICAL TECHNOLOGY

The Surgical Technology (ST) program leading to an Associate of Science degree is a dual enrolled degree program between The Reading Hospital School of Health Sciences (RH-SHS) and Alvernia University. In addition to the Associate of Science degree, graduates will receive a Certificate in Surgery Technology from RH-SHS. This Surgical Technology Program is one of only a few programs nationwide in which students will earn a certificate in robotic surgery. The RH-SHS Surgical Technology Program is nationally accredited by The Commission on Accreditation of Allied Health Education Programs (CAAHEP). Additional information regarding CAAHEP can be obtained by contacting the organization directly at 1361 Park Street, Clearwater, FL 33756. 727-210-2350.

The Mission of the Surgical Technology Program is to prepare entry-level surgical technologists in the cognitive, psychomotor, and affective domains. Graduates will meet the diverse needs of the communities they serve with competence and compassion through the application of ethical standards, inter-professional collaboration, and active professional engagement.

Surgical Technology Student Learning Outcomes:

1. Synthesize knowledge and skills essential to the successful practice of surgical technology.
2. Utilize the problem solving process effectively.
3. Practice competently as an entry-level surgical technologist.
4. Communicate effectively with all communities of interest.
5. Practice surgical technology ethically and compassionately.
6. Model ongoing professional growth and development.

Admissions Requirements:

The ST Program student admission is the responsibility and at the discretion of the RH-SHS. Admission standards meet and/or exceed Alvernia University's admission standards. Admission to the ST program is competitive and the selection of students will be based on personal composition, academic ability, references, interview performance, aptitude tests, writing samples and previous healthcare experience. Refer to the RH-SHS Admission Office for details.

**SURGICAL TECHNOLOGY PROGRAM
LEADING TO AN ASSICATE OF SCIENCE DEGREE**

Minimum Credits: 74 Total

ST Credits: 44

General Education/Core: 30

Required ST Courses: ST 100, 101, 200, 201

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

COURSE DESCRIPTIONS

ST 100 9 credits

Foundations of Surgical Technology

This course will provide the student with detailed instruction in a variety of subjects related to the study of Surgical Technology. These include, orientation to and history of surgical technology, microbiology, surgical environment and safety standards, disinfection and sterilization, aseptic technique, moral, legal, and ethical responsibilities, documentation, surgical counts, body mechanics, surgical terminology and communication skills, wound healing and wound closure, surgical instrumentation and equipment. This course will also include basic computer skills, electricity and electro-surgery, robotics, and the use of lasers in surgery. The student will learn basic draping skills, scrubbing, gowning, and gloving and the importance of hospital organization and the surgical team. Co-requisite: ST 101; Prerequisite: all general education courses.

ST 101 4 credits

Introduction to Patient Care

This course provides the student with a comprehensive overview and perioperative patient care including the variance in patient populations & biosocial needs, patient preparation and skin preparation, patient positioning, vital signs, urine catheterization, the use of surgical drains and dressings, care of surgical specimens, thermoregulatory devices, and pharmacology and anesthesia including the metric system and conversions. All-hazards preparation will also be discussed. Co-requisite: ST 100.

ST 200 15 credits

Surgical Specialties I

This course will provide the student with information and experience related to surgical specialties including the pathophysiology, instrumentation and supplies, patient preparation, procedure descriptions and progression, complications, and specialty medications and robotics. The specialty services covered in this course include general, gynecologic, ophthalmic, orthopedic, urologic surgery, cardiovascular-thoracic surgery, neurologic, otolaryngologic and plastic/maxillofacial surgery. In addition, the student will have the opportunity, under guidance from an Instructor or Preceptor, to first

and second scrub and circulate for a variety of surgical procedures during clinical practice in all of the surgical specialties. Prerequisite: ST 100 and ST 101.

ST 201 16 credits

Surgical Specialties II

This course will build upon skills and provide in-depth information, simulated surgical experience, and clinical experience related to the surgical specialties. Under supervision, the student serves as the first and second scrub and circulates for a variety of surgical procedures in all specialties. In addition, didactic content is provided to assist the student to prepare for the surgical technology certification exam and transition into employment in the operating suite. Prerequisite: ST 200.

