

Bulletin 2013-2015

Graduate Program



SAINT VINCENT COLLEGE

Accreditations

Accreditation Council for Business Schools and Programs
Pennsylvania Department of Education
Middle States Commission on Higher Education

Memberships

American Association of Collegiate Registrars and Admissions Officers
Association of Catholic Colleges and Universities
Association of American Colleges and Universities
Association of Governing Boards of Universities and Colleges
Association of Independent Colleges and Universities of Pennsylvania
C-Cue, Inc. (Consortium for Computing in Undergraduate Education, Inc.)
College Entrance Examination Board
Cooperative Education Association of Pennsylvania
Council for the Advancement and Support of Education (CASE)
Council of Independent Colleges
Economic Growth Connection of Westmoreland
Latrobe Area Chamber of Commerce
Laurel Highlands, Inc.
Ligonier Valley Chamber of Commerce
Middle States Association of Collegiate Registrars and Officers of Admission
National Association of College Admissions Counselors
National Association of College and University Business Officers
National Association of Colleges and Employers
National Association of Foreign Student Advisors
National Association of Independent Colleges and Universities
National Association of Student Financial Aid Administrators
National Catholic Educational Association
National Collegiate Athletic Association (NCAA)
Pennsylvania Association of Colleges and Universities
Pennsylvania Association of College Admissions Counselors
Pennsylvania Association of Colleges and Employers
Pennsylvania Association of Student Financial Aid Administrators
Pennsylvania School Counselors Association
Pennsylvania Association of Colleges for Teacher Education
The College Board
Westmoreland Cooperating for Economic Development

Affiliations

Butler County Community College
Duquesne University (cooperative program)
Fu Jen Catholic University, Taiwan
Lake Erie College of Osteopathic Medicine
Ohio College of Podiatric Medicine (podiatry)
Pennsylvania Highlands Community College
Pennsylvania State University (3-2 engineering)
Pennsylvania College of Podiatric Medicine (podiatry)
Qingdao Agriculture University, Qingdao, China
Saint Vincent Seminary
Seton Hill University (cross-registration)
Shandong University, China
The Catholic University of America (3-2 engineering)
University of Pittsburgh (3-2 engineering)
Westmoreland County Community College

Participation

Advanced Placement Program (AP)
Air Force Reserve Officer Training Corps (at University of Pittsburgh)
Bureau of Vocational Rehabilitation
College Level Examination Program (CLEP)
Guaranteed Student Loan Program
Pell Grant Program
Pennsylvania Higher Education Assistance Agency
Perkins Loan
Supplemental Educational Opportunity Grants

The statements in this *Bulletin* are for information only and do not constitute a Contract between the student and Saint Vincent College. The College reserves the right to change any policy, requirement, course offering, or fee; and also reserves the right to exclude students whose conduct or academic standing is deemed by the College not to be in accord with the requirements set forth in this *Bulletin*.

Saint Vincent College subscribes to a policy of equal opportunity. In so doing, Saint Vincent does not discriminate against any individual on the basis of race, color, sex, religion, age, veteran status, ethnic origin or handicap in any of its programs, activities or employment decisions. The Director of Human Resources, Saint Vincent College, Latrobe, Pennsylvania 15650-2690 is the officer with responsibility for overseeing the implementation of this equal opportunity policy and the affirmative action plan.

This school is authorized under Federal law to enroll nonimmigrant alien students.

Saint Vincent College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, 215-662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

FOR INFORMATION about admission, contact:

**Office of Admission and Financial Aid
Saint Vincent College
300 Fraser Purchase Road
Latrobe, Pennsylvania 15650-2690**

**Phone 724-805-2500
1-800-782-5549**

**e-mail: admission@stvincent.edu
home page: www.stvincent.edu**

2013-2014 Graduate Programs Calendar

Fall Semester 2013

DNAP

August 18	DNAP First Year Student Orientation
August 19	DNAP Fall term begins
August 26	Last day to add DNAP courses
September 3	Last day to drop DNAP courses without permanent record
Sept. 4-Oct. 25	Withdrawal from DNAP courses receive W
October 26	Withdrawal from DNAP courses receive WF

15-WEEK GRADUATE PROGRAM

August 26	Graduate term begins
September 3	Last day to add 15-Week Graduate program courses
September 10	Last day to drop 15-Week Graduate Program courses without permanent record
Sept. 11-Oct. 25	Withdrawal from 15-Week Graduate Program courses receive W
October 26	Withdrawal from 15-Week Graduate Program courses receive WF

1ST 7-WEEK GRADUATE PROGRAM (8/26/13 THROUGH 10/14/13)

August 26	1st 7-Week Graduate term begins
September 3	Last day to add or drop 1st 7-Week Graduate term courses without permanent record
September 4-11	Withdrawal from 1st 7-Week Graduate term courses receive W
September 12	Withdrawal from 1st 7-Week Graduate term courses receive WF

2ND 7-WEEK GRADUATE PROGRAM (10/15/13 THROUGH 12/12/13)

October 15	2nd 7-Week Graduate term begins
October 22	Last day to add or drop 2nd 7-Week Graduate term courses without permanent record
October 23-30	Withdrawal from 2nd 7-Week Graduate term courses receive W
October 31	Withdrawal from 2nd 7-Week Graduate term courses receive WF

Spring Semester 2014

DNAP

January 5	DNAP First Year Student Orientation
January 6	DNAP Spring term begins
January 13	Last day to add DNAP courses
January 20	Last day to drop DNAP courses without permanent record
Jan. 21-March 21	Withdrawal from DNAP courses receive W
March 24	Withdrawal from DNAP courses receive WF

15-WEEK GRADUATE PROGRAM

January 13	Graduate term begins
January 20	Last day to add 15-Week Graduate program courses
January 27	Last day to drop 15-Week Graduate Program courses without permanent record
Jan. 28-March 21	Withdrawal from 15-Week Graduate Program courses receive W
March 24	Withdrawal from 15-Week Graduate Program courses receive WF

