

**PROGRAMS  
AT A GLANCE**

**Master of Arts (M.A.)**

- Master of Arts in Clinical Counseling
- Master of Arts in Leadership

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

- Program in Community Service and Economic Leadership
- Emphasis in Executive Healthcare

**Master of Education (M.Ed.)**

- Special Education
- Educational Leadership
- Teaching English as a Second Language
- Education Certification Programs:
- Superintendent's Letter of Eligibility
- Principal Certification
- Special Education (PreK-8,7-12)
- ESL Program Specialist

**Master of Science in Athletic  
Training**

**Therapy (M.S.A.T.) Graduate post-baccalaureate entry-level.**

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

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

**Master of Social Work (MSW)**

**Doctor of Nursing Practice (DNP)**

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

**Doctor of Physical Therapy (DPT)**  
610-796-8228  
610-796-8367 (fax)  
**www.alvernia.edu**

**Table of Contents**

Mission & Vision Statements.....2

**Alvernia University  
School of Graduate**

Institutional Heritage.....	2-3
Core Franciscan Values.....	4-5
Accreditation.....	4-5
Federal Policies.....	6-7
Admissions.....	7-12
Graduate Program Academic Policies.....	12-16
Registration.....	17-19
Financial Information.....	21-30
Student Services.....	30-32
Graduate & Certification Programs.....	33
Master of Arts	
Program in Clinical Counseling.....	34
Program in Leadership.....	37
Master of Business Administration.....	35
MBA Healthcare Emphasis.....	35
Master of Education.....	38-41
Certification Programs.....	39-41
Master of Science in Athletic Training.....	42
Master of Science in Nursing.....	43
Master of Science in Occupational Therapy.....	44
Master of Social Work.....	45
Doctor of Nursing Practice.....	46
Doctor of Philosophy.....	47-48
Doctor of Physical Therapy.....	49
Graduate Program Course Descriptions.....	50-80
Administration & Trustees.....	81

# Alvernia University

## 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 Zygmunt Froncek, and the dedicated religious and lay faculty who laid the groundwork for academic excellence, intellectual curiosity, and learning linked with charity, service and social justice. As pioneers in the field of Catholic education, the Bernardine Franciscan Sisters were part of the 20<sup>th</sup> 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 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 Mount Alvernia, the place where Saint Francis of Assisi received the Stigmata, or Sacred Wounds, of Christ. This mystical favor is indicated by five drops of blood arranged in the form of a cross.

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

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

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

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

## Accreditations

Since 1967, the Middle States Association of Colleges and Schools has granted Alvernia University full accreditation. The most recent reaffirmation of accreditation was granted in June 2015.

The Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and Middle States Commission of Higher Education.

The Clinical Counseling Program leading to a Master of Arts degree is approved by the Pennsylvania Department of Education and Middle States Commission of Higher Education.

The Program for Leadership leading to a Master of Arts degree is accredited by the Pennsylvania Department of Education and Middle States Commission of Higher Education.

The Program in Community Service and Economic Leadership leading to a Master of Business Administration degree is approved by the Pennsylvania Department of Education and Middle States Commission of Higher Education. Alvernia University's Business Department is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The Program in Educational Leadership leading to a Master of Education degree with Principal Certification or the Principal Certification Program is approved by the Pennsylvania Department of Education and Middle States Commission of Higher Education.

The English as a Second Language Program Specialist Certification is approved by the Pennsylvania Department of Education and the Middle States Commission of Higher Education.

The Special Education Certification Program is approved by the Pennsylvania Department of Education and Middle States Commission of Higher Education.

The Master of Science in Nursing program is approved by the Pennsylvania Department of Education and Middle States Commission of Higher Education. The MSN Program has approval from the Department of Education for the Commonwealth of Pennsylvania and is accredited by the Commission on Collegiate Nursing Education.

The Master of Science in Occupational Therapy degree is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

The Master of Social Work program at Alvernia University has achieved Candidacy for Accreditation by the Council on Social Work Education's Commission on Accreditation.

The Doctor of Nursing Practice is approved by the Pennsylvania State Board of Nursing and Middle States Commission of Higher Education.

The Doctor of Philosophy degree is approved by the Pennsylvania Department of Education and Middle States Commission of Higher Education.

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

## **FEDERAL POLICIES**

### **Nondiscrimination Policy**

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

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

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

### **Harassment Policy**

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

## **ADMISSIONS**

Our commitment to offer quality student services extends to the ease of applying for admission, with our supportive

graduate staff available to assist you throughout the process.

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

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

Application fees may vary for students applying through the Centralized Application System (PTCAS, NursingCAS, ATCAS).

### **Master in Business Administration (both online and classroom formats)**

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

### **Master of Education**

- Official transcript(s) indicating that the applicant has earned an appropriate baccalaureate degree from an accredited college or university. A minimum cumulative GPA 3.0 or higher. Transcripts from all institutions are required.
- Three letters of recommendation from former professors, employers, or supervisors familiar with the applicant's professional experiences, or from religious or community leaders.
- One-page personal statement discussing the applicant's professional goals relevant to the program's focus.
- Resume.
- Additional evidence of potential for success as a graduate student such as academic or professional awards, special certifications, and completion of specialized examinations (not required but encouraged).

### **Master of Education with Pennsylvania Post-baccalaureate Educational Certifications**

- Official transcript(s) indicating that the applicant has earned an appropriate baccalaureate degree from an accredited college or university. A minimum cumulative GPA 3.0 or higher. Transcripts from all institutions are required.
- Three letters of recommendation from former professors, employers, or supervisors familiar with the applicant's professional experiences, or from religious or community leaders.
- One-page personal statement discussing the applicant's professional goals relevant to the program's focus.
- Resume.
- Valid Pennsylvania Instructional I or II Certificate. The applicants for the M.Ed. in TESOL with ESL Program Specialist Certification Program may alternatively submit their ESL Specialist Certificate issued by another state instead of PA

#### Instructional I/II Certificate.

- For the M.Ed. with Principal Certification Program applicants: Two applicant's evaluation forms, by superintendent and school principal, respectively.
- For the M.Ed. with Special Education Certification (PK-12) Program applicants: Evidence of completion of a 3-credit course related to teaching English language learners.
- Additional evidence of potential for success as a graduate student such as academic or professional awards, special certifications, and completion of specialized examinations (not required but encouraged).

### **Pennsylvania Post-baccalaureate Educational Certifications**

- Official transcript(s) indicating that the applicant has earned an appropriate baccalaureate degree from an accredited college or university. A minimum cumulative GPA 3.0 or higher. Transcripts from all institutions are required.
- Three letters of recommendation from former professors, employers, or supervisors familiar with the applicant's professional experiences, or from religious or community leaders.
- One-page personal statement discussing the applicant's professional goals relevant to the program's focus.
- Resume.
- Valid Pennsylvania Instructional I or II Certificate. The applicants for the ESL Program Specialist Certification Program may submit their ESL Specialist Certificate issued by another state instead of PA Instructional I/II Certificate.
- For the Principal Certification Program applicants: Two applicant's evaluation forms, by superintendent and school principal respectively.
- For the Superintendent Letter of Eligibility Certification Program applicants: Interview with program director.
- For the Special Education Certification (PK-12) Program applicants: Evidence of completion of a 3-credit course related to teaching English language learners.
- Additional evidence of potential for success as a graduate student such as academic or professional awards, special certifications, and completion of specialized examinations (not required but encouraged).

### **Superintendent's Letter of Eligibility Certification**

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

### **Master of Arts in Clinical Counseling**

- Official transcript(s) indicating that the applicant has earned an appropriate baccalaureate degree from an accredited college or university. Transcripts from all institutions are required. Also, the following three undergraduate courses are required for acceptance: Introduction to Psychology, Statistics or Research, and Psychopathology. The courses must be completed prior to acceptance. A cumulative grade point average of 3.0 on a 4.0 scale for all previous undergraduate and graduate work is recommended for full acceptance.
- Three letters of recommendation from former professors, employers, or supervisors familiar with the applicant's professional experiences, or from religious or community leaders.
- One-page personal statement that summarizes the value of the program of graduate study for his/her personal and professional growth and development.
- Professional Résumé

- Interview with program coordinator.
- Additional evidence of potential for success as a graduate student such as academic or professional awards, special certifications, samples of scholarly or creative work, and completion of specialized examinations. (not required, but encouraged)
- The MACC program allows up to 12 transfer credits. Applicants to the program who wish to receive transfer credit will need to submit course descriptions, syllabi, and transcripts for review. Only courses with a grade of B or better will be considered. The following courses must be taken at Alvernia University: MCC 500, MCC 520, MCC 560, MCC 550, MCC 600, MCC 610, NCC 670, MCC 675, and MCC 680.

### **Master of Arts in Leadership**

- Official transcript(s) indicating that the applicant has earned an appropriate baccalaureate degree from an accredited college or university. Transcripts from all institutions are required.
- Two letters of recommendation. Letters are accepted from professors, employers, and supervisors familiar with the applicant's professional experiences, or from religious or community leaders.
- Personal Statement. One-page personal statement that summarizes the value of the program or graduate study for his/her personal and professional growth and development.
- Professional Resume. Beyond work experience, you may include additional evidence of potential for success including items such as academic or professional awards, special certifications, etc.
- Minimum cumulative grade point average (GPA) of 3.0 or higher recommended.

### **Master of Science in Athletic Training**

**Post-baccalaureate students** who have completed an undergraduate degree and the necessary pre-requisite courses may apply to enter the professional phase of the master of athletic training program. These students will apply through Graduate Admissions and upon acceptance to the University, will matriculate through the professional phase of the MSAT program. Graduate admission occurs on a rolling basis. A review of applications may continue until the all available slots are filled.

In order to begin the professional phase of the MSAT program, post-baccalaureate students must provide proof of:

- Official transcript(s) indicating that the applicant has earned an appropriate baccalaureate degree from an accredited college or university. Transcripts from all institutions are required.
- A cumulative grade point average of 3.0 on a 4.0 scale for the baccalaureate degree is required.
- A minimum GPA of 3.0 on a 4.0 scale in the following **pre-requisite courses** (Must pass these courses with a “C or better”):

General Biology with lab (4 credits)

Anatomy and Physiology 1 and 2 with labs (8 total credits)

General Chemistry with lab (4 credits)

General Physics with lab (4 credits, and can be non-calculus based)

Nutrition (Sports nutrition is preferable) (3 credits)

Kinesiology with lab

Exercise Physiology with lab

Introduction to Psychology

Psychology: Human Development Across the Lifespan

Math: Statistics

Post-baccalaureate candidates must also provide proof of the following current certifications:

- First Aid
- CPR with AED (Adult, Child, Infant) for the Professional Rescuer (or equivalent)

Students who meet these standards and begin their professional phase coursework will only be required to complete graduate-level MSAT coursework

### **Five Year Combined BSHS and MSAT Degree**

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

### **Master of Science in Nursing**

- Official transcript(s) indicating that the applicant has earned a baccalaureate degree in nursing (BSN) from an ACEN

(formerly NLNAC), CNEA, or CCNE accredited program or international equivalent at a college or university.

- Minimum of 3.0 GPA on a 4.0 scale in a BSN Program.
  - Completion of an undergraduate statistics and research course with a grade of “C” or better. If not completed, the course must be taken in conjunction with graduate courses at Alvernia University.
  - Three (3) recommendations (preferably from professional nurses with graduate degrees) regarding applicant’s practice and potential for graduate work in nursing. (\*) In lieu of letters, MSN candidates must obtain references using specific form supplied with the admission packet.
  - Current resume.
  - Photocopy of valid Pennsylvania license as a Registered Nurse.
  - An interview with the MSN Program Coordinator or designated faculty member after all required application materials have been received to discuss professional nursing goals and review the curriculum and course schedule.
- (\*) Waived for BSN graduates of Alvernia University

## **Master of Science in Occupational Therapy**

### **Master of Science in Occupational Therapy – Entry Level Post Baccalaureate**

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

### **Five Year Combined BSHS and MSOT Degree**

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

## **Master of Social Work**

### **Entry-Level MSW (60 credits)**

Post-baccalaureate with any undergraduate degree

- Official transcript(s) indicating that the applicant has earned a baccalaureate degree from an accredited college or university. Official transcripts from all institutions are required. Students who are completing the baccalaureate degree must forward an official copy of the final transcript for full acceptance to the program
- Statistics- 3 credits
- A cumulative grade point average of 3.0 on a 4.0 scale for the baccalaureate degree is required.
- Three letters of recommendation from former professors, employers, or supervisors familiar with the applicant’s professional experiences, or from religious or community leaders.
- Professional Résumé

- A one-page personal statement that summarizes their personal value system and goals as related to the profession of social work.
- Additional evidence of potential for success as a graduate student such as academic or professional awards, special certifications, samples of scholarly or creative work, and completion of specialized examinations (not required, but encouraged)
- A personal interview with the program director might be requested as part of the application process

#### **Advanced Standing (33 credits)**

Graduates from CSWE accredited Bachelor of Social Work (BSW) Program

- Official transcript(s) indicating that the applicant has earned a baccalaureate degree from a CSWE accredited college or university. Official transcripts from all institutions are required. Students who are completing the baccalaureate degree must forward an official copy of the final transcript for full acceptance to the program
- Statistics- 3 credits
- A cumulative grade point average of 3.0 on a 4.0 scale for the BSW baccalaureate degree is required.
- A grade of “C” or better in both practice and fieldwork courses
- Two letters of recommendation from former professors, employers, or supervisors familiar with the applicant’s professional experiences, or from religious or community leaders.
- A letter of recommendation from the BSW program chair that will include information on final fieldwork evaluation
- Professional Résumé
- A one-page personal statement that summarizes their personal value system and goals as related to the profession of social work.
- Additional evidence of potential for success as a graduate student such as academic or professional awards, special certifications, samples of scholarly or creative work, and completion of specialized examinations (not required, but encouraged).
- A personal interview with the program director might be requested as part of the application process
- An applicant whose undergraduate grade point average is below the required 3.0 may be considered for admission contingent on providing an additional statement related to their potential for academic success including recent work experience.