THEATRE

The mission of the theatre program at Alvernia is to provide:

- High quality education in skill, craft, and creative habits in theatre for students in the major and minor as part of a broad education in the liberal arts.
- A cultural laboratory (emphasizing learning through doing) for broad intellectual inquiry, creative exploration, spiritual discovery, artistic enrichment, and community interaction.
- High quality artistic product (appropriate to student artists) for all students and the wider campus community.
- Opportunities to foster an appreciation of theatre, promote cultural literacy, encourage creativity, and emphasize the importance of the stories at the core of human existence.

Alvernia provides many opportunities for students to participate in theatre and dance. Students can major in theatre or have a minor in theatre. Students from any major can participate in the university's production program, which presents major works (Shakespeare, Chekhov, Sophocles, and world premieres of new plays). Beyond producing major plays, the theatre program has supported numerous student-initiated projects.

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, 303, 330

Related Elective: 6 credits – Recommend 3 credits from: ART 101, 103, 105, 215, 217 and 3 credits from: MUS 121, 135, 222, 224, 331, 333.

Majors are also advised to take 4 credits of THR 134 as free electives.

Theatre Minor: 18 credits

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

COURSE DESCRIPTIONS

THR 113 1 credit

Broadway/Show Dance

In this class students will investigate the vocabulary and creative potential of performance techniques through dance. Students will engage with these techniques through in-class technical practice, readings, reflection papers, and performances. A majority of this course will focus on preparation for the final performance. May be repeated once for credit.

THR 114 1 credit

Ballet

In this class students will investigate the vocabulary and creative potential of performance techniques through dance. Students will engage with these techniques through in-class technical practice, readings, reflection papers, and performances. A majority of this course will focus on preparation for the final performance. May be repeated once for credit.

THR 115 1 credit

Tap Dance

In this class students will investigate the vocabulary and creative potential of performance techniques through dance. Students will engage with these techniques through in-class technical practice, readings, reflection papers, and performances. A majority of this course will focus on preparation for the final performance. May be repeated once for credit.

THR 134 1 credit

Theatre Workshop

An overview of the various elements that make up the art of the theater. Students participate in the Alvernia University Theatre Ensemble (ACTE) and are responsible for production assignments. May be repeated for credit.

THR 142 3 credits

Creativity Workshop

The course explores the art of creativity in various fields of study. Through exercises, discussions, and research, students will learn the many tools and techniques for expressing creativity in their own field of study.

THR 150 3 credits

Introduction to Theatre

A brief, but comprehensive introductory view of the theatre examining all elements that make it a lively art.

THR 155 3 credits

Introduction to Acting

Principles of basic acting technique-given circumstances, tasks, facets of embodying and experiencing the portrayal of a character. Some attention given to physical and vocal characterization.

THR 156 3 credits

Theatrical Production and Design

This class is designed to give students an introduction to crafting scenery and to basic principles of scenery and lighting design.

THR 244 3 credits

Computer-Assisted Design

A course in AutoCAD and other design programs with a particular emphasis on their use in theatre.

THR 255 3 credits

Intermediate Acting

Intermediate instruction in techniques for character development including improvisation. Also an introduction to acting styles and acting in verse plays.

THR 350 3 credits

Directing for the Stage

Study of the principles and techniques used in leading the production of theatre and the development of the director. Students mount a one-act play. Prerequisites: THR 134, 150, 155, or permission of instructor.

THR 355 3 credits

Theatre History

A comprehensive study of the history of theatre from its origins through the post WWII era. This course meets the Human Diversity graduation requirement.

THR 356 3 credits

Theatre History II

A comprehensive study of the history of theatre from the neo-Classical era through today. This course meets the Writing Enhanced requirement.

THR 357 3 credits

Behind the Curtain

Studying the various areas of show production. Topics vary from semester to semester: they may include specific study of time periods, prop creation, makeup design, costume design, advanced scenery and lighting, model creation, and mask making. This course may be repeated under different topics.

THR 360 3 credits
Advanced Acting/Directing

Advanced instruction in techniques for actors and/or directors. This course may be repeated under different topics. Prerequisite: COM/THR 255 or COM/THR 350 or permission of instructor.

THR 404 3 credits
Arts Operations

Explores business and finance issues associated with working in the arts as a profession. Includes working with arts organizations as well as arts entrepreneurship.