1ST 7-WEEK GRADUATE PROGRAM (1/13/14 THROUGH 2/28/14)

January 13	1st 7-Week Graduate term begins
January 20	Last day to add or drop 1st 7-Week Graduate term courses without permanent record
January 21-27	Withdrawal from 1st 7-Week Graduate term courses receive W
January 28	Withdrawal from 1st 7-Week Graduate term courses receive WF

2ND 7-WEEK GRADUATE PROGRAM (3/10/14 THROUGH 5/8/14)

March 10	2nd 7-Week Graduate term begins
March 17	Last day to add or drop 2nd 7-Week Graduate term courses without permanent record
March 18-24	Withdrawal from 2nd 7-Week Graduate term courses receive W
March 25	Withdrawal from 2nd 7-Week Graduate term courses receive WF

Important Common Dates to All Graduate Programs

September 2	Labor Day; no classes	March 1-March 9	Spring break; begins after last class on February 28
September 26	Spring & Summer 2013 incomplete grades not changed become F	March 10	Classes resume
October 30, 31, November 1, 4, and 5	Registration for Spring Semester 2014	April 9-11, 14 & 15	Registration for Fall Semester 2014
November 14	Founders' Day Convocation and Vesper (classes canceled 3:30 – 6:00pm)	April 17-21	Easter Vacation begins after last class on April 16
November 27-December 1	Thanksgiving vacation begins after last class on November 26	April 22	Classes resume
December 2	Classes resume	April 23	Honors Convocation and Undergraduate Conference (classes cancelled from 11:30 a.m.- 7:00 p.m.)
December 6	Last day of class	May 2	Last day of class
December 7 and 8	Reading Days	May 3 and 4	Reading Days
December 9-12	Final examinations	May 5, 6, 7, and 8	Final examinations
December 12	Grades are due at noon for all students graduating this term	May 8	Grades are due at noon for all students receiving degrees this term
December 14	December Commencement	May 10	Commencement
December 17	Final grades are due at noon	May 12	DNAP Summer Session begins
February 13	Fall 2013 incomplete grades not changed become F	May 13	Final grades are due at noon
		May 19	Undergraduate and Graduate Summer Session begins

2014-2015 Graduate Programs Calendar

Fall Semester 2014

DNAP

August 17	DNAP First Year Student Orientation
August 18	DNAP Fall term begins
August 25	Last day to add DNAP courses
September 2	Last day to drop DNAP courses without permanent record
Sept. 3-Oct. 24	Withdrawal from DNAP courses receive W
October 25	Withdrawal from DNAP courses receive WF

15-WEEK GRADUATE PROGRAM

August 25	Graduate term begins
September 2	Last day to add 15-Week Graduate program courses
September 9	Last day to drop 15-Week Graduate Program courses without permanent record
Sept. 10-Oct. 24	Withdrawal from 15-Week Graduate Program courses receive W
October 27	Withdrawal from 15-Week Graduate Program courses receive WF

1ST 7-WEEK GRADUATE PROGRAM (8/25/14 THROUGH 10/13/14)

August 25	1st 7-Week Graduate term begins
September 2	Last day to add or drop 1st 7-Week Graduate term courses without permanent record
September 3-9	Withdrawal from 1st 7-Week Graduate term courses receive W
September 10	Withdrawal from 1st 7-Week Graduate term courses receive WF

2ND 7-WEEK GRADUATE PROGRAM (10/14/14 THROUGH 12/11/14)

October 14	2nd 7-Week Graduate term begins
October 21	Last day to add or drop 2nd 7-Week Graduate term courses without permanent record
October 22-28	Withdrawal from 2nd 7-Week Graduate term courses receive W
October 29	Withdrawal from 2nd 7-Week Graduate term courses receive WF

Spring Semester 2015

DNAP

January 4	DNAP First Year Student Orientation
January 5	DNAP Spring term begins
January 12	Last day to add DNAP courses
January 19	Last day to drop DNAP courses without permanent record
Jan. 20-March 21	Withdrawal from DNAP courses receive W
March 23	Withdrawal from DNAP courses receive WF

15-WEEK GRADUATE PROGRAM

January 12	Graduate term begins
January 19	Last day to add 15-Week Graduate program courses
January 26	Last day to drop 15-Week Graduate Program courses without permanent record
Jan. 27-March 20	Withdrawal from 15-Week Graduate Program courses receive W
March 23	Withdrawal from 15-Week Graduate Program courses receive WF

1ST 7-WEEK GRADUATE PROGRAM (1/12/15 THROUGH 2/27/15)

January 12	1st 7-Week Graduate term begins
January 19	Last day to add or drop 1st 7-Week Graduate term courses without permanent record
January 20-26	Withdrawal from 1st 7-Week Graduate term courses receive W
January 27	Withdrawal from 1st 7-Week Graduate term courses receive WF

2ND 7-WEEK GRADUATE PROGRAM (3/9/15 THROUGH 5/7/15)

March 9	2nd 7-Week Graduate term begins
March 16	Last day to add or drop 2nd 7-Week Graduate term courses without permanent record
March 17-23	Withdrawal from 2nd 7-Week Graduate term courses receive W
March 24	Withdrawal from 2nd 7-Week Graduate term courses receive WF