#### **Doctor of Nursing Practice (DNP)**

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

#### **Doctor of Physical Therapy Program (DPT)**

- Completed Application for Admission through the Physical Therapy Centralized Application Service (PTCAS) at: <http://www.ptcas.org/home.aspx>
- Official transcript(s) demonstrating the achievement of a Bachelor’s Degree and official transcripts from each college or university attended revealing a Cumulative GPA of 3.25, 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.
- Successful completion of a formal interview that demonstrates the applicant's ability to engage in professional verbal communication with the DPT Admissions Committee
- Non-science pre-requisites, (statistics, social science, psychology) may be completed on line. For science prerequisites (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

### Doctor of Philosophy

- Completed Application for Admission
- Official transcript(s) indicating that the PHD applicant has earned an appropriate undergraduate and graduate degree from an accredited college or university
- Three letters of recommendation from former professors, from employers or supervisors familiar with the applicant's professional experiences, or from religious or community leaders
- One-page personal statement that summarizes the value of the program of doctoral study for his/her personal and professional growth and development.
- Professional Résumé
- Interview with Ph.D. Program Director
- Additional evidence of potential for success as a graduate student such as academic or professional awards, special certifications, samples of scholarly or creative work, and completion of specialized examinations. (not required, but encouraged)
- Scores submitted from a graduate entrance exam such as the Graduate Record Examination (GRE), Graduate Management Admissions Test (GMAT), or the Miller Analogies Test (MAT) may be needed in consideration of an applicant with a Master's degree GPA below 3.25..

## GRADUTE PROGRAM ACADEMIC POLICIES

### GRADUATE OUTCOMES

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

#### 1. Interprofessional collaboration

- Relationship management
- Decision making based upon theoretical concepts

#### 2. Knowledge of discipline

- Evidence based knowledge and practice

- Continuous quality improvement to achieve outcomes
- Professional behaviors

#### 4. Ethical considerations and leadership

- Advocacy - individual, organization, community, global

- Ethical and moral leadership
- Social justice

### **3. Effective communication**

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

### **5. Research Skills**

- Quantitative and/or qualitative methods
- Information literacy

### **Student Responsibilities**

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

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

### **Computation of Grades**

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

Refer to program Handbook/Departmental Syllabi for possible approved adjustments related to the letter scale/grade computation.

### **Graduate Status**

Alvernia will assess the candidate's strengths and academic potential using information provided by the student.

Applicants for degree programs will be admitted to full, pending, or non-degree status as described below:

#### **Full Graduate Status**

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

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

#### **Non-Graduate Status**

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

#### **Applying Graduate Credits from an Undergraduate Transcript**

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

### **Re-Entry Admissions Process**

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

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

### **Notification of Re-Entry Admission Process**

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

### **Academic Probation/Academic Dismissal**

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

Additional standards may apply for specific graduate programs. In addition to this Catalog, refer to Program Handbooks or Policy Manuals for possible adjustments to the Academic Probation/Academic Dismissal policies as approved for specific programs of study as well as specific information on health checks and clearance requirements.

### **Master of Science in Athletic Training (MSAT)-Post Baccalaureate Professional Phase Academic Progress Policy:**

Achievement of a “C” or better in each athletic training (AT) course. Students may repeat/delete only *one* athletic training (AT) course throughout the athletic training program.

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

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 clinical education coordinator.

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

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

- Achievement of final grade of “B” or higher in all graduate coursework taken at Alvernia University.
- Upon completion of five graduate courses (including the COR course) students with full graduate status must achieve and thereafter maintain a cumulative grade point average of 3.0 or higher. Review of the GPA occurs twice a year at the end of the fall and spring academic semesters.
- Students in the entry-level MSOT degree are permitted to utilize the repeat/delete option twice in total for all graduate courses taken at Alvernia University, but only one time for any individual course (COR or OT).
- To progress to level II fieldwork students must earn a grade of “B” or higher in all OT courses
- Any student who fails a level II fieldwork practicum course may repeat the course one time only (this is included in the one course maximum). The course must be repeated at its next offering. The AFWC will schedule the fieldwork experience. The student must contact the AFWC within two weeks following written notification from the OT program of the failure in order to begin the development of an action plan and remediation. Please refer to the Alvernia University OT Student Handbook for full details of requirements and expectations. Any student who receives a grade of “F” after repeating either of the level II FW Practicum courses will be dismissed from the OT Program.
- Any time during FW, unsafe or unethical practice or student performance at the level of a failure, as determined by the AFWC and/or the FW supervisor may result in immediate removal from the FW site and a grade of “F”.
- Note: Many fieldwork sites require criminal background checks, abuse history clearances as well as health and immunization status, and drug screens. Students who are unable to meet these requirements cannot progress in the program.
- Students will not be allowed to participate in the capstone activity for the degree unless their cumulative grade point average of 3.0 or higher and they have earned a “B” or higher in all graduate work taken at Alvernia University.
- All coursework must be completed within 24 months of the start of the first level II fieldwork placement (OT 587 OT Fieldwork: Practicum I).

### **Master of Arts in Clinical Counseling (MACC) – Academic Progress Policy:**

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

- Students must achieve a grade of “B” (3.0) or better in the first six credits taken after acceptance into the MACC program to continue with the program.
- Students in the MACC program must maintain an overall GPA of 3.0.
- Students receiving a grade of “C” or “F” in any one course are required to remediate the course and are responsible for any tuition and related costs associated with the remediation.
- Students who receive a second grade of “C” or “F” in any course are subject to academic dismissal from the program.
- Students on academic probation or with unfinished remediation plans for any course may not participate in Internship.
- Students must maintain acceptable ratings on the Professional Behavior Review.
- Students are responsible for obtaining, maintaining and reporting any changes to required health checks and clearances.

### **Dismissal for Non-Academic Reasons**

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

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

### **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 for Academic Intervention, preferably prior to the beginning of each semester, to initiate the accommodation process so accommodations can be determined early in the semester. Academic accommodations are not retroactive. It is the responsibility of students 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.

### **Institutional Review Board**

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

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

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

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

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

### **Graduate Assistantships**

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

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

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

### **Alumni Association**

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

<http://alumni.alvernia.edu>

### **Graduate Honor Society**

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

## REGISTRATION

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

### Effective Catalog

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

### Academic Calendar

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

### Course Schedule

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

### Credit Hour Policy

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

### Enrollment

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

### Online, Blended, and Web-Enhanced Course Delivery Format

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

### Minimum Technology Requirements

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

### **Credits/Overloads**

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

### **Registration Changes**

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

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

### **Change of Major**

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

### **Repeat/Delete Option**

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

### **Transfer of Credit**

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

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

Students who have completed doctoral study in other programs may transfer a maximum of 18 credits into the Alvernia University Doctor of Philosophy program. Transfer of Credit policies apply. Transfer courses can only be applied to the elective course

requirements. Official transcripts should be submitted to the Ph.D. Program Director. Course descriptions and/or syllabi may be required.

### **Life Experience Credit**

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

### **Semester Grades**

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

### **Transcripts**

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

### **Incomplete Grade**

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

### **Student Appeals**

Graduate education places a value on academic performance and generally places a limitation on the number of grades below "B" acquired by a student during their graduate experience. As a result of academic performance, graduate students may find themselves in a position to appeal a particular grade given in a particular course, a decision to dismiss them from their chosen academic program, and/or a decision to dismiss them from the University. Recommended disposition from faculty and/or academic advisors is required for appeals related to dismissal from an academic program or dismissal from the University. The student must submit an appeal in writing and responses to the student will be in writing.

### **Graduate Academic Grievance Procedures**

The Graduate Student Grievance Committee attends to grievances of an academic nature. This Committee is comprised of all the Graduate Program Coordinators/Directors and a Graduate student representative appointed by the Graduate Academic Council. The Chair of the Committee is elected from the members at the start of each academic year and serves as Chair for the duration of that year, including summer months. Members can serve two (2) consecutive terms as Chair. Business days are defined as Monday through Friday, excluding holidays when the University is closed.

The process for appeal of a course grade is as follows:

1. The student discusses situation /grade with the course instructor within 20 business days from issuance of the grade.
2. If no accord is reached or if the student provides evidence that s/he has contacted the instructor via Alvernia email at least twice without response, the student has seven (7) business days from the issuance of the grade to submit an appeal to the Graduate Program Coordinator/Director of the appropriate graduate program.
3. A meeting between the student and the Graduate Program Coordinator/Director must be held within seven (7) business days of receipt of the student's written appeal. The Coordinator/ Director must provide written notification to the student of the decision within seven (7) business days of that meeting.
4. The student may appeal the decision of the Graduate Program Coordinator/ Director to the Department Chair; or, if the Program does not have a Department Chair, to the respective College Dean (College of Arts & Sciences or College of Professional Programs). The student has seven (7) business days to submit this appeal.
5. A meeting between the student and the Department Chair or College Dean must be held within seven (7) business days of receipt of the student's written appeal. The Department Chair or College Dean must notify the student of their decision

within seven (7) business days of that meeting. The decision of the Department Chair or College Dean is final as to a course grade.

6. The student may appeal the decision of the Department Chair or College Dean to the Graduate Student Grievance Committee. The student has seven (7) business days to submit this appeal.
7. The Graduate Student Grievance Committee may independently request separate documentation from the student and the course instructor(s) outlining their perspectives on the events leading to the appeal within seven (7) business days of the grievance notification. If the grievance pertains to academic dismissal from a program or from the University, the student's Academic Advisor will also be asked to submit a letter indicating their disposition recommendation. The Graduate Student Grievance Committee reserves the right to request further information/documentation or to meet with the student or course instructor as required to thoroughly review the appeal/ student issue.
8. The Graduate Student Grievance Committee issues a written recommendation of a resolution to the Dean of the School of Graduate and Adult Education within seven (7) business days. The Dean reviews the decision and notifies the student of the decision in writing within seven (7) business days. The Committee maintains a complete file of the grievance and Committee proceedings.

The process for appeal of dismissal from an academic program is as follows:

1. The Program Coordinator/Director verifies that the student has met the criteria for dismissal from the specific academic program and notifies the student in writing via electronic mail with 'return receipt requested' and followed by certified land mail.
2. The student may appeal the decision to the Department Chair or the respective College Dean. This appeal must be filed within seven (7) business days of receipt of the dismissal notification.
3. The Department Chair or College Dean must meet with the student within seven (7) business days of receipt of the written appeal. The student is notified of the decision within seven (7) business days of that meeting.
4. The student may appeal the decision to the Dean of the School of Graduate and Adult Education within seven (7) business days of receipt of the Department Chair/College Dean decision. The School Dean must meet with the student within seven (7) business days of receipt of the appeal.
5. The School Dean notifies the student the decision regarding the dismissal appeal within seven (7) business days of the meeting with the student.
6. The student can appeal the decision to the Graduate Student Grievance Committee within seven (7) business days of the School Dean notification. The Graduate student Grievance Committee will review the appeal and submit a final decision regarding dismissal within seven (7) business days of receiving the appeal from the student.
7. The Graduate Student Grievance Committee may independently request separate documentation from the student and the course instructor(s) involved, outlining their perspectives on the events leading to the dismissal within seven (7) business days of the grievance notification. The student's Academic Advisor will also be asked to submit a letter indicating their disposition recommendation. The Graduate Student Grievance Committee reserves the right to request further information/documentation or to meet with the student or course instructor(s) as required to thoroughly review the appeal/student issue.
8. The Graduate Student Grievance Committee issues a written decision recommendation with 30 business days of receipt of the appeal and forwards it to the Dean of the School of Graduate and Adult Education. The School Dean reviews the decision and notifies the student and the Provost of the decision in writing within seven (7) business days. The Committee maintains a complete file of the grievance and Committee proceedings.
9. The Provost issues a final determination on the appeal within seven (7) business days.

#### Dismissal from the University

Students who meet the criteria for dismissal from the University will receive an initial letter of dismissal from the Provost, sent via electronic mail with 'return receipt requested' and followed by certified land mail. Students may appeal this decision to the Graduate Student Grievance Committee within seven (7) days from receipt of the dismissal letter. The Committee will forward its decision to the Chair of the Graduate Academic Council within seven (7) business days. The Chair of GAC will notify the student of the final dismissal decision within seven (7) business days.