THR 434 3 credits
Senior Production Workshop

Students assume leadership positions in the production of a theatrical event. Experiences may include acting, directing and/or design. Students establish an appropriate project with the director of the theatre program prior to enrolling in the course. Prerequisite: permission of instructor.

THEOLOGY

Theological study long has attempted to address the most profound questions of existence and the meaning of the human religious experience. Theology courses ask these questions with attention to the universally human and particular focus on the Judeo-Christian tradition. The Catholic expression of that tradition receives the greatest, but not exclusive, emphasis.

A major in theology prepares students for further work in academe or seminary and also can serve to complement another major. As a discipline in the liberal arts, it refines critical thinking skills and teaches openness to the complexity of serious issues. A minor in the discipline provides students with greater knowledge of religious questions.

THEOLOGY

Major: 33 credits

THE 105, one course selected from: 200, 210, 225; 2 courses (6 credits) from: THE 306, 308, 309; THE 380; THE 480; 15 credits in theology electives.

Minor: 18 credits

COURSE DESCRIPTIONS

**With the exception of THE 210 Medical Moral Theology, all courses at the 200 level or higher require THE 105 Foundations of Theology, or permission of the department chair. Students in the mid-degree program are exempt from this requirement.*

THE 105 3 credits

Foundations of Theology

Inquiry into the nature of religion and its relation to other areas of human experience. Role of theology in bringing a religious tradition to reflective awareness. Focus on Christianity, especially its Catholic expression.

THE 200 3 credits

Christian Approach to Morality

Study of fundamentals of moral theology: concepts of freedom, responsibility, law and conscience are surveyed within context of Catholic theology and natural law tradition.

THE 210 3 credits

Medical Moral Theology

Investigation of moral problems, which can arise in the area of bioethics. Introductory survey of the basic Christian principles of morality is followed by treatment of various medical moral situations. A natural law methodology is applied throughout the course.

THE 225 3 credits

Global Issues: The Gospel Perspective

Ethical concerns in war, peace, global and domestic policy, and other social issues. Addresses both Roman Catholic teachings and writings from other religions and cultures. This course fulfills the human diversity graduation requirement.

THE 227 3 credits

Green Theology and Ethics

Investigation of various theological traditions in light of their understanding of humanity's place in the cosmos through examination of significant Christian and non-Christian writers in this area, including St. Francis of Assisi. A theology of environmental concerns, known as "Eco-Theology" is discussed and correlated with areas of environmental ethics. Principle subjects treated include climate change, biodiversity and secular ecological values. Fulfills Alvernia University's ethics requirement and/or Theology elective.

THE 235 3 credits

Topics in the Catholic Social Tradition

Exploration of topics or principles that have been of special relevance in Catholic Social Teaching and Thought. Primary documents of the Catholic Church and some aspect of a natural or social science will be incorporated into an investigation of a selected topic in social ethics. Course fulfills the Search Ethical Leaders and Followers ethics requirement.

THE 245 3 credits

Eastern Philosophy and Religion

Exploration of philosophical and religious traditions of Asia. Buddhism, Confucianism, Hinduism, and Daoism will be discussed and compared to Western Traditions (Judeo-Christian Tradition and Ancient Greek Philosophy). This course fulfills the diversity requirement.

THE 255 3 credits

Santo Domingo

This course will cover theology and social justice topics as they relate to service in the developing world. This is a service-learning course in which students will apply knowledge and skills acquired during the semester during a week-long immersion experience in Santo Domingo, Dominican Republic immediately following the semester. The coursework will explore a theology of liberation for the poor, Catholic social teaching, and advocacy methods. Students will relate the course content to their firsthand experience in the Dominican Republic through journal writing and a final service integration paper. This course 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. This course meets the Writing Enhanced requirement

THE 306 3 credits

Biblical Studies: Gospel Portrait of Jesus

Examination of the portrayal of Jesus in Gospels of Matthew, Mark, Luke and John, using tools of historical and literary criticism.

THE 308 3 credits

Biblical Studies: Old Testament Studies

Examination of selected books of the Old Testament, including representation from Law, Prophets and Writings.

THE 309 3 credits

Biblical Studies: New Testament Studies

Examination of selected books of the New Testament, with particular emphasis on the Pauline writings.