Important Common Dates to All Graduate Programs

September 1	Labor Day; no classes	Feb. 28-March 8	Spring break; begins after last class on February 27
September 25	Spring & Summer 2014 incomplete grades not changed become F	March 9	Classes resume
October 29-31, November 3 and 4	Registration for Spring Semester 2015	April 2-6	Easter Vacation begins after last class on April 1
November 20	Founders' Day Convocation and Vesper (classes canceled 3:30 – 6:00pm)	April 7	Classes resume
November 26-30	Thanksgiving vacation begins after last class on November 25	April 8-10, 13 & 14	Registration for Fall Semester 2015
December 1	Classes resume	April 22	Honors Convocation and Undergraduate Conference (classes cancelled from 11:30 a.m.-7:00 p.m.)
December 5	Last day of class	May 1	Last day of class
December 6 and 7	Reading Days	May 2 and 3	Reading Days
December 8-11	Final examinations	May 5, 6, and 7	Final examinations
December 11	Grades are due at noon for all students graduating this term	May 7	Grades are due at noon for all students receiving degrees this term
December 13	December Commencement	May 9	Commencement
December 16	Final grades are due at noon	May 11	DNAP Summer Session begins
February 12	Fall 2014 incomplete grades not changed become F	May 12	Final grades are due at noon
		May 18	Undergraduate and Graduate Summer Session begins

Introduction to the College

Mission Statement

Saint Vincent College is an educational community rooted in the tradition of the Catholic faith, the heritage of Benedictine monasticism, and the love of values inherent in the liberal approach to life and learning. Its mission is to provide quality under-graduate and graduate education for men and women to enable them to integrate their professional aims with the broader purposes of human life. The programs, activities, and encounters that make up student life at Saint Vincent College encourage the intellectual gifts, professional aptitudes and personal aspirations of students to mature harmoniously.

Catholic, Benedictine and Liberal Arts Values

Central to the Mission of the College are its Catholic tradition, its Benedictine heritage, and its commitment to liberal arts education. Outlined below are some of the values of a Catholic, Benedictine, liberal arts education as defined and operated upon by the Saint Vincent College community.

Catholic

Saint Vincent College seeks to provide an understanding of the positive contributions which the Catholic Church has made, and continues to make, to human progress. Faculty, administrators, staff, and students of all faiths work together in a common search for truth in an environment that does the following:

- Affirms that the love of God and faith in Jesus Christ are authentic values for believers. The life of faith and the life of learning are regarded as inclusive and mutually compatible; as expressed in the College motto, *veri justique scientia vindex*, "learning is the best advocate of truth and justice."
- Represents a sacramental view which consecrates all visible creation as a pledge, reminder, and active instrument of God's invisible presence and grace.
- Supports the integration of religious and temporal values in everyday life.
- Promotes appreciation for the positive contributions of all peoples and cultures to world civilization. In this sense, Saint Vincent is truly "catholic," ecumenical, and international.

Benedictine

The traditional Benedictine apostolate of education is characterized by an appreciation of truth wherever it is found and by respect for the unique person and talents of every student. In an authentic Benedictine environment, students are not just objects of an educational enterprise; they are valued partners in a common search for truth and beauty. Saint Vincent College is grounded in the following core values of Benedictinism:

- Hospitality, as exemplified by a tolerant spirit that recognizes the mystery of God's presence in all creation and the sacred dignity of each person.
- Commitment to a concept of community that advocates tranquility and order and is nourished by mutual respect, appreciation, and charity. Even in times of historical and personal upheaval, Benedictine life seeks to preserve peace and solidarity, maintained by the communal effort of prayer and work.
- Care and concern for each individual as evidenced in personal interactions that anticipate the needs of others, bear patiently with others, and promote the personal growth of others.
- Stewardship for all work spaces, living spaces, and the natural environment.

Liberal Arts and Sciences

Liberal arts education is integrative, challenging students to explore the principles, perspectives, and goals of many different disciplines and modes of learning. Saint Vincent's particular approach to liberal arts education, undergirded by the values of its Catholic, Benedictine heritage, provides an education for life and for lifelong learning. It espouses a love of learning and a belief in the intrinsic worth of higher education. The College seeks to instill the following educational virtues:

- Facility to comprehend particular phenomena conceptually and to look for patterns and regularities in experience.
- Ability to evaluate ranges of evidence and to revise previous theory or hypotheses accordingly.
- Skill in discovering relationships between seemingly divergent phenomena.
- Ability to be an independent learner rather than a mere consumer of others' interpretations.
- Facility to articulate and express one's thoughts clearly.
- Self-assurance in adhering to mature social and ethical values, coupled with tolerance for alternate values in others.
- Skill in making informed decisions and courage to act on them.
- Appreciation for the fine arts, especially art, music, and literature.
- Receptivity to uncommon opinions and unfamiliar cultures.

An Invitation to Learning

During your college years, you as a student are faced with some important decisions. One of them is to determine your approach to education—your own "aims and objectives." You will have to determine whether your objective is merely to fulfill the minimum requirements in order "to get a degree," or whether it is to become more creatively engaged in learning as an integral part of your life.

This **Bulletin** concerns itself for the most part with the less significant objective, which is the first. It contains the basic information about courses, procedures, and requirements necessary for obtaining a degree: it is your responsibility to have and to use this information. If you have problems or questions about this part of college life, be sure to ask your faculty advisor for help. If you are in the process of changing majors or career plans, a thorough discussion with your faculty advisor and with a member of the Career Services staff is more imperative. Finally, if you have unresolved problems and don't know where to turn, stop to see the Dean of Studies. The Dean of Studies may know resources at the College or elsewhere with which you are not familiar.

The more significant objective, which touches upon a personal commitment to learning, is more difficult to deal with than information about degree requirements. Your openness to new experiences, your friendships with faculty and fellow students are more essential to the realization of this objective than the information contained in any college bulletin.

As a preamble, faculty members will tell you that if you wish to be serious about learning, you must practice critical reading and listening in all your courses: you must be able to tell the difference between essentials and non-essentials. And you must be able to express yourself well, both verbally and in writing. Few people have been able to achieve these essential skills for learning without diligently working at them over a long period of time.