#### Due process for Appeals

In the event that the student believes that they were denied due process during an appeal of a grade, they may appeal the decision in writing to the Provost of the University within seven (7) business days of issuance of the decision from the Dean. Such an appeal examines the process by which the decision was reached and does not examine the content of the appeal. If it is determined that due process was not provided, the Provost can request that the Graduate Student Grievance Committee re-examine the appeal.

## Office of Student Financial Services – Billing and Student Accounts

### Tuition and Billing

All tuition and fees are payable by the due date in advance of each enrollment period. Students with outstanding obligations will not be permitted to pre-register for an upcoming semester unless financial arrangements have been made with the Office of Student Accounts prior to pre-registration. Alvernia University reserves its right to change tuition, fees and other charges from one academic semester to the next as deemed necessary by the University in order to meet its financial commitments and to fulfill its role and mission.

### Tuition for 2022-2023

<b>Graduate Programs</b> (excludes MSOT & Fully Online)	\$900/credit
Fully Online Program	\$650/credit
MBA Online Program	\$690/credit
MSOT Program	\$985/credit
<b>Doctoral Programs</b>	
Doctor of Philosophy in Leadership	\$1,100/credit
Doctor of Physical Therapy	Check Website
Doctor of Nursing Practice	\$1,145/credit

### Fees for 2022-2023

<b>Comprehensive Fee:</b>	3% of tuition
Applies to all full-time and part-time students.	
<b>Comprehensive Fee DPT:</b>	\$625/semester
<b>Technology Fee:</b>	\$50/credit
<b>Commencement Fee:</b>	\$125

## Billing Procedures and Payment Information

Students at Alvernia are billed each semester. The Student Invoice is available on myAlvernia on the Alvernia website ([www.alvernia.edu](http://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 at least 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](mailto: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. The yearly fee is \$60. 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 30% of the outstanding balance, plus past and future monthly service charges as defined above, are added to any past due balances.

### **Returned Checks**

The return of a check for any reason constitutes non-payment. A \$40 fee is assessed for 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 *prior* to the due date of the invoice.

### **Student Refunds**

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

### **Authorized Payers**

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

### **Bookstore Credit using Financial Aid**

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

## **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. Graduate students attending main campus and online graduate students should contact the School of Graduate and Adult Education; students enrolled at the Schuylkill Center or the Philadelphia Center 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 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.

### 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 [www.studentaid.gov](http://www.studentaid.gov). This form should be completed prior to May 1 to meet both the Alvernia and the Pennsylvania State Grant deadlines. By submitting a FAFSA, a student is applying for all types of institutional, state and federal financial aid. A FAFSA must be filed each year in order to renew your financial aid eligibility.
2. Complete federal student loan documents. The FAFSA is the application for federal student aid. New student borrowers must complete a Master Promissory Note (MPN) and Entrance Counseling. The MPN and Entrance Counseling are available online at [www.studentaid.gov](http://www.studentaid.gov). Returning students who want to reapply for Direct Loans need to only file the FAFSA annually.

### Affiliation Awards

#### 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.

#### 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.

#### Tuition Reimbursement

All students receiving tuition reimbursement from their employer or other organizations must complete a tuition reimbursement form every semester and return them to the Student Financial Services Office. This form is available on the Alvernia University website, via

email, and in the Graduate and Adult Education Office. Also, the form must be received prior to the invoice due date to avoid late fees. Contact the Graduate and Adult Education Office for information on deferred payment.

### **Grants/Scholarships**

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

### **Graduate Assistantships**

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

### **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](http://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%.

#### **Federal 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 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 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.

Federal 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:**

<b>Year/Grade Level in school</b>	<b>Dependent Undergraduate Students (except students whose parents are</b>	<b>Independent Undergraduate Students (and dependent students whose parents are</b>	<b>Graduate and Professional Degree Students</b>

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

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

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

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

**Private or Alternative Loan Programs:** Alternative loans are designed to assist students and their families who need to borrow additional funds to meet the cost of an Alvernia education. Loan approval is generally based on creditworthiness and ability to repay. The primary borrower for alternative loans is the student; however, most dependent students require a creditworthy co-signer. The interest rate on the loan may be variable or fixed depending on the lender and does accrue while the student is in school. The interest may be paid or deferred until after graduation or when the student ceases to be enrolled at least half-time. The principal can also be paid or deferred until after graduation or when the student ceases to be enrolled at least half-time. As with any loan, careful

consideration should be made in determining amounts to be borrowed as the loan must be repaid. Not all private loans are the same with regard to approval rates, ease of application, desirable repayment terms, interest rate, loan fees, eligibility requirements, and borrower benefits. For additional information on alternative loans, as well as to view the Alvernia recommended lender list, please visit [www.alvernia.edu/financialaid](http://www.alvernia.edu/financialaid) or contact the Office of Student Financial Services.

### 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 see the Billing section of this catalog for additional information. For students who have received Federal Title IV financial aid, and have withdrawn completely from Alvernia, which includes students on an approved medical leave of absence, the following refund policy is the return of funds policy in accordance with the 1998 Code of Federal Regulations 668.22. For a complete copy of the refund policy and the allocation of refunds, contact the Office of Student Financial 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
- Federal Perkins Loans
- Direct PLUS Loans
- Federal Pell Grants for which a return of funds is required
- Academic Competitiveness Grant
- National SMART Grant
- Federal Supplemental Opportunity Grants for which a return of funds is required

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

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

### **Financial Aid Standards of Satisfactory Academic Progress**

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

#### **Enrollment Status and Academic Year**

Alvernia's definition of an academic year is a minimum of 30 weeks. An academic year may consist of two 15-week semesters.

- **Full-time** status at Alvernia University is defined as being enrolled in at least 9 credit hours per semester for master's degree and at least 6 credit hours per semester for doctoral degrees.
- **Half-time** status at Alvernia University is defined as being enrolled in at least 6 credit hours per semester for master's degree and at least credit hours per semester for doctoral degrees.

#### **Financial Aid Standards of Satisfactory Academic Progress**

**Basic Requirement:** Federal regulations require students applying for or receiving federal and/or institutional 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: Master of Business = 30 credits x 150% = 45 credits. 45 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

**Qualitative Standards:** The qualitative requirement establishes a minimum cumulative grade point average for all students to reasonably progress through their program of study. All graduate and doctoral programs require students to maintain a 3.0 cumulative grade point average for financial aid progress.

#### **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.

**Partnership and Institutional Aid Recipients:** Students who are recipients of partnership and/or institutional aid must maintain 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.”

### Student Services

#### Athletics and Recreation (610-796-8276)

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

The 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](http://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.

#### **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>."

# GRADUATE PROGRAM REQUIREMENTS

This 2022-2023 Graduate Catalog is for use by students entering Alvernia University in the 2022-2023 academic year. The information in this Catalog overrides all previous catalogs.

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

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

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

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

### **Course Requirements - 60 credits**

#### ***Required Interdisciplinary Courses (3 credits)***

- COR 520: Ethics and Moral Leadership

#### ***Required Courses (57 credits)***

- MCC 500: Introduction to Counseling
- MCC 510: Human Development Across the Life Span
- MCC 520: Counseling Theories
- MCC 530: Multicultural Issues in Counseling
- MCC 535: Counseling Children and Adolescents
- MCC 540: Addiction and Society
- MCC 545: Family Therapy Concepts and Methods
- MCC 550: Practicum
- MCC 560: Legal and Ethical Issues in Counseling
- MCC 600: Advanced Counseling Theories and Techniques with Individuals
- MCC 610: Advanced Counseling Theories and Techniques with Groups
- MCC 620: Research Methods and Program Evaluation
- MCC 630: Appraisal, Tests and Measurements
- MCC 640: Psychopathology
- MCC 645: Current Issues in Crisis Counseling
- MCC 650: Career Counseling
- MCC 670: Internship I (300 hours)
- MCC 680: Internship II (300 hours)

## Program in Community Service and Economic Leadership

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

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

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

##### ***Program Leveling Classes (9 credits maximum)***

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

##### ***Required Interdisciplinary Course (3 credits)***

- COR 520: Ethics and Moral Leadership

##### ***Required Business Courses (21 credits)***

- MBA 510: Managerial Accounting OR MBA 555, MBA 565, MBA 575, MBA 640 (Course selected may not also count as the student's required elective)
- MBA 518: Managerial Communication
- MBA 520: Marketing Services
- MBA 610: Legal Environment
- MBA 620: Managerial Economics
- MBA 630: Management Finance
- MBA 675: Strategic Formulation and Implementation – recommended for near or at completion of MBA

##### ***Select one Elective (3 credits)***

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

(Interdisciplinary Elective May be Allowable with Departmental Approval)

##### ***Required Capstone Course (3 credits)***

- MBA 680: Executive Leadership Seminar

##### ***Delivery Formats Available:***

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

## MASTER OF BUSINESS ADMINISTRATION (M.B.A.) Healthcare Emphasis

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

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

#### ***Program Leveling Classes (9 credits maximum)***

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

#### ***Required Interdisciplinary Course (3 credits)***

- COR 520: Ethics and Moral Leadership

#### ***Required Business Courses (21 credits)***

- MBA 513: Accounting for the Healthcare Executive
- MBA 518: Managerial Communication
- MBA 520: Marketing Services
- MBA 611: Legal Aspects of Medical Environments
- MBA 620: Managerial Economics
- MBA 630: Management Finance
- MBA 676: Strategic Management in Healthcare Systems – taken in final 12 credits

#### ***Select one Elective (3 credits)***

- MBA 560: Human Resource Management for Leaders
- MBA 514: Long-term Care Management
- MBA 571: Healthcare Informatics

#### ***Required Capstone Course (3 credits)***

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

#### ***Delivery Formats Available:***

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

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

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

### Course Requirements - 30 credits

#### *Required Interdisciplinary Course (3 credits)*

- COR 520: Ethics and Moral Leadership

#### *Required Leadership Core (9 credits)*

- LDR 520: Leadership Development
- LDR 540: Leadership Theories
- LDR 550: Introduction to Research Methods

#### *Organizational Leadership Emphasis (12 credits)*

- LDR 510: Social Theory
- LDR 620: Organizational Theory
- LDR 630: Organizational Change
- LDR 670: Applied Leadership Capstone

#### *Leadership for Sustainable Communities Emphasis (6 credits)*

- LDR 508: Leadership for Sustainable Communities
- LDR 670: Applied Leadership Capstone

#### *Elective Options*

6 credits required for Organizational Leadership (may be interdisciplinary)

12 credits required for Sustainable Communities (six credits may be interdisciplinary)

6 credits Capstone applicable to both emphases by taking LDR 671 Applied Leadership Capstone II

#### *Electives:*

Courses from the alternate emphasis are allowable and recommended.

- LDR 512: Poverty in America
- LDR 514: Economics, Sustainability and Risk
- LDR 516: Leadership in Literature
- LDR 518: Management in the Non-Profit Sector
- LDR 521: Grant Writing
- LDR 555: Policy and Policy Analysis
- LDR 570: Followership, Groups, and Teams
- LDR 590: Special Topics
- LDR 612: Negotiation and Conflict Resolution
- LDR 638: Environmental Sustainability
- LDR 671: Applied Leadership Capstone II

- Interdisciplinary – With appropriate approvals, candidates for the M.A. in Leadership may take up to two courses (six credits) from other graduate programs

## MASTER OF EDUCATION (M.Ed.)

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The Master of Education degree programs are approved by the Pennsylvania Department of Education and the Middle States Commission on Higher Education. There are three tracks: educational leadership, teaching English as a second language (TESOL), and special education. Each track offers the programs with and without Pennsylvania post-baccalaureate educational certification. Up to 6 graduate credits may be transferred upon approval of the program director.