THE 345 3 credits

Issues in Historical Theology

An historical study of the principal theological controversies that shaped the development of Christianity. This course is designed as an introduction to theological study for students in the mid-degree program. Other students must have permission of the instructor.

THE 350 3 credits

Franciscan Studies

Study of the life and spirit of St. Francis of Assisi, his charisma and its relevance for the contemporary world. Includes theological and philosophical perspectives of other Franciscans. Examines the historical and ecclesial environment of Franciscan Movement and its impact up to the present. This course meets the Writing Enhanced requirement.

THE 355 3 credits

Franciscan Pilgrimage to Assisi and Rome

This travel course prepares students for a cultural immersion in Italy where they will participate in an intercollegiate study-pilgrimage to Assisi and Rome, visiting historical and spiritual sites that trace the birth of the Franciscan movement. Prerequisite: THE 105; THE 350 recommended. This course fulfills 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.

THE 480 3 credits

Capstone

Theology and Philosophy seniors complete this capstone course during their final year of undergraduate studies. The course engages the most basic and fundamental questions of human experience from a dual disciplinary perspective, which is rooted in each programs' commitments to open inquiry, reflection, and rigorous critical engagement.

UNIVERSITY

Courses designated as University courses are offered by both the Academic Success Center and Career Development Office. These courses are designed to support either academic or professional skills and awareness.

Academic success courses teach skills necessary for students to become successful in college. These courses are designed to foster academic skills that can be applied to all courses and encourage the motivation and responsibility necessary for academic success.

Career Development courses can help students explore majors and careers, prepare for internships, and develop professional and job search skills.

UNIV 105 1 credit

Learning Strategies

The Learning Strategies course is designed to assist students in creating a solid foundation on which they can build and reach their academic goals. This one-credit course focuses on the academic skills needed to become a more proficient learner. Additionally, students will build a community of support within the class and across campus.

UNIV 107 1 credit

Achieving Success

Reflection Seminar/Achieving Success is a one-credit course designed for second semester first-year students, whose fall grades placed them on academic probation. This course challenges students to self-reflect about their academic journey to date and enhances skill-building for them to achieve greater academic success.

UNIV 200 1 credit

Career and Internship Preparation

is a one-credit course designed to increase students' awareness, knowledge and skills associated with career exploration and preparation, and internship/job search.

WOMEN'S AND GENDER STUDIES

Alvernia offers an interdisciplinary minor in women's and gender studies that will expose students to the historical, economic, social, psychological and political factors that have shaped traditional gender roles, contemporary issues of gender and sexuality, and historical struggles and achievements of women. As a discipline that addresses how gender intersects with categories such as sex, race, class, ethnicity, and nationality to shape identities and communities, WGS is committed to the ideals of inclusivity and diversity and shares in the Franciscan tradition of working toward social justice. By developing students' awareness of diversity, equality, and justice, this program participates in Alvernia's mission to provide students an intellectual breadth and an ethical foundation for their life-long personal and professional growth.

Minor: 18 credits

Required: PHI 250. 9-15 credits from: HIS 230, PSY 308, ENG 216, SOC 411, CJ 217, THE 300, Special Topics (identified by the instructor and approved by the WGS coordinator as specifically pertaining to the field of women and gender studies) and no more than 6 credits from: CJ 217, CJ 411, ENG 202, MUS 222, MUS 322, NUR 312, PHI 420, PSY 215, PSY 220, SSC 321, SW 202, WGS-Cognates.*

*Cognates are identified by the student, the WGS Coordinator and the course instructor. A contract is created to add a significant gender component to the general class requirement. These may include, but are not limited to, readings, guided research on a topical paper, service project or an honors thesis. The contract should be approved by the WGS Coordinator prior to the beginning of the course. Only one cognate course may count toward the minor.

WORLD LANGUAGES

Courses are designed to enable students to acquire a functional competence of French, German, Italian, Latin and Spanish. Since the acquisition of a foreign language is closely linked with the culture of a given country, the instructors offer opportunities for students to appreciate, experience and learn to respect cultural differences through classroom discussions and/or presentation of a variety of material.

Requirements/Placement:

Students are required to complete 6 credits, in sequence, in any one foreign language offered in the Alvernia curriculum. Placement of the student in the appropriate course level is determined by testing and/or the decision of the foreign language department staff.