In your college experience try to learn as much as you can about change: your personal and spiritual developmental change, social change, change we call failure, even the change we call death. Many of the courses of the Core Curriculum are designed to help you think about change—from a chemical reaction to a political revolution or a religious experience. Secondly, it is impor-

tant to have possible careers in mind in determining what you will learn; and it is important to gain a reasonable mastery in some field while at college. However, it would be a mistake to think of your college education exclusively in terms of the work you want to do. The much larger part of your waking hours, even before retirement, will be taken up by self-directed activities. Courses in the Core Curriculum outside your major are important for developing meaningful self-directed activities outside the world of paid work. In addition, social service, religious activities, art, meditation, dance, drama, music, sports, friendships are all elements of a good college experience. The Rule of Saint Benedict is a classic text about achieving a peaceful balance between work and other activities and values of life. Finally, your personal philosophy about learning should take cognizance of the fact that human beings must live in the context of a variety of systems. Your college education will help you learn about systems: how they work, and how to make them work justly for you and your neighbor. To achieve this, however, it is not sufficient to learn about political, economic, and social systems only in class. First-hand experience through participation in clubs and organizations seems necessary to learn how to negotiate with other interest groups, and how to get things done in an effective and morally acceptable way. You may be able to start a new organization to meet a need, many extracurricular activities at Saint Vincent were begun and are run by students.

These dimensions of learning which touch upon a person's relation to the basic realities of life are also suggested when the College describes its "viewpoint and tendencies" as Catholic, Benedictine, and liberal. A college education at Saint Vincent provides the opportunity for a student to come to grips with some of the basic questions of life in company with faculty and fellow students.

History and Heritage

Saint Vincent Archabbey and College was founded in 1846 by Boniface Wimmer, a monk from the Benedictine Abbey of Metten in Bavaria.

Wimmer came to America with the intention of educating the sons of German immigrants and training a native clergy for the German-speaking peoples of the United States. He settled on the site of a parish established for English and Irish Catholics in 1789, and very quickly learned that his monks would not be able to limit their attention to Germans alone. With the aid of several American bishops, friends and benefactors in Europe, and a strong community of Benedictine monks at the monastery of Saint Vincent, he established the first Benedictine college in the United States. From modest beginnings the college grew rapidly, and on 18 April 1870 the State Legislature of Pennsylvania incorporated the school, empowering it "to grant and confer degrees in the arts and sciences as are granted in other colleges and universities in the United States, and to grant to graduates, or persons on whom such degrees may be conferred, diplomas or certificates as is usual in colleges and universities."

From its earliest days Saint Vincent College has striven to embody the ideals and character of the fifteen-hundred-year-old heritage of Benedictine education and scholarship. Based firmly on the ideal of Christian community, this heritage has contributed to both the survival and dissemination of Western culture. It has been an enduring heritage because of its capacity to adjust to the exigencies of successive ages. For almost one hundred and fifty years the monks of Saint Vincent have worked to exemplify and to carry on this living tradition. From their ranks men have established Benedictine colleges and schools in Minnesota, Kansas, North Carolina, New Jersey, Illinois, and Georgia, among other places.

In the words of a college catalogue of the 1850's, Saint Vincent is located in an "elevated and healthy" area. Situated on a foothill of the Alleghenies, the school commands a panoramic

view of the countryside. In January of 1963 a fire destroyed part of the campus and in the years which have followed a new age in the history of the college has begun. Out of the ashes of the past a new Saint Vincent has emerged. With a deep awareness of the heritage and tradition which is its foundation, the community has once again turned its face toward the future. And perhaps no better image of this dynamic commitment to a creative relationship between old and new exists than the campus itself, whose newly constructed and aesthetically pleasing modern buildings blend harmoniously with the older structures built by the pioneer monks themselves.

Saint Vincent College became coeducational in 1983 as a major step to strengthen all aspects of the community life and educational services of the College. The decision was based on a belief that the College was in a strong position to offer men and women the opportunity of personal development and solid career preparation in a wholesome environment grounded in the time-tested Benedictine educational and religious tradition.

Saint Vincent College, along with the other units of the Saint Vincent Community—Archabbey, Seminary and Parish—observed the 150th anniversary of its founding in 1996 with an 18-month series of activities and events which recognized the rich history and heritage of Saint Vincent while focusing attention on planning and preparing for the future.

Duquesne University and Saint Vincent College Cooperative Program

Duquesne University and Saint Vincent College offer the following cooperative programs: Law, Business Administration, Occupational Therapy, Physical Therapy, Physician Assistant, and Pharmacy. This collaboration allows individuals to pursue an undergraduate liberal arts education in preparation for graduate studies in a professional field. Additional information is available in the **Bulletin** in the Pre-Health Professions, Pre-Law, English, History, Sociology/Anthropology, Political Science, Public Policy Analysis, and Business Administration sections.

The Campus

In a pattern characteristic of many Benedictine communities, the first buildings were grouped in a quadrangle. At least ten of the original buildings were "home-made." That is, the architects and workmen were Benedictines who cut the trees, sawed the timber, and fashioned clay into bricks.

Alcuin Hall (1964) is used for social affairs and recreation and features a glass wall that provides a dramatic view of the College athletic fields and the mountains to the east. It also houses a day care center.

Alfred Hall (1907) houses the administration offices and also provides space for language laboratories, computer labs, classrooms and some faculty offices.

Andrew Hall (1905) extends from the Archabbey Basilica and contains the monastic refectory.

Anselm Hall (1875-1879) connecting Andrew Hall with Placid Hall provides space for small dining-meeting rooms.

Aquinas Hall (1952) connects Wimmer Hall with the Archabbey Basilica and provides classrooms for the seminary.

Archabbey Basilica (1892-1905) dominates the campus at Saint Vincent. The cornerstone was laid in 1892, and the consecration took place August 24, 1905. Beneath the Basilica is the Crypt, which contains altars and many works of modern art in glass, wood, stone, and acrylic and oil paintings. The Basilica was completely restored in 1996.

Aurelius Hall (1923) served as a College residence hall until 2002 and traditionally housed freshmen. Today, Aurelius Hall houses the McKenna School of Business, Economics, and Government and serves as a residence hall.

Chapel of St. Gregory the Great (1998) is the Seminary chapel.