The program requirements for the Master of Education are as follows:

### **Course Requirements – 33-49 credits**

#### ***Required Graduate Interdisciplinary Course (3 credits)***

- COR 520: Ethics and Moral Leadership

#### ***Required Graduate Education Core Courses (12 credits)***

- MED 518: Quantitative Research Methods
- MED 520: Educators as Researchers (prerequisite: MED 518)
- MED 610: School Law and Social Advocacy
- MED 680: Researcher Seminar (capstone; prerequisite: MED 520)

### **Program-specific Courses:**

#### ***M.Ed. in Educational Leadership (18 credits)***

- MED 501: Standards-Based Planning & Instruction
- MED 540: Assessment & Evaluation in Today's Schools
- MED 550: Introduction to Educational Administration
- MED XXX: Elective (MED 515, 535, 553, 574, or 578)
- MED 611: School Finance
- MED 650: Functions of School Supervision

#### ***M.Ed. with Principal (PK-12) Certification (24 credits)***

- MED 501: Standards-Based Planning & Instruction
- MED 540: Assessment & Evaluation in Today's Schools
- MED 550: Introduction to Educational Administration
- MED 553: The School Administrator
- MED XXX: Elective (MED 515, 535, 553, 574, or 578)
- MED 611: School Finance
- MED 650: Functions of School Supervision
- MED 685: Principal Leadership I & II

#### ***M.Ed. in TESOL with optional ESL Program Specialist (PK-12) Certification (16 credits)***

- MED 574: Foundations of Teaching English as a Second Language
- MED 576: Structure of American English for Educators
- MED 578: Cultural Aspects of Teaching English as a Second Language
- MED 682: Second Language Acquisition
- MED 684: Instruction & Assessment for English Language Learners
- MED XXX: Elective (MED 505, 515 or 545)

#### ***M.Ed. in Special Education (18 credits)***

- MED 505: Introduction to Special Education
- MED 515: Differentiated Instruction in the Inclusive Classroom (pre-requisite MED 505)
- MED 535: Collaboration & Legal Issues for Special Education (pre-requisite MED 515)
- MED 542: Assessment & Instruction of Students with Developmental Disabilities
- MED 605: Enhancing Literacy for Special Needs Students
- MED XXX: Elective (MED 544 or 545)

#### ***M.Ed. with Special Education (PK-12) (30 credits)***

- MED 505: Introduction to Special Education
- MED 515: Differentiated Instruction in the Inclusive Classroom (pre-requisite MED 505)
- MED 535: Collaboration & Legal Issues for Special Education (pre-requisite MED 515)

- MED 542: Assessment & Instruction of Students with Developmental Disabilities
- MED 544: Transition & Instruction for Secondary Special Needs Students
- MED 545: Social Development & Behavior Support in Inclusive Classrooms
- MED 605: Enhancing Literacy for Special Needs Students
- MED 522: Practicum in Special Education
- MED 671: Student Teaching in Special Education
- MED 673: Student Teaching in Special Education Seminar (co-requisite with MED 671)
- MED XXX: Elective

### **M.Ed. Program Exit Requirements**

- Complete the program coursework
- Earn GPA 3.0 or higher
- Meet the program-specific requirements in the programs with Pennsylvania Educational Certification. Please refer to respective certification program requirements below.

## **SUPERINTENDENT’S LETTER OF ELIGIBILITY CERTIFICATION**

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The Superintendent’s Letter of Eligibility Certification Program is approved by the Pennsylvania Department of Education and the Middle States Commission on Higher Education. Up to 6 graduate credits may be transferred upon approval of the program director.

With the exception of PhD 885, the coursework is transferrable to the University Ph.D. Program in Leadership leading to a Doctor of Philosophy degree.

The program requirements as follows:

### ***Required Courses (15 credits)***

- PhD 731: Advanced Supervision (45 field hours)
- PhD 807: Curriculum, Culture and Instructional Leadership (45 field hours)
- PhD 821: Organizational Policy/Finance (45 field hours)
- PhD 830: Current Issues in Education (45 field hours)
- PhD 885: Superintendent’s Internship (180 field hours)

### ***Program Exit Requirements***

- Complete the 15-credit coursework.
- Earn GPA 3.0 or higher.
- Meet the field and internship requirements.
- Satisfy the requirements set forth in 24 P.S. § 12-1209 relating to good moral character.
- Be able to verify six years of satisfactory school experience, of which at least three must be in a supervisory or administrative capacity, prior to applying for certification.
- Earn passing scores on Pennsylvania-required test.

## **PRINCIPAL (PK-12) CERTIFICATION**

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The Principal (PK-12) Certification Program is approved by the Pennsylvania Department of Education and the Middle States Commission on Higher Education. This post-baccalaureate professional program prepares educators to serve as school principals and assistant principals. Up to 6 graduate credits may be transferred upon approval of the program director.

The program requirements as follows:

### ***Required Principal Certification Courses (21 credits)***

- MED 515: Differentiated Instruction in Inclusive Classrooms or MED 535: Collaboration & Legal Issues for Special Educators
- MED 550: Introduction to Educational Administration (45 field hours)
- MED 553: The School Administrator (45 field hours)
- MED 610: School Law & Social Advocacy
- MED 611: School Finance (45 field hours)

- MED 650: Functions of School Supervision (45 field hours)
- MED 685: Principal Internship I & II (180 field hours)

#### ***Program Exit Requirements***

- Complete the 21-credit coursework.
- Earn GPA 3.0 or higher.
- Meet the field and internship requirements.
- Satisfy the requirements set forth in 24 P.S. § 12-1209 relating to good moral character.
- Be able to verify three years of professional experience in an education setting that is related to the instructional process prior to applying for certification.
- Earn passing scores on Pennsylvania required test.

Adding the following 18 credits allows candidates for certification to earn the Master of Education degree.

#### ***Required Graduate Interdisciplinary, Education Core, & Ed Leadership Courses (18 credits)***

- COR 520: Ethics and Moral Leadership
- MED 501: Standards-based Planning & Instruction
- MED 518: Quantitative Research Methods
- MED 520: Educators as Researchers (prerequisite: MED 518)
- MED 540: Assessment & Evaluation in Today's Schools
- MED 680: Researcher Seminar (capstone; prerequisite: MED 520)

## **ESL PROGRAM SPECIALIST (PK-12) CERTIFICATION**

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The English as a Second Language (ESL) Program Specialist (PK-12) Certification Program is approved by the Pennsylvania Department of Education and the Middle States Commission on Higher Education.

The post-baccalaureate professional program ESL Program Specialist (PK-12) Certification leads to the certificate of PK-12 ESL Program Specialist in Pennsylvania (CSPG 68). This certificate enables teachers to provide ESL services and/or teach ESL. The flexible program is offered in two formats, on campus and online, which may be combined for faster completion. Up to 6 graduate credits may be transferred upon approval of the program director.

The program requirements as follows:

#### ***Required ESL Program Specialist Certification Courses (16 credits)***

- MED 574: Foundations of Teaching English as a Second Language (10 field hours)
- MED 576: Structure of American English for Educators
- MED 578: Cultural Aspects of Teaching English as a Second Language (5 field hours)
- MED 682: Second Language Acquisition (5 field hours)
- MED 684: Instruction and Assessment for English Language Learners (40 internship hours)

#### ***Program Exit Requirements***

- Complete the 16-credit coursework.
- Earn GPA 3.0 or higher.
- Meet the field and internship requirements.
- Satisfy the requirements set forth in 24 P.S. § 12-1209 relating to good moral character.
- Note that to receive a PDE ESL Program Specialist Certificate, candidates need to hold an Instructional I or II certificate or an out-of-state ESL specialist certificate.

Adding the following 18 credits allows candidates for certification to earn the Master of Education in Teaching ESL degree.

#### ***Required Graduate Interdisciplinary & Graduate Education Core Courses (18 credits)***

- COR 520: Ethics and Moral Leadership
- MED XXX: Elective (MED 505, 515 or 545)
- MED 518: Quantitative Research Methods
- MED 520: Educators as Researchers (prerequisite: MED 518)
- MED 610: School Law and Social Advocacy
- MED 680: Researcher Seminar (capstone; prerequisite: MED 520)

## SPECIAL EDUCATION (P-12) CERTIFICATION

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The Special Education Certification (PK-12) Program is approved by the Pennsylvania Department of Education and Middle States Commission of Higher Education.

The post-baccalaureate Special Education PK-12 Certification allows candidates with an initially earned teaching credential in K-6, PreK-4, 4-8, 7-12, or Reading Specialist to add the special education teaching credential. Credit requirements will vary for students whose initial teaching certification was earned prior to 2011 (27 credits) and those earned in 2011 or later (18 credits). Courses are fully online, but practicum experiences across age spans and disability types are required throughout the program. Up to 6 graduate credits may be transferred upon approval of the program director.

The program requirements as follows:

### ***Required Special Education Certification Courses (27 credits)***

- MED 505: Introduction to Special Education (5 field hours)
- MED 515: Differentiated Instruction in the Inclusive Classroom (pre-requisite MED 505; 5 field hours)
- MED 522: Practicum in Special Education (40 pre-student teaching hours)
- MED 535: Collaboration & Legal Issues for Special Education (pre-requisite MED 515)
- MED 542: Assessment & Instruction of Students with Developmental Disabilities (10 field hours)
- MED 544: Transition & Instruction for Secondary Special Needs Students (10 hours)
- MED 545: Social Development & Behavior Support in Inclusive Classrooms
- MED 605: Enhancing Literacy for Special Needs Students (20 field hours)
- MED 671: Student Teaching in Special Education Seminar (co-requisite MED 673)
- MED 673: Student Teaching in Special Education (6 student teaching weeks/210 hours)

### ***Program Exit Requirements***

- Complete the 27-credit coursework.
- Earn GPA 3.0 or higher.
- Meet the field and internship requirements.
- Satisfy the requirements set forth in 24 P.S. § 12-1209 relating to good moral character.
- Earn passing scores on Pennsylvania Educator Certification Tests.

Adding the following 18 credits allows candidates for certification to earn the Master of Education degree.

### ***Required Graduate Interdisciplinary & Graduate Education Core Courses (18 credits)***

- COR 520: Ethics and Moral Leadership
- MED XXX: Elective
- MED 518: Quantitative Research Methods
- MED 520: Educators as Researchers (prerequisite: MED 518)
- MED 610: School Law and Social Advocacy
- MED 680: Researcher Seminar (capstone; prerequisite: MED 520)

## MASTER OF SCIENCE IN ATHLETIC TRAINING (M.S.A.T)

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The Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), the Pennsylvania Department of Education and Middle States Commission of Higher Education.

***Required Interdisciplinary Course (3 credits):***

- COR 520: Ethics and Moral Leadership

***Required Athletic Training Professional Phase Coursework (58 credits):***

- AT 510 Athletic Training Clinical Procedures I (3 credits)
- AT 511 Athletic Training Clinical Procedures II (3 credits)
- AT 520 Athletic Training Clinical Practicum I (7 credits)
- AT 521 Athletic Training Clinical Practicum II (7 credits)
- AT 610 Athletic Training Clinical Practicum III (6 credits)
- AT 611 Clinical Practicum IV (6 credits)
- AT 615 General Medical Conditions in the Physically Active (3 credits)
- AT 618 Pharmacology in Athletic Training (2 credits)
- AT 620 Clinical Pathology and Differential Diagnosis (2 credits)
- AT 625 Athletic Training Clinical Procedures III (3 credits)
- AT 630 Evidence Based Practice: Clinical Research I (3 credits)
- AT 635 Evidence Based Practice: Clinical Research II (3 credits)
- AT 640 Healthcare Administration and Professional Responsibility (2 credits)
- AT 645 Evidence Based Practice:  
Prevention, Conditioning and Performance Enhancement (3 credits)
- DPT 500 Gross Anatomy (5 credits)

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

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The Master of Science in Nursing program is approved by the Pennsylvania Department of Education and Middle States Commission of Higher Education. The MSN Program has approval from the Department of Education for the Commonwealth of Pennsylvania and is accredited by the Commission on Collegiate Nursing Education, <http://www.ccnaccreditation.org>.

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

### **Course Requirements - 36 credits**

#### ***Required Interdisciplinary Course (3 credits)***

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

#### ***Required MSN Courses (15 credits):***

- NUR 550: Professional Nursing Theory and Research
- NUR 570: Healthcare Informatics
- NUR 611: Inter-professional Collaboration: Leadership Skills to Increase Cultural Competency
- NUR 633: Evidence Based Practice to Improve Population Health
- NUR 643: Application of Advanced Nursing Strategies: Practicum

#### **Choose One:**

#### ***Nurse Leadership in Healthcare Administration (18 credits)***

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

#### ***Nursing Education (18 credits)***

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

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

## Graduate Entry-Level Post-Baccalaureate

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

### ***Required Interdisciplinary Course (3 credits)***

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

### ***Program Leveling Classes (9 credits maximum)***

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

### ***Required Courses (64 Credits)***

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

### **Five Year Combined BSHS and MSOT Degree**

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

## **MASTER OF SOCIAL WORK (MSW)**

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The Master of Social Work is approved by the Pennsylvania Department of Education and Middle States Commission of Higher Education. The Master of Social Work is currently in Pre-Candidacy for Accreditation by the Council on Social Work Education's Commission on Education.