Spanish Minor:

The Spanish minor consists of 18 credits of Spanish. All courses are included except SPA 101, SPA 107, and SPA 115.

COURSE DESCRIPTIONS

CHINESE

CHI 101 3 credits

Elementary Mandarin Chinese I

Introduction to basic skills of Mandarin Chinese speaking, listening, reading and writing. Emphasis on conversation and comprehension.

CHI 102 3 credits

Elementary Mandarin Chinese II

Continuation of Mandarin Chinese 101. Prerequisite: CHI 101 or equivalent.

FRENCH

FRE 101 3 credits

Elementary French I

Intro to basic skills of French speaking, listening, reading and writing. Emphasis on competence in grammar, vocabulary, pronunciation, and comprehension. For students with no previous background in French.

FRE 102 3 credits

Elementary French II

Continuation of French 101. Prerequisite: FRE 101 or equivalent.

FRE 201 3 credits

Intermediate French I

Review of grammar and syntax. Progressive development of the four basic communication skills. Introduction to literary readings. Prerequisite: FRE 102 or equivalent; or two years high school French.

FRE 202 3 credits

Intermediate French II

Continuation of French 201. Prerequisite: FRE 201 or equivalent.

GERMAN

GER 101 3 credits

Elementary German I

Introduction to basic skills of German speaking, listening, reading, writing. Emphasis on competence in grammar, vocabulary, pronunciation, comprehension. Prerequisite: no previous experience or one year high school German.

GER 102 3 credits

Elementary German II

Continuation of German 101. Prerequisite: GER 101 or equivalent.

GER 201 3 credits

Intermediate German I

Review of grammar and syntax. Progressive development of four basic communication skills. Prerequisite: GER 102 or equivalent.

GER 202 3 credits

Intermediate German II

Continuation of German 201.

ITALIAN

ITA 101 3 credits

Elementary Italian I

Introduction to basic skills of Italian speaking, listening, reading and writing. Emphasis on competence in grammar, vocabulary, pronunciation, comprehension. No prerequisite.

ITA 102 3 credits

Elementary Italian II

Continuation of Italian 101. Prerequisite: ITA 101 or equivalent.

LATIN

LAT 101 3 credits

Elementary Latin I

Introduction to basic forms, syntax and vocabulary. Selected prose readings. No prerequisite.

LAT 102 3 credits

Elementary Latin II

Continuation of Latin 101. Prerequisite: LAT 101.

SPANISH

SPA 101 3 credits

Spanish for Beginners I

Introduction to basic skills for Spanish speaking, listening, reading and writing. Emphasis on competence in grammar, vocabulary, oral expression and listening comprehension. For students with 0-2 years of foreign language study in high school. Credit not given for both this course and SPA 107 or SPA 109.

SPA 102 3 credits

Spanish for Beginners II

Continuation of SPA 101. Prerequisite SPA 101 or by placement for students with 3 years of foreign language study in high school. Credit not given for both this course and SPA 108 or SPA 110.

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. Credit not given for both this course and SPA 101 or SPA 109.

SPA 108 3 credits

Spanish for Health Professionals II

Continuation of Spanish 107. Prerequisite: Spanish 107 or equivalent. Credit not given for both this course and SPA 102 or SPA 110.

SPA 109 3 credits

Spanish for Law Enforcement I

Designed to develop basic communication skills dealing with the law enforcement profession. No prerequisite. Credit not given for both this course and SPA 101 or SPA 107.

SPA 110 3 credits

Spanish for Law Enforcement II

Continuation of Spanish 109. Prerequisite: SPA 109 or equivalent. Credit not given for both this course and SPA 102 or SPA 108.

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 115 3 credits

Spanish for Heritage Speakers I

The Spanish for Heritage Speakers I course is designed for students who grew up in Spanish-speaking environment with no formal instruction in Spanish. The primary purpose of this course is to develop reading and writing skills, although all four communicative skills (listening, speaking, reading and writing) are emphasized with exposure to diverse cultures of the Spanish-speaking world.

Credit not given for both this course and SPA 101 or SPA 107 as they are considered equivalent courses.

SPA 116 3 credits

Spanish for Heritage Speakers II

Continuation of SPA 115. Pre-requisite: SPA 115. Credit not given for both this course and SPA 102 or SPA 108 as they are considered equivalent courses.