Community Center (1979) adjoins Anselm, Benedict and Placid Halls. It houses the main student dining room and food preparation facilities.

Elizabeth J. Roderick Center (1998) houses Seminary and Archabbey offices, seminary residence rooms and guest rooms.

Fred M. Rogers Center (2008) is a LEED® Gold Certified building where the Department of Events and Conference Services is located. Additionally, the Center houses the Fred Rogers Center for Early Learning and Children's Media including the Fred Rogers Archive of multimedia materials from *Mister Rogers' Neighborhood* and other work by and about Fred Rogers. The Foster and Muriel McCarl Coverlet Gallery is also located on the ground floor of the building featuring more than 400 coverlets.

Gerard and Bonaventure Halls (1963) are residence halls providing accommodations for 459 students in double rooms.

Headmaster Hall and Placid Hall (built in sections from 1855-1877) house the post office, dining and conference rooms, academic affairs, the faculty commons, faculty offices and classrooms for the School of Humanities and Fine Arts, as well as the School of Social Science, Communication and Education.

Mary, Mother of Wisdom Chapel (2003) is the College Student Chapel.

Monastery Building (1967) is the home of the Benedictine monks.

Parish Center (1997) provides a gathering space for parish activities, parish offices and the Basilica Gift Shop.

Prep Hall (1998), named in honor of all of the alumni of the former Saint Vincent Preparatory School and in thanksgiving for the leadership of Prep alumni in providing the funding necessary to make the building a reality. It houses "smart" classrooms, multimedia laboratory, media suite, communication and education faculty offices.

Robert S. Carey Student Center (1952-1954; The Frank and Elizabeth Resnik Swimming Pool, 1993; Student Union, 1996, 2003) covering more than an acre of ground, contains the gymnasium, Performing Arts Center, swimming pool, Mary, Mother of Wisdom Student Chapel, wellness center, book center, snack bar, student union, classrooms, game room, fitness center with free weights, weight machines, and cardiovascular machines, art gallery, art studios, music practice rooms, and the fine arts department and education faculty offices and classrooms.

Rooney Hall (1995) is a College residence hall that houses 125 students in double rooms and 50 students in 15 apartments.

Saint Benedict Hall (2002) is the residence hall for first-year students. The hall accommodates 368 students in double rooms.

The Sis and Herman Dupré Science Pavilion (2013) houses the Herbert W. Boyer School of Natural Sciences, Mathematics, and Computing and was completed in January 2013. The project renovated nearly 60,000 square feet of space and added another 45,000 square feet of new construction to the original Science Center built in 1969. All the disciplines — natural sciences, mathematics, and computing — share classrooms, lab space, computer labs, conference rooms, lounges and a 75-seat lecture hall. A three-story all-glass atrium serves as a window to the natural world and a welcoming gateway into the building.

Leander Hall (1913) is a residence hall for seminary students and monastic guests.

Wimmer Hall (1952) is a College residence hall. It has 135 private rooms.

The names of most of the buildings honor early Benedictine educators and deceased abbots who served the College as president.

The Library

Benedictine institutions have traditionally granted a place of honor to the library. The Latimer Family Library continues this tradition by providing a climate-controlled repository of the institution's bibliographic holdings and a continually growing resource in support of the College's teaching mission.

Borrowing privileges are available to enrolled students, faculty, administrators and staff members of the College. The Saint Vincent identification card serves as the Library card. The Library is open to patrons 89 hours each week when school is in session. Special hours are in effect during vacation periods and on holidays; schedule changes are posted in the Library, distributed to the offices of the College, and available on the College website.

Private study carrels and tables are available throughout the Library. A central reference room provides access to more than 3,500 resource titles such as encyclopedias, abstracts, dictionaries, indexes, handbooks, atlases, concordances, and gazetteers. The periodical area displays approximately 400 current periodical subscriptions arranged alphabetically by title. A collection of audio tapes and a video and DVD collection with monitor/VCRs and monitor/DVD players are included in this section. The Library also has extensive microfilm and microfiche collections with appropriate readers and printers available for patron use.

The collection contains nearly 280,000 print volumes, 47,000 bound periodicals and approximately 100,000 microforms. The Library houses unique resources in religion and theology and special collections of Pennsylvania and Benedictina. The Library also safeguards a collection of rare books housed in climate-controlled vault; access to this collection is available by special request. The collection is classified according to the Library of Congress classification system. The Library uses a fully automated catalog (OPAC), utilizing the integrated system of Innovative Interfaces, Inc. Electronic searches are made through EBSCOhost, LexisNexis, and JSTOR, which provide online access to an extensive list of bibliographic and full-text information. The Library currently houses a computer lab, and has both hard-wire connections and wireless access for laptop users to access the campus network and the Internet.

Materials not available at Saint Vincent Library may be requested from other libraries through the Interlibrary Loan service (ILL). This service is available through the Assistant Public Services Librarian, at the Circulation Desk, or by completing the on-line ILL Request Form on the Saint Vincent College website.

Graduate Program

Graduate Program Policies

Admission to Graduate Study

Admission requirements for all graduate programs have been established by Saint Vincent College. Specific graduate programs may require additional items to the admission process of any individual program of study.

Regular Admission

(Please see specific application requirements for each program as they vary)

- Possess an earned Bachelor's degree from an accredited institution. Official transcripts must be submitted from each institution attended.
- Have a minimum undergraduate grade point average of 3.0.
- Three letters of recommendation attesting to the applicant's capacity and commitment to graduate study.
- Scores on the Graduate Record Examination, the Graduate Management Aptitude Test, or the Miller Analogies Test, as appropriate to the program, will be required if the undergraduate grade point average was below 3.00 and may be requested in other cases at the discretion of the program director.
- Programs require a personal statement and/or interview for all applicants or for certain applicants at the discretion of the program director.
- For international applications, a TOEFL score of 79 on the IBT, 550 on the PBT, 213 on the CBT, and 6.5 on the IELTS or higher is required for applicants.