### **Entry-Level MSW (60 credits)**

Post-baccalaureate with any undergraduate degree

#### **Required Interdisciplinary Course**

- COR 520 Ethics and Moral Leadership (3 credits)

#### **Required Social Work Courses (57 credits)**

- SW 505 Foundations of Human Behavior in the Social Environment (3 credits)
- SW 510 Foundations of Generalist Practice and Perspectives on Behavioral Health (3 credits)
- SW 515 Foundations of Social Work Research Methods (3 credits)
- SW 520 Foundation Generalist Practice Seminar I (3 credits)
- SW 525 Foundation Field Practicum I (3 credits)
- SW 530 Foundations of Social Work Practice with Individuals, Families and Groups (3 credits)
- SW 535 Foundations of Social Welfare Policies (3 credits)
- SW 540 Foundations of Generalist Practice Seminar II (3 credits)
- SW 545 Foundation Field Practicum II (3 credits)
- SW 550 Diversity, Oppression, and Social Justice (3 credits)
- SW 610 Advance SW Practice with Individuals, Families and Groups (3 credits)
- SW 615 Advance Research Methods Program Administration and Evaluation (3 credits)
- SW 620 Advanced Theories of Social Work and Addiction Practices (3 credits)
- SW 625 Advanced Social Work Practice Seminar I (3 credits)
- SW 630 Advanced Field Practicum I (3 credits)
- SW 635 Advanced Social Work Practice with Organizations and Communities (3 credits)
- SW 640 Advanced Policy and Community Practice (3 credits)
- SW 645 Advanced SW Practice Seminar II (3 credits)
- SW 650 Advanced Field Practicum II (3 credits)

### **Advanced Standing (33 credits)**

Graduates from CSWE accredited Bachelor of Social Work (BSW) Program

#### **Required Interdisciplinary Course**

- COR 520 Ethics and Moral Leadership (3 credits)

#### **Required Social Work Courses (30 credits)**

- SW 510 Foundations of Generalist Practice and Perspectives on Behavioral Health (3 credits)
- SW 610 Advance SW Practice with Individuals, Families and Groups (3 credits)
- SW 615 Advance Research Methods Program Administration and Evaluation (3 credits)
- SW 620 Advanced Theories of Social Work and Addiction Practices (3 credits)
- SW 625 Advanced Social Work Practice Seminar I (3 credits)
- SW 630 Advanced Field Practicum I (3 credits)
- SW 635 Advanced Social Work Practice with Organizations and Communities (3 credits)
- SW 640 Advanced Policy and Community Practice (3 credits)
- SW 645 Advanced SW Practice Seminar II (3 credits)
- SW 650 Advanced Field Practicum II (3 credits)

## **DOCTOR OF NURSING PRACTICE (DNP)**

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

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

\* DNP students who require additional Practicum hours have the option of taking NUR 770 toward this requirement\*

## **DOCTOR OF PHILOSOPHY (Ph.D.)**

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

### **Course Requirements - 60 credits**

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

#### ***Leadership Core (18 credits)***

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

#### ***Research Core (18 credits)***

- PHD 701: Research Colloquium (6 cr.)
- PHD 704: Quantitative Research: Design & Analysis
- PHD 710: Qualitative Research: Design & Analysis
- PHD 850: Designing and Conducting Mixed Methods Research

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

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

#### ***Dissertation (12 credits)***

#### ***Areas of concentrations: Corporate, Community, and Educational Leadership (12***

***credits)***

#### ***Elective Courses for Corporate Leadership Concentration***

- PHD 727: Developing Human Resources in Organizations
- PHD 821: Organizational Policy and Finance
- PHD 815: Economic Development of Organizations
- PHD 812: Leadership and Communication Theories
- PHD 803: Leadership and Spirituality
- PHD 828: U.S. Presidents as Leaders
- PHD 870: Leadership for Sustainability
- PHD 860: Dissertation Proposal Seminar

#### ***Elective Courses for Educational Leadership Concentration***

- PHD 731: Advanced Supervision and Leadership Theory
- PHD 807: Curriculum, Culture and Instructional Leadership
- PHD 825: Educational Policy and Leadership
- PHD 821: Organizational Policy and Finance
- PHD 830: Current Issues in Education
- PHD 727: Developing Human Resources in Organizations
- PHD 870: Leadership for Sustainability
- PHD 860: Dissertation Proposal Seminar

***Elective Courses for Community Leadership Concentration***

- PHD 805: Development and Evaluation of Organizational Policies and Programs
- PHD 818: Federal, State and Local Government Relations
- PHD 815: Economic Development of Organizations
- PHD 821: Organizational Policy and Finance
- PHD 727: Developing Human Resources in Organizations
- PHD 828: U.S. Presidents as Leaders
- PHD 870: Leadership for Sustainability
- PHD 860: Dissertation Proposal Seminar

## DOCTOR OF PHYSICAL THERAPY (DPT)

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

The 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](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. The program's current status is probationary accreditation; for more information see <http://www.capteonline.org/WhatWeDo/RecentActions/PublicDisclosureNotices/>. If needing to contact the program/institution directly, please call 610-568-1546 or email [christopher.wise@alvernia.edu](mailto:christopher.wise@alvernia.edu)

The program requirements are as follows:

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

### Fall-Semester 1

- DPT 500: Gross Anatomy and Histology (5 credits)
- DPT 503: Physiology for Physical Therapy (5 credits)
- DPT 504: Practice Management I (3 credits)
- DPT 508: Physical Therapy Procedures I (4 credits)
- DPT 522: Foundations of Clinical Practice (1 credit)

### Spring-Semester 2

- DPT 502: Kinesiology (4 credits)
- DPT 509: Foundations of Clinical Examination and Evaluation (4 credits)
- DPT 512: Critical Inquiry I (1 credit)
- DPT 516: Musculoskeletal Physical Therapy Practice I (3 credits)
- DPT 520: Neuromuscular Physical Therapy Practice I (3 credits)
- DPT 523: Clinical Practice I (1 credit)
- DPT 528: Cardiopulmonary Physical Therapy Practice I (3 credits)

### Summer-Semester 3

- DPT 505: Practice Management II (3 credits)
- DPT 513: Critical Inquiry II (3 credits)
- DPT 524: Clinical Practice II (6 credits)
- DPT 530: Pharmacological Management for PT Practice (2 credits)

### Fall-Semester 4

- DPT 613: Critical Inquiry III (1 credit)
- DPT 616: Musculoskeletal Physical Therapy Practice II (4 credits)
- DPT 620: Neurologic Physical Therapy Practice III (4 credits)
- DPT 622: Clinical Practice III (2 Credits)
- DPT 629: Cardiopulmonary Physical Therapy Practice II (4 credits)

### Spring-Semester 5

- DPT 608: Physical Therapy Procedures II (4 credits)
- DPT 617: Musculoskeletal Physical Therapy Practice III Spine (4 credits)
- DPT 621: Neurologic Physical Therapy Practice III (4 credits)
- DPT 631: Multiple System Influence Within PT Practice (4 credits)
- DPT 614: Critical Inquiry IV (1 credit)

### Summer-Semester 6

- DPT 624: Clinical Practice IV (6 credits)
- DPT 604: Practice Management III (3 credits)
- DPT 632 PT Practice Through the Life Span (4 credits)

### Fall-Semester 7

- DPT 710: Comprehensive Clinical Practice (4 credits)
- DPT 724: Clinical Practice V (8 credits)
- DPT 805: Advanced Patient Outcomes Through the Use of Clinical Technologies (2 credits)
- DPT 806: Sports Physical Therapy (2 credits)
- DPT 700: Option: PT Practice in the Global Environment (1 credit)

### Spring-Semester 8

- DPT 713: Critical Inquiry V (1 credit)
- DPT 714: Critical Inquiry VI (2 credits)
- DPT 725: Clinical Inquiry VI (8 credits)
- DPT 810: Comprehensive Exam (1 credit)

## GRADUATE COURSE DESCRIPTIONS

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### CORE COURSE

#### **COR 520: Ethics and Moral Leadership (3 credits)**

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

### ATHLETIC TRAINING COURSES

#### **AT 510 AT Clinical Procedures I (3 credits)**

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 AT Clinical Procedures II (3 credits)**

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 AT Clinical Practicum I (7 credits)**

(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 AT Clinical Practicum II (7 credits)**

(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 AT Clinical Practicum III (6 credits)**

(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 AT Clinical Practicum IV (6 credits)**

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

**AT 615 General Medical Conditions in the Physically Active (3 credits)**

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 Pharmacology in Athletic Training (2 credits)**

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 Clinical Pathology and Differential Diagnosis (2 credits)**

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 AT Clinical Procedures III (3 credits)**

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 Evidence Based Practice: Clinical Research I (3 credits)**

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 Evidence Based Practice: Clinical Research II (3 credits)**

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 Healthcare Administration and Professional Responsibility (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 Evidence Based Practice: Prevention, Conditioning and Performance Enhancement (3 credits)**

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.

**DPT 500 Gross Anatomy and Histology (5 credits)**

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.

## LEADERSHIP COURSES

### **LDR 506: Applied Community Leadership Program (3 credits)**

Successful completion of the experiential leadership program, Leadership Berks, provides both classroom and field training in leadership skills including negotiation and conflict resolution, team collaboration, board management and participation, multicultural issues, personnel and project management, critical thinking and strategic planning.

### **LDR 508: Leadership for Sustainable Communities (3 credits)**

Concepts of leadership are applied to the challenges of sustainable community development. Using examples from current community needs and issues, the course will consider and investigate how leaders envision and mobilize sustainable strategies to strengthen our communities with respect to the three pillars of sustainability: equity, environment and economics.

### **LDR 510: Social Theory (3 credits)**

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

### **LDR 516: Leadership in Literature (3 credits)**

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

### **LDR 518: Management in the Non-Profit Sector (3 credits)**

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

### **LDR 520: Leadership Development (3 credits)**

Course focuses on the knowledge, skills, abilities, other characteristics and behaviors, supported by theory and evidence-based research, required of leaders and followers to positively affect the leadership process of the individual, team, group, and organizational levels.

### **LDR 521: Grantwriting (3 Credits)**

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

### **LDR 530: Critical Thinking (3 credits)**

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

### **LDR 540: Leadership Theory (3 credits)**

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

### **LDR 542: Cultural Studies & Heritage Conservation (3 credits)**

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

### **LDR 550: Research Methods (3 credits)**

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

research designs.

**LDR 555: Policy & Policy Analysis (3 credits)**

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

**LDR 570: Followership, Groups & Teams (3 credits)**

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

**LDR 603: Culture, Ecology, & Religion (3 credits)**

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

**LDR 612: Conflict Resolution (3 credits)**

All communities experience conflict, and leaders must know how to manage, understand and resolve conflict. This course presents the many tools and processes our communities use for conflict resolution, from litigation, to alternative dispute resolution through arbitration,

**LDR 613: Social Justice & Ethics (3 credits)**

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

**LDR 620: Organizational Theory (3 credits)**

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

**LDR 630: Organizational Change (3 credits)**

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

**LDR 638: Sustaining Our Environment (3 credits)**

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

**LDR 640: Organizational Leadership Applications**

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

**LDR 670: Applied Leadership Capstone: Sustainable Communities (6 credits)**

Leadership skills and knowledge will be applied by the candidate to collaborate with community partners to develop a project designed to increase sustainability in the community. The capstone includes scholarly research and writing on the issues involved and how the sustainability pillars of equity, environmental and economics will be strengthened by the capstone project. A written scholarly paper and report describing the project, partners, stakeholders and reflecting upon potential community impacts and a public presentation of the capstone project require the candidate to demonstrate skill in written and oral communication and leadership.

**LDR 671: Applied Leadership Capstone: Sustainable Communities (3 credits, repeatable)**

Leadership skills and knowledge will be applied by the candidate to collaborate with community partners to develop a project designed to increase sustainability in the community. The capstone includes a written report placing the capstone project in context, including consideration of how the sustainability pillars of equity, environmental and economics will be strengthened by the capstone project. The written report describing the project, partners, stakeholders and reflecting on potential community impacts, as well as a public presentation of the capstone project require the candidate to demonstrate skill in written and oral communication and leadership.

**LDR 679: Independent Research (3 credits)**

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

**LDR 590 LDR 690: Special Topics (3 credits)**

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

until a majority of coursework has been completed.)

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

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

**MBA 504: Management and Marketing (3 credits)**

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

**MBA 506: Economics and Finance (3 credits)**

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

**MBA 510: Managerial Accounting (3 credits)**

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

**MBA 513: Accounting for Healthcare Executives (3 credits)**

This course focuses on basic accounting as applied in health care management. Students learn the vocabulary of, and introduction to, the tools and concepts employed by finance officers in the healthcare field. Students will learn to assess healthcare financial information and apply the knowledge gained to aid management and budgeting functions.

**MBA 514: Long-term Care Management (3 credits)**

Students will examine the various dimensions of long-term care and explore the facets of management essential to success in this rapidly changing environment. Topics include: delivery of long-term services, transitions between acute care, residential long-term care, and home and community-based care settings, implications of global trends, quality improvement and requirements for safety and transparency. This course will analyze the foundation of the profession, including the demographics of aging, the role of financing and the evolving marketplace.

**MBA 518: Managerial Communication (3 credits)**

Provides strategies that will be employed through hands-on experiences to enhance critical communication skills emphasizing listening, speaking and writing skills as well as individual and group communication strategies. The goal of this course is to develop managers and leaders who communicate in a creative and effective manner, motivate associates and enhance teamwork by understanding and strategically applying appropriate managerial communication concepts.

**MBA 520: Marketing Services (3 credits)**

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

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

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

**MBA 600: Quantitative Methods (3 credits)**

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

**MBA 610: Legal Environment (3 credits)**

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

**MBA 611: Legal Aspects of Medical Environments (3 credits)**

This course focuses on political, legislative, and legal issues impacting healthcare systems and the diverse communities they serve. Policies and decisions based on current case studies are examined with emphasis placed on vulnerabilities and the appropriate techniques of managing exposure risks.