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. This course fulfills the 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 102 or by placement for students with 4 or more years of Spanish language study in high school.

SPA 202 3 credits
Intermediate Spanish II
Continuation of Spanish 201. Prerequisite: SPA 201 or equivalent.

SPA 203 3 credits
Spanish Conversation and Composition I
Progressive development of oral proficiency and writing skills with emphasis on current topics. Literary and cultural readings. Prerequisite: SPA 202 or equivalent.

SPA 204 3 credits
Conversation and Composition II
Continuation of Spanish 203. Prerequisite: SPA 203 or equivalent.

SPA 311 3 credits
Cultural Perspectives of Spain
Discusses history, geography, art and music, daily life, celebrations, foods, stereotypes, ethnic groups, current events and the role of women today in Spain. This course is taught primarily in Spanish and fulfills the human diversity graduation requirement. Prerequisite: SPA 202 or permission of instructor.

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.

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Charles Barbera, M.D., M'01
Reading Health – Tower Health
Chair, Department of Emergency Medicine

Paula Barrett
Reinsel Kuntz Leshner
Business Consulting Services Group

David M. Beavens '88
Detroit Renewable Energy, LLC
Operating Partner

Kevin P. DeAcosta
The Highlands of Wyomissing
President & CEO

Elsayed Elmarzouky
Islamic Center of Reading
President

Richard Ehst
Customers Bank
Retired Pres., CEO/CDO

Michael Fromm
Fromm Electric Supply Corp.
President & CEO

John H. Gallen, Jr.
EthoSource & Wyatt Seating
Owner & President

Patricia C. Giles
Wyomissing Foundation, Inc.
Foundation President

Sr. Madonna Marie Harvath, OSF
Bernardine Franciscan
Sisters Congregational Counselor

Ellen Huyett
Community Volunteer

Sr. Antoinette Keiser, OSF, '71
Philadelphia Franciscan Sisters
Computer Teacher

Steven Koons '05
Cotton & Company, LLP
Partner

Sr. Danielle Marie Kubelsky, OSF
Bernardine Franciscan Sisters
Coordinator of Health Benefits

Daniel Langdon
East Penn Manufacturing, Inc.
Retired CEO

Rachel Maher, DMD '94
Dentistry for Children
Pediatric Dentist

Khalid N. Mumin, Ed.D.
Lower Merion School District
Superintendent of Schools

Stephen Najarian
SN Companies
Partner

Sr. David Ann Niski, '66
Bernardine Franciscan Sisters Foundation
Executive Director

David Patti
Customers Bank
Director of Communication & Marketing

Jeffrey Rush
Fulton Bank
President Commercial Markets

Peter Rye
Brentwood Industries, Inc.
President

Jeanne Savage '88
Community Volunteer

Ralph Simpson, Jr.
Warfel Construction Company
President & CEO

Barry Schlouch
Schlouch Incorporated
Owner, President

Doug Tieman
Caron Treatment Centers
Retired President, CEO

Michael Tobash
Tobash Insurance Agency & Financial Services
Owner, Former PA House of Rep. Member

Paul Trunk
Berk-Tek & Nexans LAN Division N. America
President & Vice President

David Turner
First Energy Corp.
Regional Manager, External Affairs

John Weidenhammer
Weidenhammer Systems Corp
President

Sr. Shaun Kathleen Wilson, OSF '69
Bernardine Franciscan Sisters
Director, McGlinn Conference Center

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John R. Loyack, MBA, President

John R. McCloskey, DBA, Senior Vice President and Chief of Staff

Darryl Mace, Ph.D., Vice President for Mission, Equity and Inclusion

Thomas Minick, MA, Vice President of Institutional Advancement

Mary-Alice Ozechoski, MA, Senior Vice President for Enrollment Management and Student Affairs

Rodney S. Ridley, Sr., Ph.D., Vice President, Chief Operating Officer of O'Pake Institute & Dean of the College of STEAM

Larry Shaub, MBA, CPA, Chief Financial Officer

Deans of the University

Patricia Reger, Ph.D. Dean, College of Health Sciences

Elizabeth Matteo, Ph.D., Dean, College of Humanities and Social Services

Rodney Ridley, Ph. D., Dean, College of Science, Technology, Engineering, Arts, & Mathematics

Travis Berger, Ph.D. Dean, College of Business, Communication, and Leadership

Karolina Dreher, MSOT, Dean of Students

College and Academic Departments

C College of Business, Communication and Leadership

- Chair, Business, Tufan Tiglioglu, Ph.D.
- Chair, Communication, Caroline Fitzpatrick, Ph.D.
- Chair, Leadership, Evelina Panayotova, Ph.D.