Graduate Admission

Saint Vincent College has a rolling admission policy; that is, the applicant is notified of the decision of the Graduate Committee soon after all credentials are received. *(Acceptance of applicants into the graduate programs of nurse anesthesia is the sole responsibility of the Excelsa Health School of Anesthesia).*

Application Deadlines

Completed applications must be submitted two weeks prior to the first day of class to be admitted for that semester. If the application is not complete by the deadline, the candidate will be reviewed for admission for the following term. *(Applications, along with complete submission of all required documentation for the graduate programs in nurse anesthesia, must be sent directly to the Excelsa Health School of Anesthesia, and be received no later than September 1 of the year prior to the year of prospective matriculation).*

Admission to Program

Graduate students are admitted to a specific program of study. Graduate students who wish to shift from one graduate program to another must complete a Graduate Change of Program form and obtain signatures from their advisors and program director. The graduate program director reviews applications for admission to their respective programs.

Graduate Applicants

An applicant for graduate programs should submit the following to the Office of Graduate & Continuing Education: Applications will not be reviewed until all materials are received and completed.

- A completed application form.
- An official transcript from each undergraduate institution attended sent directly to Saint Vincent College.
- All other required materials as stated by the graduate program of choice. (See specific program requirements)

***Graduate applicants must have a bachelor's degree prior to official acceptance into the program.*

Provisional Acceptance

An applicant not meeting the specified requirements for the graduate program may be offered a provisional acceptance. *(Not applicable to the graduate programs in nurse anesthesia).* The candidate can take up to nine (9) credits in the graduate program. Once the nine (9) credits have been earned, the program director must review the student's status. The program director may: a) allow the student to become a regular, degree-seeking graduate student; b) refuse further enrollment.

Appeals of admission decisions are made to the Dean of Studies. Applicant is eligible for financial aid.

Non-Degree Students

A person who wishes to pursue graduate studies at Saint Vincent College without becoming a candidate for a master's degree may take up to nine (9) credits as a graduate non-degree student. *(Not applicable to the graduate programs in nurse anesthesia).* Non-degree students must complete and return the graduate non-degree application for admission and send official undergraduate transcripts to the Office of Graduate & Continuing Education in order to register for classes. The non-degree student must follow the same policies and procedures as a degree-seeking graduate student. Non-degree students are ineligible for financial aid.

If a non-degree student wishes to become a candidate for the graduate program, the applicant must officially apply to the graduate program and must follow the graduate application requirements.

Transfer credits

Certain programs may allow applicants to transfer up to nine (9) credits toward graduate level courses into the program. The applicant must submit graduate transcripts to the Office of Graduate & Continuing Education along with a copy of the course catalog that describes the course at time of application. The program director will evaluate the courses and make a decision on whether the credits will be transferred. Credits earned by another accredited institution must be graded as a B- or better in order to be considered. Applicants will be notified of credits transferred upon acceptance into the graduate program. *(Transfer credits are not accepted for the graduate programs in nurse anesthesia).*

Second Graduate Degree

A student who wishes to attain a second graduate degree after their first graduate degree from Saint Vincent College must apply through the Office of Graduate and Continuing Education, and complete a program of study that includes:

- a) Have taken 18 or more credits beyond the graduation date of their first master's degree;
- b) Completed all of the required courses for the second master's program;
- c) Passed the comprehensive exam (if applicable) for the second master's program.

Financial Information

At Saint Vincent College the cost is kept at the lowest possible level consistent with a financially responsible operation. The payment of the student's bill is due before the beginning of classes each semester or session

Tuition and Fees for 2013-2014

The following tuition and fees apply to graduate students:

Graduate Course Tuition (per credit)	
Graduate programs in Education:	\$564
Graduate programs in Business:	\$582
Graduate programs in Health Sciences:	\$694
Doctorate of Nurse Anesthesia Practice:	\$875
Technology Fee (per semester)	
0-8 credits	\$75
9 or more credits	\$195
Health Services Fee (full-time graduate students)	\$40
Initial Registration (One time charge for special students who have not previously attended Saint Vincent College.)	\$25
Adding/Dropping class after first day of semester, per add/drop form	\$18
Graduation Fee	\$85
Late Graduation Fee	\$35
Transcript	\$5
Fee for finalizing each incomplete "G" grade	\$35
Parking and Vehicle Registration	
Full-time	\$70
Part-time	\$32.50
Fitness Facility (optional)	\$50

Additional fees may apply to the graduate programs in nurse anesthesia. (Contact the Excelsa Health School of Anesthesia for additional information).

Undergraduate Courses

Students may need to enroll in certain undergraduate courses to meet prerequisites or to complete certification requirements. Students who have completed a baccalaureate degree are charged the Continuing Education tuition rate of one-half of the regular undergraduate tuition.

Term	Regular	Continuing Education Rate
Fall 2013, Spring 2014	\$924	\$462

Refund of Tuition

The policy for refund of tuition and fees upon withdrawal from individual courses or from the College applies only to withdrawals processed on official College withdrawal forms. A 95 percent refund will be given in the Fall and Spring semesters within the first 15 days of the course. A 40 percent refund will be granted between days 16-30 of the course. On the 31st day of each course no tuition or fees will be granted. Note that refunds, if any, depend on the dates noted on official withdrawal forms. A student who feels that special circumstances warrant an exception from established policy may present an appeal to the Dean of Studies.

Employer Reimbursement Program

Students whose employer will reimburse the cost of their courses may participate in a deferred billing program. For further information, contact the Saint Vincent College Business Office at 724-805-2577.

Payment Plans

For students desiring to pay educational expenses in partial installments, the College provides short-term and long-term monthly budget plans. For information about these plans, contact the Saint Vincent College Business Office at 724-805-2577.