**MBA 620: Managerial Economics (3 credits)**

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

**MBA 630: Management Finance (3 credits)**

This course presents an overview of financial management and its role within nonprofit organizations, churches, schools and businesses. The focus is on the prime variables that affect the financial manager within the firm and within the economy. Topics include financial management and its environment, analysis of the operating budget and its impact on setting priorities, valuation and the cost of capital, capital budgeting, working capital management, analyzing and planning financial performance, and institutional features of long-term planning. Prerequisite: MBA 620-Managerial Economics.

**MBA 540: Employment Law (3 credits)**

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

**MBA 555: Forensic Accounting (3 credits)**

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

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

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

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

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

**MBA 570: Marketing Research Seminar (3 credits)**

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

**MBA 575: Investment and Portfolio Management (3 credits)**

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

**MBA 676: Strategic Management in Healthcare Systems (3 credits)**

Strategic planning is an important tool in an ever changing healthcare environment. This course is a study of the development and implementation of strategic plans conceived by executive level management in healthcare systems. Students have the opportunity to apply

previously studied topics in HC MBA to study new sophisticated material dealing specifically with changes that affect strategic planning.

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

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

**MBA 650: Entrepreneurship and Economic Development (3 credits)**

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

**MBA 675: Strategic Formulation and Implementation (3 credits)**

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

**MBA 676: Strategic Management in Healthcare Systems (3 credits)**

Strategic planning is an important tool in an ever changing healthcare environment. This course is a study of the development and implementation of strategic plans conceived by executive level management in healthcare systems. Students have the opportunity to apply previously studied topics in HC MBA to study new sophisticated material dealing specifically with changes that affect strategic planning.

**MBA 680: Executive Leadership Seminar (3 credits)**

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

## CLINICAL COUNSELING COURSES

**MCC 500: Introduction to Counseling (3 credits)**

This course is required for all clinical counseling students as an introduction to the basic counseling and communication skills necessary when counseling clients with mental health and addiction disorders. Introduction to the history and evolution of the counseling profession, development of a professional counseling identity, the role of professional counseling organizations, and licensure will be examined. Skills and techniques focusing on oral, written, and technological competencies in interpersonal relationships and counseling agencies will be developed. This course will involve practicing the skills involved in relationship building, interviewing, role playing, simulation, and micro-counseling.

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

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

**MCC 520: Counseling Theories (3 credits)**

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

**MCC 530: Multicultural Issues in Counseling (3 credits)**

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

**MCC 535: Counseling Children and Adolescents (3 credits)**

This course will focus on unique counseling theories and techniques applicable to counseling early childhood, school aged children, adolescents, and their families. Play therapy, puppet therapy, doll therapy, creative arts therapy, in vivo therapy and other therapy modalities

will be explored. This course will address the unique counseling theories and techniques applicable to working with adolescent youth, exploring issues of identity, peer acceptance, conformity and deviation, sexuality, substance use and abuse, youth culture and issues of youth in the contemporary society.

#### **MCC 540: Addiction and Society (3 credits)**

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

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

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

#### **MCC 550: Practicum (100 hours)**

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

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

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

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

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

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

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

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

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

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

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

#### **MCC 640: Psychopathology (3 credits)**

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

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

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

**MCC 650: Career Counseling (3 credits)**

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

**MCC 670: Internship I (300 hours)**

Students will practice professional counseling in a venue where professional community counseling takes place under the supervision of a faculty member and licensed mental health professional. Students will be required to have a minimum of 300 hours on-site, with weekly supervision of 1 hour in an individual, dyadic or triadic format by an on-site licensed supervisor, with an average 1.5 hours per week group supervision performed by a licensed faculty member. The internship experience must provide students with the opportunity to assess and treat clients, follow client progress, keep records, have access to appropriate supervision, attend staff meetings, participate in service training and other professional activities.

**MCC 680: Internship II (300 hours)**

Students will practice professional counseling in a venue where professional community counseling takes place under the supervision of a faculty member and licensed mental health professional. Students will be required to have a minimum of 300 hours on-site, with weekly supervision of 1 hour in an individual, dyadic or triadic format by an on-site licensed supervisor, with an average 1.5 hours per week group supervision performed by a licensed faculty member. The internship experience must provide students with the opportunity to assess and treat clients, follow client progress, keep records, have access to appropriate supervision, attend staff meetings, participate in service training and other professional activities.

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

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

**MED 505: Introduction to Special Education (3 credits)**

This course reviews all areas of student exceptionalities and how special education services are acquired, developed and provided in today's schools. Students will learn how family and community collaboration together with research-based educational practices, assist individuals with exceptionalities be successful in home, school and community settings. Embedded in this course are observation and interaction activities with individuals in community settings who have disabilities.

**MED 515: Differentiated Instruction in the Inclusive Classroom (3 credits)**

This course focuses on content, methods, and materials specifically oriented to assisting students with diverse needs to achieve academically and socially in today's inclusive schools. Competencies in analyzing instructional events and collaboration as needed by school personnel are observed for five hours in inclusive settings which address the needs of students with disabilities in our schools.

**MED 518: Quantitative Research Methods (3 credits)**

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

**MED 520: Educators as Researchers (3 credits)**

This course is designed to assist students in becoming informed consumers of the educational research literature and understanding the scope and range of educational research. Students will develop an understanding of various research methodologies, will synthesize current educational research, and will demonstrate knowledge important in the protection of human subjects as research participants. Prerequisite: MED 518

**MED 522: Practicum in Special Education (2 credit)**

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

**MED 535: Collaboration & Legal Issues for Special Education (3 credits)**

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.

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

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

**MED 542: Assessment & Instruction of Students with Developmental Disabilities (3 credits)**

This course deals with what autism and other developmental disabilities are, and best practices teachers use with students who have these conditions. Functional curriculum and assessment in domains of basic communication, self-help, social skills, life skills, fine and gross motor for such students will be addressed. Assistive technology for these populations will be explored.

**MED 544: Transition & Instruction Secondary Education Special Needs Students (3 credits)**

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

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

This course will prepare teachers to be educational leaders who effectively manage their classrooms. It will focus on taking a pro-active approach to create a positive learning environment for all students. The course will operate from a perspective that it is the teacher's responsibility to bring an enhanced level of professionalism and strong sense of ethical behavior to the classroom. Special attention will be given to the recognition that today's classrooms are inclusive and contain students with a variety of needs and learning styles that need to be accommodated. A successful learning environment requires creation of effective lesson plans and appropriate communication with students, parents, administration, and community resources.

**MED 550: Introduction to Educational Administration (3 credits)**

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

**MED 553: The School Administrator (3 credits)**

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

**MED 574: Foundations of Teaching English as a Second Language (3 credits)**

This course aims to build the foundational knowledge for teaching English as a second language. It covers key topics related to providing English language learners with equitable quality education compliant with federal and state laws and regulations. Examined topics include diversity of English learners, legal framework, language learning program models, instructional differentiation, advocacy, and assessment. Experiential learning in the format of professional learning community and data interpretation skills are emphasized. 10 hours of field experience are integrated into course assignments.

**MED 576: Structure of American English for Educators (3 credits)**

This course surveys the structure of American English from the perspective of teachers of English language learners. It aims to help teachers develop linguistic and pedagogical knowledge by exploring the English phonology, morphology, syntax, pragmatics, an impact of native language on learning English, common difficulties with learning English, and effective instructional strategies for teaching English.

**MED 578: Cultural Aspects of Teaching English as a Second Language (3 credits)**

This course explores a complex role of culture in education. It examines key concepts of intercultural communication and evidence-based practices of culturally responsive teaching and engagement of culturally diverse families. Acquiring the theoretical knowledge is combined with experiential learning activities, digital collaborative projects, and action research project. 5 hours of field experience are integrated into course assignment.

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

The course, designed for prospective special education classroom teachers, develops skills for the development, teaching, and enhancing of literacy skills: language, reading, and writing. Students review current and developing research and classroom practices that encourage the acquisition and improvement of those skills through learning strategies that are explored within 20 hours of required field activity experiences.

**MED 610: School Law & Social Advocacy (3 credits)**

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

#### **MED 611: School Finance (3 credits)**

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

#### **MED 650: Functions of School Supervision (3 credits)**

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

#### **MED 671: Student Teaching in Special Education Seminar (1 credit)**

This course is a co-requisite for Student Teaching, and is required for students in the post-baccalaureate Special Education Certification program as a capstone experience in this area of service in today's schools. The Seminar will enable student teachers to discuss, reflect, and develop the skills necessary to become a highly-qualified special education teacher.

#### **MED 673: Student Teaching in Special Education (3 credits)**

Student teaching is required for students in the post-baccalaureate Special Education Certification program as a capstone experience in this area of service in today's schools. The experience is a full-time, six-week opportunity to develop the skills necessary to become a highly-qualified special education teacher and includes lesson plan review and supervision from both university and co-operating district. Co-requisite: MED 671.

#### **MED 680: Research Seminar (3 credits)**

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

#### **MED 682: Second Language Acquisition (3 credits)**

This course takes on a teacher's perspective to examine the research on key factors that influence learning a second language. A two-phase course structure enables students to make connections between SLA research and teaching emergent bilinguals. First, students will build the knowledge of second language acquisition theories and research. Then, they apply this knowledge through several projects situated in authentic classrooms, collaborative digital environments, and focused synthesis of published research. Course assignments utilize authentic English language learners' data and simulate typical challenges of teaching emergent bilinguals. This helps foster the ability to identify student's English language development needs and optimize the conditions of English language learning through reflective analysis and research-informed practices. 5 hours of field experience are integrated into course assignments.

#### **MED 684: Instruction and Assessment for English Language Learners (4 credits)**

This capstone course with integrated 40-hour internship experience covers the principles and strategies of effective instruction and assessment for English learners. The course emphasizes the development of reflective English language teaching. During a structured and supportive internship experience, students will practice a range of ESL-certified teacher's responsibilities including teaching and assessing English learning students; monitoring, documenting, and assessing students' English language development and academic learning; observing lessons and providing recommendations to teachers; and designing and delivering professional development for educators. Students will create an ESL teaching portfolio.

#### **MED 685: Principal's Internship (3 credits)**

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

## MASTER OF SCIENCE NURSING COURSES

### **NUR 515: Effective Leadership in Healthcare Organizations (3 credits)**

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

### **NUR 525: Financial Management for Healthcare Leaders (3 credits)**

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

### **NUR 530: Advanced Health Assessment (3 credits)**

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

### **NUR 535: Human Resource Management in Healthcare Organizations (3 credits)**

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

### **NUR 540: Advanced Pathophysiology & Pharmacology (3 credits)**

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

### **NUR 550: Professional Nursing Theory & Research (3 credits)**

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

### **NUR 560: Policy & Curriculum (3 credits)**

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

### **NUR 570: Healthcare Informatics (3 credits)**

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

### **NUR 611: Inter-professional Collaboration: Leadership Skills to Increase Cultural Competency (3 credits)**

This course is designed to provide a foundation for interprofessional collaborative services. Students in the health professions will intentionally collaborate via interprofessional learning activities to achieve the common goal of a safer and better patient/client-centered and

community/population oriented health care system. Interprofessional education will explore the origins, practices and ethical standards of the participating health care professions. Issues for culturally responsive health care will be explored and interprofessional leadership strategies will be used to address problems of health care inequality and injustice.

#### **NUR 625: Leadership in Advanced Nursing Administration Roles (3 credits)**

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

#### **NUR 630: Measuring Educational Outcomes (3 credits)**

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

#### **NUR 633: Evidence Based Practice to Improve Population Health (3 credits)**

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

#### **NUR 635: Health Policy, Politics and Advocacy (3 credits)**

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

#### **NUR 640: Evidence Based Teaching Practice (3 credits)**

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

#### **NUR 643: Applications of Advanced Nursing Strategies: Practicum (3 credits)**

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

#### **NUR 651: Nursing Educator Role Synth: Capstone (3 credits)**

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

#### **NUR 652: Nursing Leadership Role Synth: Capstone (3 credits)**

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

## OCCUPATIONAL THERAPY COURSES

### **OT 507 Fundamentals of Occupational Therapy (3 credits)**

Provides an overview of the origins, history, philosophical base, values, standards, and ethics of the occupational therapy profession. Introduces the personnel, professional organizations, terminology, concepts and regulatory requirements of the profession. Examines the theories, approaches and practice models that guide occupational therapy clinical reasoning. Introduces approaches to support best practice and the Occupational Therapy Practice Framework: Domain and Process. Prerequisites: None. Only applicable for students who require leveling coursework.

### **OT 562 Neuroscience for the Occupational Therapist (3 credits)**

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

### **OT 564 Kinesiology for the Occupational Therapist (3 credits)**

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

### **OT 513 Advocacy & Public Policy (3 credits)**

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

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

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

### **OT 522 Leadership & Management (3 credits)**

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

### **OT 523 Occupational Performance IV: Geriatric (4 credits)**

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

**OT 525 Pathology for Occupational Therapy Practitioners (3 credits)**

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

**OT 526 Current Trends in Occupational Therapy (3 credits)**

This course will 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. Pre-requisites OT 482 or OT 587.