College of Health Sciences

- Chair, Athletic Training, Thomas Franek, Ph.D.
- Chair, Healthcare Science Tom Porrazzo, Ph.D.
- Chair, Nursing, Deborah Greenawald, Ph.D.
- Chair, Occupational Therapy, Elizabeth Bentz, OTD

- Chair, Physical Therapy, Christopher Wise, DPT
- Program Director, Physician Assistant, Renee Langstaff, MSPAS

College of Humanities and Social Services

- Chair, Humanities, Corey Harris, Ph.D.
- Chair, Psychology and Counseling, Di You, Ph.D.
- Chair, Criminal Justice, Rosemary McFee, M.Ed.
- Chair, Education, Elena Lawrick, Ph.D.
- Program Directors, Social Work, Cynthia Corbin, MSW and Ohenewaa White, MSW
- Program Director, Addictions and Mental Health, David Reyher, MSW

College of Science, Technology, Engineering, Arts & Mathematics

- Director of Academic Operations, David Shoup, Ph.D.
- Chair, Fine & Performing Arts, Nathan Thomas, Ph.D.
- Chair, Sciences, Eric Recktenwald, Ph.D.
- Chair, Mathematics and Technology, Matthew Prudente, Ph.D.
- Chair, Engineering, Joseph Mahoney, Ph.D.

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*Deceased

2022-2023 ACADEMIC CALENDAR

FALL 2022

Classes begin (Day, Mod 1, & Grad)	Aug 22
Last day to add/drop (Day, Mod 1, Grad)	Aug 29
Last day to withdraw without F – Mod 1	Sept 14
Feast of St. Francis observed – no classes (no classes Day; Sat classes in session)	Sept 30
Mod 1 ends	Oct 12
Mod 2 starts	Oct 13
Last day to add/drop Mod 2	Oct 20
Pre-registration for Spring	Oct 24 –27
Last day to withdraw without F (Day & Grad)	Oct 28
Last day to W/D Mod 2	Nov 7
All Day, Eve, Mod, & Grad classes in session	Nov 23
Thanksgiving Holidays	Nov 24-26
Classes resume	Nov 28
Mod 2 ends	Dec 1
Last class day (Day & Grad)	Dec 2
Study Day	Dec 7
Final examinations (day)	Dec 5-9

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

WINTER 2023

Winterim sections begin on or after	Dec 12
Last day to add/drop	Dec 15
Last day to W/D without F	Jan 3
Last day Winterim	Jan 13

SPRING 2023

Martin Luther King Observed	Jan 16
Classes begin (Day, Mod 3, & Grad)	Jan 17
Last day to add/drop (Day, Mod 3, & Grad)	Jan 24
Last day to W/D without F Mod 3	Feb 8
Mod 3 ends	March 8
Spring break – no classes Day only	March 6-10
(All classes beginning at 5:30 or later & Sat are in session)	
Mod 4 begins	March 9
Last day Add/Drop Mod 4	March 16
Pre-registration for Fall	March 27-30
Last day to W/D without F – Day & Grad	March 31
Last day to W/D without F – Mod 4	April 3
Easter Holidays (Day, Eve, & Sat)	April 6-10
Easter Monday – Mod & Grad resume	April 10
Day classes resume	April 11
Mod 4 ends	May 2
Last class day (Day & Grad)	May 5
Study Day	May 10
Final examinations (Day)	May 8-9-11-12
Graduation	May 13

For classes that do not meet every week of the session:

Add/Drop ends before the 2nd class

W/D without an F before the 3rd class

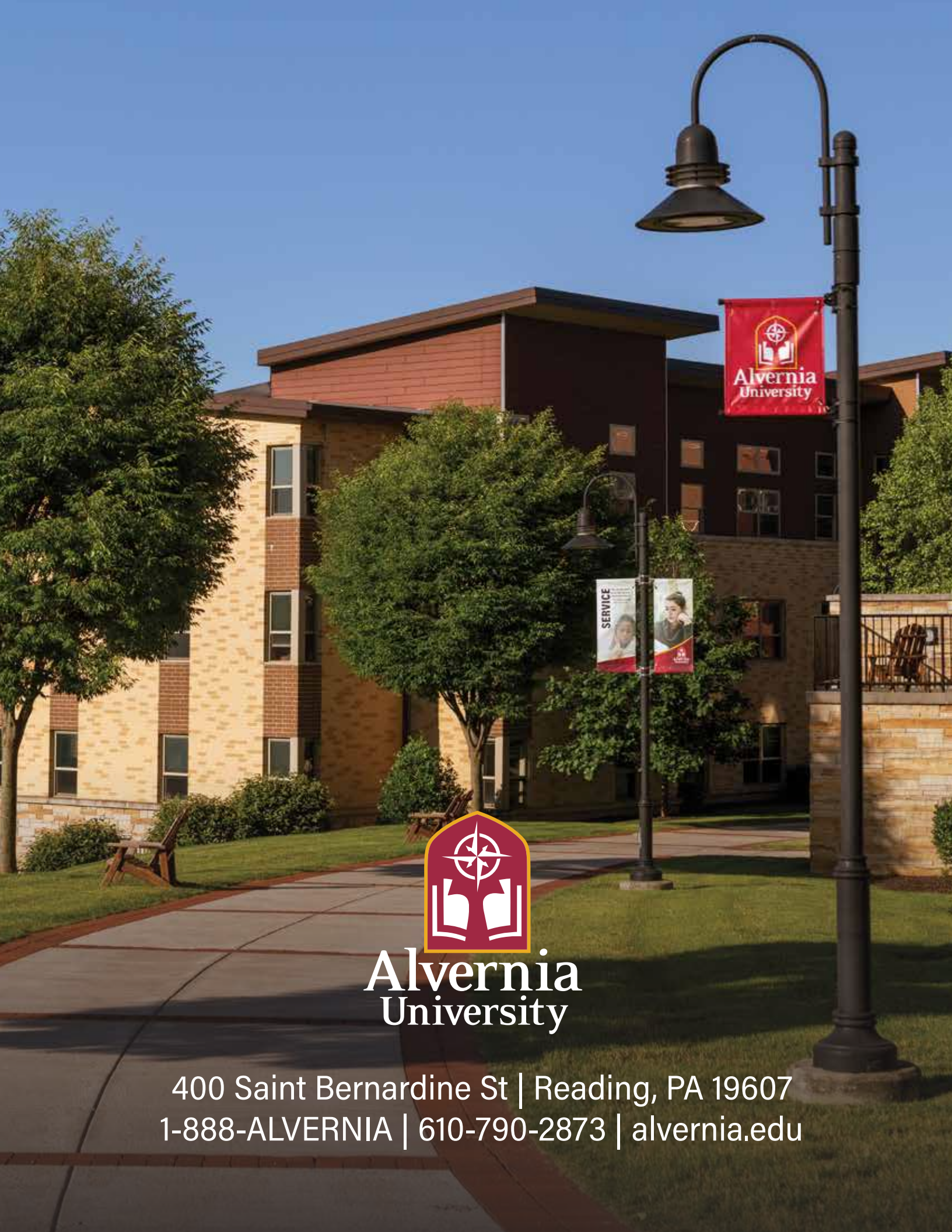
SUMMER 2023

Semester, Mod 5, & Mod A begins	May 15
Last day to add/drop Mod A	May 16
Last day to add/drop Semester & Mod 5	May 22
Memorial Day Holiday	May 29
Classes resume	May 30
Last day to W/D Mod A	May 30
Mod A ends	June 2
Last day to W/D without F - Mod 5	June 7
Mod B starts	June 5
Last day to add/drop - Mod B	June 6
Last day to W/D without F - Mod B	June 16
Last day to W/D without F – Semester	June 30
Mod B ends	June 23
Mod 5 ends	July 6
Mod 6 starts	July 10
4th of July Holiday Observed- no classes	July 4
Last day to add/drop Mod 6	July 17
Last day to W/D without F Mod 6	August 1
Mod 6 ends	Aug 18
Semester ends	Aug 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



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