Financial Aid Overview

The financial aid program at Saint Vincent College is designed to help students who would find it difficult or impossible to attend college without some financial assistance. The Financial Aid Office estimates the cost of attending Saint Vincent College by adding tuition, room, board and fees plus an estimate for books, supplies, transportation from home to school and personal expenses. Please see the explanation of costs under "Tuition and Fees" in this Bulletin. The amount of financial aid an applicant receives is based on the difference between the total costs and the amount the student is reasonably able to contribute toward costs as determined by the Free Application for Federal Student Aid (FAFSA).

The College encourages students to seek grant aid from outside sources such as corporations and civic groups. Saint Vincent College extends its range of financial aid programs by utilizing federal loans and workstudy opportunities. The College makes every effort to provide opportunities for employment which are both educationally valuable and financially rewarding.

Application for Financial Aid

To be eligible for Federal aid a student enrolled in a master's program at Saint Vincent College or Seminary must be registered part-time, a minimum of five (5) credits, one (1) course at the graduate level per semester, or be registered full-time, a minimum of nine (9) credits, one (1) course at the graduate level per semester.

To be eligible for Federal aid a student enrolled in a doctoral program at Saint Vincent College or Seminary must be registered part-time, a minimum of three (3) credits per semester or be registered full-time, a minimum of six (6) credits per semester.

To apply for financial aid you must file the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. Saint Vincent College must be a designated recipient of this information. Our Federal School Code is 003368. All FAFSA applications should be filed after January 1 of each year. A student who does not file the FAFSA will not be eligible to receive federal aid.

Federal Direct Student Loan

Federal Direct Loans are low-interest loans to pay for the cost of a student's education. The lender is the U.S. Department of Education. You borrow directly from the federal government and have a single contact — your loan servicer — for everything related to repayment, even if you receive Direct Loans at different schools.

The maximum amount a student may borrow is \$20,500 per academic year. The aggregate amount a student may borrow is \$138,500. Please go to www.studentloans.gov to learn more about the Federal Direct Loan Program. First-time borrowers are required to complete the Federal Direct Master Promissory Note and Federal Direct Entrance Counseling.

Federal Direct Graduate PLUS Loan

Federal Direct Graduate PLUS Loans are to pay for the cost of a student's education. The lender is the U.S. Department of Education. You borrow directly from the federal government and have a single contact — your loan servicer — for everything related to repayment, even if you receive Direct Loans at different schools.

The maximum amount a student may borrow is the cost of education minus financial aid. Please go to www.studentloans.gov to learn more about the Federal Direct Graduate PLUS Loan and to apply, if applicable. First-time borrowers are required to complete the Federal Direct Graduate PLUS Master Promissory Note and Federal Direct Entrance Counseling.

Supplemental Borrowing

A list of lenders is available online through www.ElmSelect.com. Many other options exist for supplemental borrowing. The Financial Aid Office Staff encourages all students to utilize the federal loans available which include the Federal Direct Loan and the Federal Direct Graduate PLUS Loans. You are NOT required to use any of the loans or lenders listed on this guide. More lenders can be found at www.pastudentchoice.org or www.finaid.org. Please consider the lender and the loan product that best meets your needs. Contact the lender for the latest updated information before making your loan choice. Rates, terms, and conditions are subject to change without notice.

Veterans Benefits

Students eligible for veterans benefits should check with their local Veterans Administration Office. The Office of Admission and Financial Aid at Saint Vincent College will offer any help it can.

National Guard Educational Assistance Program

Students who are residents of Pennsylvania and have enlisted in the National Guard may be eligible for annual grants from the Department of Military Affairs. Applications are available from the student's National Guard unit of assignment, the Recruiting Officer or the National Guard at (717) 861-8530.

Office of Vocational Rehabilitation

Students who have disabilities may receive educational benefits through the Office of Vocational Rehabilitation. To be eligible, students must satisfy the disability and financial requirements of the Office. For further information regarding this assistance, the student should contact the Office of Vocational Rehabilitation at the local Careerlink office. A representative of the Office is available monthly at the Saint Vincent College Office of Admission and Financial Aid or you can contact OVR at 1-800-762-4223.

Tuition Discount

A 15% tuition discount is awarded to Saint Vincent College alumni and Excelsior Health employees who are enrolled in the Operational Excellence Program or Health Services Leadership Program.

Employee Waivers

A tuition waiver is granted to eligible faculty members and eligible employees of Saint Vincent College.

Financial Aid Questions

Questions concerning financial aid should be addressed to the Financial Aid Office, Saint Vincent College, 300 Fraser Purchase Road, Latrobe, Pennsylvania 15650-2690; telephone (724) 805-2555 or (800) 782-5549.

Degree and Graduation Requirements

In order to be eligible for the conferral of a graduate degree from Saint Vincent College, the student must:

- Be admitted as a degree-seeking student;
- Complete satisfactorily all other program requirements listed in the program of study (e.g. written or oral examinations, practicum, thesis, assessment requirements, etc.);
- Achieve a cumulative grade point average of 3.0 in all graduate work;
- Present no more than six hours of "C" grade (including + or - grades) toward a degree;
- Include no more than nine credit hours in graduate transfer credit toward degree requirements; (*Not applicable to the graduate programs in nurse anesthesia*).
- Apply for the degree with the Registrar by the announced deadline and pay the graduation fee; and
- All charges and fees owed to Saint Vincent College must be settled before the degree will be granted.

Academic Regulations

Registration

A student must be accepted into the graduate program before registering for classes. After acceptance, applicants may reserve a place on the roster by making a deposit of \$100 required of all students. The deposit will be credited to the applicant's account but is not refundable. After reservation deposit is received, applicant may register for classes.

Academic registration is concluded for a student when the program advisor has approved the schedule and forms provided by the Office of the Registrar have been properly filed. Registration changes must be filed at the Office of the Registrar. Simply not attending a course for which you have registered does not constitute official withdrawal. Students may not attend a course for which they have not registered.