**OT 527 Occupational Therapy Process (3 credits)**

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

**OT 532 Activity Analysis (3 credits)**

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

**OT 534 Occupational Performance I: Pediatric (4 credits)**

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

**OT 536 Occupational Performance II: Adult (4 credits)**

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

**OT 538 Adapting & Grading with Technology (3 credits)**

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

**OT 581 Fieldwork I Seminar I (1 credit)**

Students will apply the knowledge gained in concurrent occupational therapy courses to practice settings. With supervision, students will be provided the opportunity to observe and carry out professional responsibilities. Students will be guided in the process of developing the reflective skills needed for professional development. Students can expect to spend all or part of one day a week at a clinical site during the duration of the course. OT majors only. To insure the safety of the work environment, fieldwork sites require extensive documentation including but not limited to background checks, health and immunization status, drug screens, and workplace training (CPR, HIPPA, etc.).

Students 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. The student is responsible for maintaining current health insurance and travel expenses during fieldwork. Co-requisite: OT 527.

#### **OT 582 Fieldwork I Seminar II (1 credit)**

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

#### **OT 583 Fieldwork I Seminar III (1 credit)**

Students will apply the knowledge gained in concurrent occupational therapy courses to practice settings. With supervision, students will be provided the opportunity to observe and carry out professional responsibilities. Students will be guided in the process of developing the reflective skills needed for professional development. Students can expect to spend all or part of one day a week at a clinical site during the duration of the course. OT majors only. Prerequisites: To insure the safety of the work environment, fieldwork sites require extensive documentation including but not limited to background checks, health and immunization status, drug screens, and workplace training (CPR, HIPPA, etc.). Students 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. The student is responsible for maintaining current health insurance and travel expenses during fieldwork. Co-requisite: OT 521 and OT 523.

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

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

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

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

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

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

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

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

**OT 605 Research Design (3 credits)**

Exploration of quantitative and qualitative research methodologies used in occupational therapy, and critical evaluation of published research in the field. Students will define an area of interest, identify 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.

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

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

**OT 611 Inter-Professional Collaboration (3 credits)**

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

**OT 620 Research Report (4 credits)**

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.

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

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

**MASTER OF SCIENCE SOCIAL WORK COURSES****SW 505 Foundations of Human Behavior in the Social Environment (3 credits)**

This course is designed to provide the theoretical and knowledge base for social work practice. Theories, assumptions, values, and ethical issues about human behavior and diversity are critically applied to social work contexts.

**SW 510 Foundations of Generalist Practice and Perspectives on Behavioral Health (3 credits)**

This course is designed to help students develop skills for effective social work practice in behavioral health care, including developing foundational knowledge of the study of emotions, behaviors, and biology related to mental health and addiction issues. Students will develop skills in engagement, assessment, intervention, and evaluation. The intersectionality of the dimensions of diversity is also considered.

#### **SW 515 Foundations of Social Work Research Methods (3 credits)**

Students gain an understanding of the use of research as a tool for professional evidence-based practice to evaluate programs and policies. Introduction to the concepts and skills underlying a systematic approach to social work research is included. Terminology, scientific methods, values, ethics, and critical thinking will be integrated.

#### **SW 520 Foundation Generalist Practice Seminar I (3 credits)**

The focus of this course is on the application of social work knowledge, values, ethics, and skills to the practice setting. The seminar is intended to support students in their field agency experience through processing cognitive and affective reactions. This course will also enable students to begin to develop awareness of issues of diversity and oppression in direct and indirect practice contexts and activities.

#### **SW 525 Foundation Field Practicum I (3 credits)**

This course is designed to provide the opportunity for the operationalization of foundational social work skills. Students will apply social work knowledge and ethics in their practice with individuals, families, groups, organizations, and communities. **200 hours Fieldwork**

#### **SW 530 Foundations of SW Practice with Individuals, Families & Groups (3 credits)**

This course focuses on interpersonal communication and interviewing skills essential to the helping relationship. Students learn the process of assessment including collecting and organizing information of client systems. The steps to ensure an ongoing process that links engagement and assessment to intervention and evaluation are integrated.

#### **SW 535 Foundations of Social Welfare Policies (3 credits)**

Focuses on the history, philosophy and process of social welfare policy including political and economic influences as well as the evolving role of social work. An analytical approach is used to highlight the forces that facilitate or inhibit changes in social policies. The course establishes the connection between social welfare policy and social work practice. Particular emphasis is placed on the social worker's role in developing and implementing functional policies and programs consistent with the mission of the social work profession.

#### **SW 540 Foundations of Generalist Practice Seminar II (3 credits)**

The focus of this course is on the application of social work knowledge, values, ethics, and skills to the practice setting. The seminar is intended to support students with processing cognitive and affective reactions and integrating the field experiences. Students will be supported to further develop awareness of issues of diversity and oppression in direct and indirect practice contexts and activities.

#### **SW 545 Foundation Field Practicum II (3 credits)**

This course is designed to provide the opportunity for the operationalization of foundational social work skills. Students will apply social work knowledge and ethics in their practice with individuals, families, groups, organizations, and communities. The NASW Code of Ethics will serve as a guide to practice expectations.

**250 hours of Fieldwork**

#### **SW 550 Diversity, Oppression and Social Justice (3 credits)**

This course fosters an understanding of individual and societal biases which affect marginalized populations, including factors such as race, ethnicity, religion, age, gender, gender identity, sexual orientation, culture, economic status and disability. Students will examine the role, function, and effects of oppression as it relates to social, economic and environmental justice, as well as how oppression can disrupt service delivery at micro, mezzo and macro levels.

#### **SW 610 Advanced SW Practice with Individuals, Families and Groups (3 credits)**

The course will examine common structures and skills of social work practice that includes engagement, assessment, interventions, and evaluation in multi-level practice. Knowledge and skills that facilitate behavioral health interventions that are preventative in nature and promote holistic well-being of client systems are addressed.

#### **SW 615 Advanced Research Methods Program Administration and Evaluation (3 credits)**

This course examines the integration of research in program administration and evaluation application for strategic planning and program development for human service organizations. Along with cultural context, data access and analysis skills will inform program evaluation and renewal.

#### **SW 620 Advanced Theories of Social Work and Addiction Practices (3 credits)**

This course addresses specifically the assessment and treatment of clients affected by the abuse of substances and other addictive elements. Addictions are examined from a bio-psycho-social perspective, using social work practice models and focusing on a holistic model of care.

Among the topics the course covers are: the implications of different models of addictive behavior for assessment and treatment; gender, age, class, race, and cultural factors; the evidence base for particular practice modalities, including family, group, and individual treatment; the treatment needs of different client populations, including youth, dually diagnosed adults, and family members impacted by addiction; self-help and twelve-step programs; and the diversified roles of social workers.

#### **SW 625 Advanced Social Work Practice Seminar I (3 credits)**

The focus of this course is advancing the application of social work knowledge, values, ethics, and skills to the behavioral health practice setting. The seminar is intended to support students with processing cognitive and affective reactions and integrating the field experiences. Students will be supported to further develop awareness of issues of diversity and oppression in direct and indirect practice contexts and activities.

#### **SW 630 Advanced Field Practicum I (3 credits)**

This course is designed to advance opportunities for the operationalization of foundational social work skills in behavioral health settings. Students will apply social work knowledge and ethics in their practice with individuals, families, groups, organizations, and communities. The NASW Code of Ethics will serve as a guide to practice expectations.

**250 hours of Fieldwork**

#### **SW 635 Advanced Social Work Practice with Organizations and Communities (3 credits)**

This course is designed to engage students in the examination of organizations and the global community. The problem-solving process is used with an ecological perspective to assist students in the development of advanced community practice while focusing on skill application in human service settings in the framework of ethical leadership and moral courage. Emphasis is given to facilitative and constraining effects of the social context surrounding macro practice.

#### **SW 640 Advanced Policy and Community Practice (3 credits)**

This course builds upon the concepts of social welfare policies. Through the use of human rights principles, students will learn policy analysis frameworks to plan for and develop advocacy skills that facilitate social change. This course is designed to develop macro social work practice skills in the areas of community organization, management, evaluation, policy formation and advocacy. It will explore theories, models and methods for organizing, community development with behavioral health population focus and emphasizes the empowerment of community groups.

#### **SW 645 Advanced Social Work Practice Seminar II (3 credits)**

This culminating seminar is designed to synthesize and bridge theoretical concepts to advance social work practice. Students will be supported with processing cognitive and affective reactions of the integrated fieldwork experience.

#### **SW 650 Advanced Field Practicum II (3 credits)**

Serving as a culminating capstone, this course is critical to successfully transition from student to social work professional. Advanced social work and behavioral health practice knowledge and skills are applied using evidenced-based theories and interventions. The experience enables students to practice competently, ethically, and be culturally responsive in multilevel and diverse systems. Students will make meaningful contributions to inter-professionals teams while utilizing effective supervisory skills.

**200 hours of Fieldwork**

### **DOCTOR OF NURSING PRACTICE COURSES**

#### **NUR 700: Immersion to DNP Program (1 Credit)**

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

#### **NUR 701: Theoretical Foundations of Advanced Nursing Practice (3 credits)**

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

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

This course assists the student to create a vision for themselves as leaders in the healthcare policy arena. Students explore theoretical

models to evaluate existing and proposed health policies. An overview of issues in health care policy and planning, including socio-political and economic content of health and health-seeking behaviors is examined. Health care policy and planning at the local, state, federal and global levels are explored. Ethical dimensions of public policy formulations and implementation are highlighted.

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

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

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

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

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

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

### **NUR 770: DNP Practicum for Health Systems Leadership (0 credits)**

NUR 770 is a self-directed health systems leadership practicum for DNP students who need additional hours to meet the 1000 hour AACN and DNP Program requirement. The number of practicum hours completed in NUR 770 for each semester may be between 125-225 hours as approved by the DNP Program Director and the student's DNP project team/chair. This course may be taken concurrently with other courses in any semester after the completion of NUR 705 or, initially, concurrently with NUR 705 as noted on the syllabus. Practicum sites, preceptors and experiences require prior approval of the DNP Program Director. Students are responsible to track their practicum hours and report their total completed hours to their faculty advisor as well as document these hours in the NPST Typhon data base. All practicum hours will be included in the student's portfolio. Discussion of practicum experiences as they relate to the student's Scholarly Inquiry Project (SIP) and DNP program goals are on-going with the DNP Program Director and/or members of the student's DNP Project Team. Students may re-enroll in NUR 770 up to five times in order to complete practicum hours.

### **NUR 800: Leadership Practicum I (2 credits)**

The practicum for NUR 800 and NUR 801 can begin concurrently with NUR 705 (75 hours of leadership practicum can be completed in NUR 705 if taken concurrently with 800/801). Under the guidance of a faculty advisor, the student will develop, implement, and evaluate a specific practice leadership experience concerning an area of clinical interest.

Pre-requisite: NUR 700, NUR 701

### **NUR 801: Leadership Practicum II (2 credits)**

The practicum for NUR 800 and NUR 801 can begin concurrently with NUR 705 (75 hours of leadership practicum can be completed in NUR 705 if taken concurrently with 800/801). Under the guidance of a faculty advisor, the student will develop, implement, and evaluate a specific practice leadership experience concerning an area of clinical interest.

Pre-requisite: NUR 700, NUR 701

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

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

### **NUR 803: Translational Research (3 credits)**

This course builds on students' understanding of scholarly inquiry, knowledge generation, research designs, methods and research utilization as best practices in health care. Students will focus on developing competencies to translate evidence and accelerate the adoption

of best clinical practice in primary care settings. Emphasis will be placed on areas of translational research, evidence-based practice and inter-professional collaboration with identification of practice problems and issues, critical evaluation of extant research, development of evidence-based protocols and/or clinical research proposals, implementation, data analysis and evaluation culminating in dissemination of findings.

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

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

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

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

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

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

### **DOCTOR OF PHILOSOPHY AND SUPERINTENDENT'S LETTER OF ELIGIBILITY CERTIFICATION COURSES**

#### **PHD 701: Research Colloquium (6 credits)**

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

#### **PHD 704: Quantitative Research: Design and Analysis (3 credits)**

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

#### **PHD 706: Leadership: Advanced Systems Theory and Research (3 credits)**

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

#### **PHD 709: Organizational Analysis: Culture, Theory and Change Strategies (3 Credits)**

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

#### **PHD 710: Qualitative Research: Design and Analysis (3 credits)**

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

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

A study of the theories of ethical decision-making is combined with the critical analysis of case studies that focus on the role that leaders play in shaping the vision, mission, and activities of organizations. Special emphasis is placed on the tactics, techniques, and skills needed to solve problems as well as to address external threats. Students gain insights about their values and refine their concepts about leadership. The course is also designed to help students study the importance of systematic reform of political, economic, social services, and society in general. extensive use of Blackboard is required and integrated into the course requirements.

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

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

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

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

**PHD 727: Developing Human Resources in Organizations (3 credits)**

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

**PHD 731: Advanced Supervision and Leadership Theory (3 credits)**

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

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

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

**PHD 803: Leadership and Spirituality (3 credits)**

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

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

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

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

The course content explores the major curriculum theories and their relationship to planning, improvement and evaluation of school programs. The current literature and research on strategies for affecting curriculum innovation and change are examined and analyzed. An examination of the impact of current cultural influences both internal and external to the educational organization are included. extensive use of Blackboard is required and integrated into the course requirements.

#### **PHD 812: Leadership and Communication Theories (3 credits)**

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

#### **PHD 815: Economic Development of Organizations (3 credits)**

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

#### **PHD 818: Federal, State and Local Government Relations (3 credits)**

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

#### **PHD 821: Organizational Policy and Finance (3 credits)**

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

#### **PHD 825: Educational Policy and Leadership (3 credits)**

This course is a critical examination of the current issues in educational policy making. Students explore the role of participants and the procedures used in the development of public policies that effect educational organizations. The course addresses issues such as the rights and responsibilities of teachers, limits of democratic authority, and equality of educational opportunity. Empirical data will be used to review and evaluate the impact of external policies on the educational organization and the role of the leader. extensive use of Blackboard is required and integrated into the course requirements.

#### **PHD 828: U. S. Presidents as Leaders (3 credits)**

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

#### **PHD 830: Current Issues in Education (3 credits)**

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

#### **PHD 850: Designing and Conducting Mixed Methods Research**

This course provides an overview of the philosophical and theoretical foundations for conducting mixed methods research. It examines the different procedures available for analyzing, mixing, and validating quantitative and qualitative data within mixed methods designs. Additionally, students will examine advanced concepts in design and evaluation, specifically incorporating mixed methodologies and action research. Extensive use of Blackboard is required and integrated into the course requirements.

#### **PHD 851: Instrument Design and Analysis (3 credits)**

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

### **PHD 853: Advanced Quantitative Research: Design and Analysis (3 credits)**

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

### **PHD 855: Advanced Qualitative Research: Design and Analysis (3 credits)**

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

### **PHD 860: Dissertation Proposal Seminar**

This course serves as a seminar for Ph.D. students to develop their dissertation research proposals. Students review the literature pertaining to their dissertation topic, expand their research skills, define researchable questions, prepare Institutional Review Board (IRB) applications, and implement their work through scholarly writing. In addition, this course provides the key stages of an effective dissertation proposal writing process in a seminar format. Extensive use of Blackboard is required and integrated into the course requirements.

### **PHD 870: Leadership for Sustainability**

This course examines the environmental, cultural, and socio-economic aspects of sustainability. Emphasis is on the connection between theory and practice as it relates to leadership for sustainable communities. This course is designed to engage students in the analysis of readily available public data to inform leadership decisions.

### **PHD 885: Internship (3 credits)**

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

### **PHD 910, 912, 914, 916: Dissertation (12 Credits)**

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

## **DOCTOR OF PHYSICAL THERAPY COURSES**

### **DPT 500: Gross Anatomy and Histology (5 credits)**

This course covers the study of human anatomical structures. 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: Kinesiology (4 credits)**

This course is an in-depth study of the interaction between the muscular and skeletal systems to produce human movement. The student reviews the anatomy and physiology of the muscular system and learns the mechanical influence it has on the skeletal systems to produce joint movement. A study of posture and gait and functional activity is also included as well as an analysis of human posture and movement

in normal and abnormal states. The course includes palpation of anatomical structures and study of the principles of biomechanics including arthrokinematics, osteokinematics, and kinetics.

### **DPT 503: Physiology for Physical Therapy (5 credits)**

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 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: Practice Management I (3 credits)**

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 interprofessional 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, professional development. Current issues, such as physician-owned physical therapy practices, direct access, and delegation and supervision will be discussed.

### **DPT 505: Practice Management II (3 credits)**

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 interprofessional nature of clinical practice including a review of the responsibilities of every member of the clinical team will be emphasized.

### **DPT 508: Physical Therapy Procedures I (4 credits)**

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

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

This course 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: Critical Inquiry I (1 Credit)**

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: Critical Inquiry II (3 Credits)**

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 findings 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 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: Musculoskeletal Physical Therapy Practice I (3 credits)**

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: Neuromuscular Physical Therapy Practice I (3 credits)**

This first course within the neuromuscular track, DPT 520 Neuromuscular Physical Therapy Practice I, 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 examination, 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 neuromuscular 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: Foundations of Clinical Practice (1 credit)**

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 Clinical Practice I (1 Credit)**

This course is comprised of part-time patient care and community wellness experiences. This course is intended to enhance students' abilities to engage in patient care and evidence-based practice. During this part-time clinical experience, students participate in clinical observation and the supervised application of discrete examination and intervention skills/procedures. 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 patient care experiences which encompass multiple systems diagnoses and impairments across the lifespan and continuum of care. These learning experiences are designed to enhance students' ability to interact with patients, clients, family, and other members of the interprofessional healthcare team.

#### **DPT 524: Clinical Practice I (6 credits)**

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 6 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: Cardiopulmonary Physical Therapy Practice I (3 credits)**

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 system involvement.

#### **DPT 530: Pharmacological Management for Physical Therapy Practice (2 credits)**

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 604: Practice Management III (3 credits)**

DPT 604 is the final Practice Management course that address topics within physical therapy practice that spans all practice settings and continuum of care. Topics covered in this course include health care policies that impact the local and global health care environment and those specific to the practice of physical therapy. Students will collaborate with professional and community organizations in advocacy efforts for the profession and broader healthcare needs of society. Practice management, including marketing, public relations, regulatory and legal requirements, risk management, staffing, continuous quality improvement and financial management will be covered. Students will participate in a case management process that includes assessing safety risks within an interprofessional healthcare team. Concepts from Practice Management I and II including scope of practice, health

#### **DPT 608: Physical Therapy Procedures II (4 credits)**

This course provides an investigation into the use of electrotherapy as a diagnostic and treatment agent and explores the principles and practices of physical agents in physical therapy. The principles of electrodiagnostics and electrical stimulation will be covered in depth. The electrotherapy unit includes a discussion of electrophysiology, the instrumentation and application of various types of electrical stimulation modalities, as well as low level laser, and biofeedback. Topics include electrical muscle stimulation, electrical stimulation for tissue repair, functional electrical stimulation, high voltage pulsed current, neuromuscular electrical stimulation, and transcutaneous electrical nerve

stimulation. This unit is competency based, with ample practice time devoted to the appropriate utilization of electrotherapy as a treatment choice. As a continuation from DPT 508, the second half of this course includes instruction in the principles and practice of physical agents and modalities including such topics as: ultrasound, phonophoresis, infrared, laser, ultraviolet, compression bandages, garments, and taping, total contact casting, vasopneumatic compression devices, manual lymph drainage, diathermy, as well as intermittent, positional, and sustained mechanical traction.

#### **DPT 613 Critical inquiry III (1 Credit)**

DPT 613 is the third 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, which could include experimental studies, systematic reviews, meta-analyses or critically appraised topics. The purpose of this course is to introduce students to basic research skills pertinent to scientific research and as a requisite for evidence-based practice. In this course, students will develop the methodology through literature review designed to introduce students to the topic associated with their research question as established with the faculty advisor. As they develop an appropriate methodology, students will be required to write the method section of their research manuscript and further advance their scholarly writing skills. The 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 scientific research

#### **DPT 614 Critical inquiry IV (1 Credit)**

DPT 614 is the fourth course within a series of Critical Inquiry courses. 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 and completed under the guidance of the advisor. Such projects may include experimental studies, systematic reviews, meta-analyses or critical appraised topics. The purpose of this course is to advance the students' research skills as a requisite for evidence-based practice. In this course, students will carry out approved recruitment protocols and data collection, or systematic search of the various databases, as established and approved through IRB. The learning experiences are designed to enhance each student's ability to engage in the process of conducting scientific research.

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

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

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

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: Neurologic P.T. Practice II (4 credits)**

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. This course builds on 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. The integration of structured movement analyses of activities performed in daily life, and the International Classification of Functioning, Disability, and Health (ICF) model will be reinforced to inform clinical decision making in physical therapist practice.

#### **DPT 621: Neurologic P.T. Practice III (4 credits)**

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 materials, 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: Clinical Practice III (2 credits)**

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 624: Clinical Practice IV (6 credits)**

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

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

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

#### **DPT 631 Multiple Systems Influence within PT Practice (4 Credits)**

This course introduces mechanisms of pathophysiology that contribute to changes in the body structures and functions of 'other' systems including the endocrine and metabolic, gastrointestinal, genital and reproductive, hematologic, hepatic and biliary, immune, integumentary, lymphatic, and renal and urologic systems. These changes can result in specific conditions, diseases, and disorders that physical therapists encounter across the lifespan. Dysfunction within the 'other' systems can also result from injuries to other body systems and/or systemic conditions. Selected disorders within these systems 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 investigate the processes of medical systems screening for differential diagnosis, interpret basic medical imaging, analyze the effects of selected medical and surgical interventions, and evaluate implications of pharmacology regimens on physical therapy practice. Medical systems screening and analysis of diagnostic imaging will be expected as a component of patient examination, evaluation, and differential diagnosis, in order to identify concerning yellow and red flags, appropriateness for and degree of physical therapy participation, and referral to the most appropriate medical provider when indicated. Special emphasis will be placed on the Integumentary and Lymphatic examination, evaluation, diagnosis, prognosis, and intervention. The course will include a didactic and lab component intended to develop the students' hands on ability in performing skills such as wound assessment, debridement and interventions for lymphedema.

#### **DPT 632 Physical Therapy Practice Through the Lifespan (4 credits)**

This course will integrate knowledge of human development, movement control, and functional activities and participation in the pediatric and geriatric segments of the lifespan. Designed in modules, the course will be focused on essential areas of knowledge and skill, including 1) all domains of development, emphasizing motor development, control and function at key transition points throughout

the lifespan; 2) evaluation and assessment across developing, delayed, and aging physiologic systems; 3) intervention planning and coordination of age-appropriate patient/client management, family/caregiver-centered care and education, including end-of-life. Students will focus on introduction and reinforcement of skills in the physical therapy examination, evaluation, and intervention of individuals with congenital and acquired health conditions. Students will apply knowledge of psychosocial, cognitive, communication and developmental levels to effectively interact with individuals across the lifespan.

#### **DPT 700: Physical Therapy Practice in a Global Environment (1 credit)**

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 710: Comprehensive Physical Therapy Practice**

This clinically-based, service-learning course will reinforce, integrate and advance learning from all previous course content. This course will serve to advance clinical skills and clinical reasoning as applied to individuals across the lifespan with complex, multi-system health conditions. Students will be asked to apply learning from previous courses and to explore new knowledge and evidence to advance skills to entry-level, delivering and documenting high-value interventions. Using the WHO-ICF model and case-based principles, students will provide co-curricular pro-bono physical therapy to individuals who are under-served and under-insured in our community. Physical therapy management will include advocacy, secondary/tertiary prevention, health and wellness, as well as incorporating basic and advanced assistive technologies. Evidence of weekly advancement of skill and knowledge will be required, with individual objectives and measurements set by the student in collaboration with faculty. Reflection on different aspects of an individual's needs across the lifespan is required as a foundational component of true service learning.

#### **DPT 713: Critical Inquiry V (1 credit)**

DPT 713 is 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: Critical Inquiry VI (1 credit)**

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: Clinical Practice V (8 credits)**

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: Clinical Practice VI (8 credits)**

DPT 725 Clinical Practice VI is a 12 week full-time clinical internship that occurs post didactic and is empowers (or facilitates) the student's

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

#### **DPT 805: Advanced Patient Outcomes Through the Use of Clinical Technologies (2 credits)**

Students will learn and apply current technologies to analyze normal movement and the movement of individuals with varying health conditions. In addition, students will study the effect of physical therapy interventions to improve movement and function. The use of technologies, such as real-time ultrasound, motion capture, electromyography, inertial sensors, force plates, and the instrumented split-belt treadmill, will improve the application of clinical skills and advance clinical decision making in individuals with complex movement problems. Students will discuss how technology in the clinic and evidence-based research can foster the vision of the American Physical Therapy Association to "Transform society by optimizing movement to improve the human experience."

#### **DPT 806: Sports Physical Therapy (2 credits)**

This course will investigate the application of physical therapy evaluation and treatment to the athletic population. Rehabilitation of surgical and non-surgical injuries and conditions common among athletes 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. Pre-season screening, on field and post-injury management of concussions will be covered. Basic taping techniques will be instructed with the student learning hands-on application of these techniques. 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 formats with an emphasis on experiential learning.

#### **DPT 810: Comprehensive Exam (1 credit)**

This course is composed of the preparation and administration of a comprehensive examination. This examination is the culminating experience of the program, which reflects mastery of the didactic component of the physical therapy curriculum. The examination is 4 hours and 15 minutes in duration and is comprised of 200 multiple choice questions. Passage of this exam is required for graduation.

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Contact us:

School of Graduate and  
Adult Education  
540 Upland Avenue  
Reading, PA 19611

1-610-796-8228

1-888-258-3764

[gradandadult@alvernia.edu](mailto:gradandadult@alvernia.edu)