Transfer Credits

No more than nine credit hours of graduate coursework may be applied toward a master's degree at Saint Vincent College. Courses with grades below B-, (2.70) will not be accepted in transfer. *Students in the nurse anesthesia programs cannot transfer any credits.*

Graduate Grading Scale

Letter Grade	Grade Points per credit Hour	Descriptive Meaning
A	4.00	Exceptional performance
A-	3.70	Excellent work
B+	3.30	Very good work
B	3.00	Good work
B-	2.70	Fair Work
C+	2.30	Below average for a graduate degree
C	2.00	Inferior work for a graduate degree
C-	1.70	Poor work for a graduate degree
F	0.00	Failure

G - Incomplete (Graduate) An incomplete course must be completed within thirty calendar days or the grade becomes an F. An extension of time may be granted by the Dean of Studies after consultation with the instructor.

- P - Acceptable work for courses graded on the Pass-Fail basis.
- W - Withdrawal

Probation

Students will be placed on probation whenever their grade point average falls below 3.00 or when the student has accumulated six credit hours of coursework with C grades or lower (including + or – grades).

Dismissal

A student on probation is subject to dismissal at any time and each student on probation will be reviewed by the Academic Status Committee. The Academic Status Committee shall seek the advice of the program director, and may recommend dismissal or continuation. A student may be dismissed for academic honesty violations whether on probation or not. ***Any student in the graduate programs of nurse anesthesia will be dismissed from the program when he/she has accumulated greater than 6 credit hours of C grades +/-, or failure of a course. Graduate students in the nurse anesthesia programs may also be dismissed for clinical reasons.***

Appeal of Dismissal

A student who is dismissed has a right of appeal. The appeal shall be filed with the Dean of Studies. The College's Graduate Study Committee reviews all appeals of dismissals and may recommend readmission to the Dean of Studies. ***Appeal of dismissal in the graduate programs for nurse anesthetists will follow the policies of the Excelsa Health School of Anesthesia.***

Courses with Undergraduate and Graduate Enrollment

Graduate programs, with the permission of the Dean of Studies, may include courses designed primarily for advanced undergraduate students. However, graduate credit may be awarded for selected courses upon approval of a distinct graduate syllabus which provides for readings, assignments, laboratories, etc. that are appropriately greater in quantity and level of difficulty as well as distinct, graduate versions of examinations. The instructor should meet separately with graduate students as appropriate to assure the achievement of a higher level of competency with course material.

No more than two such courses may be included in a graduate program; students are **not** permitted to count such course credits for **both** an undergraduate and a graduate degree.

Continuing Activity

Students are expected to be continuously active in their graduate program. Students who wish to withdraw should Contact the Dean of Studies office. ***(Students who wish to withdraw from the graduate programs in nurse anesthesia must directly contact the Excelsa Health School of Anesthesia program director).*** A student who has not registered for at least one course within a 12 month period will be dropped from the program. The student must apply for readmission before he or she will be permitted to enroll in courses. Readmission is not automatic. Payment of any past-due charges will be required before readmission.

Records Policy and Directory Information

The College makes available a statement informing students and parents of their rights under the "Family Educational Rights and Privacy Act of 1974" (the Buckley Amendment). The purpose of the act is to establish procedures which govern access to and release of student records kept by the College. Questions about the access to and release of student records should be directed to the Registrar and/or the Dean of Students. Copies of the Buckley Amendment together with the College statement are made available in the offices of the Registrar and the Dean of Students. Students have the right to file a complaint with the Department of Health, Education, and Welfare concerning failure of the College to comply with the Act.

Academic transcripts, grade reports and other correspondence concerned with the student's status at Saint Vincent are sent directly to the students. Therefore, the parts of the ***Bulletin*** and/or the ***Student Handbook*** entitled "Academic Warning System," "Academic Dismissal" and "Corrective Action" should be carefully noted by the students as well as parents and other persons financially responsible for the education of students. Students and other interested parties outlined in the Act who are entitled to access to the students' records will be requested by the College to follow ordinary request procedures established by the offices involved. Access to or release of student records under circumstances other than those provided for in the Act will not be permitted by the College without a signed waiver of the student.

Because academic transcripts, grade reports and other correspondence concerning a student's status are forwarded directly to the student, it is strongly advised that parents or others financially responsible for the education of the student anticipate this arrangement by working out a satisfactory agreement between themselves and the student relative to records and correspondence from Saint Vincent College.

A student's record maintained in the Registrar's Office will be kept intact for five (5) years after the student graduates, withdraws or is dismissed. At the end of the five years the files will be purged of everything with the exception of the academic transcript and essential material pertaining to it.

Each semester the Registrar's Office prepares a Student Directory. The directory includes the name, major, year, home address, home telephone, campus address and telephone extension, and SVC post office box number of each student enrolled in the semester for which the directory is published.

According to the Family Educational Rights and Privacy Act of 1974, a student has the right to refuse disclosure of any or all of the above items in the directory. If a Saint Vincent College student wishes to exercise this right, this must be done by the end of the first week of each semester by filing a written statement in the Registrar's Office.

Academic Honesty

Saint Vincent College assumes that all students come for a serious purpose and expects them to be responsible individuals who demand of themselves high standards of honesty and personal conduct. Therefore, it is college policy to have as few rules and regulations as are consistent with efficient administration and general welfare.

Fundamental to the principle of independent learning and professional growth is the requirement of honesty and integrity in the performance of academic assignments; both in the classroom and outside, and in the conduct of personal life. Accordingly, Saint Vincent College holds its students to the highest standards of intellectual integrity and thus the attempt of any student to present as his or her own any work which he or she has not performed or to pass any examinations by improper means is regarded by the faculty as a most serious offense. In any case of academic dishonesty, the professor together with the Dean of Studies, who confers with the student, decide on the appropriate sanction. Depending on the seriousness of the offense, possible sanctions are failure for the assignment, failure for the course, suspension or expulsion. If a student receives the sanction of a failure for the course during the withdrawal period and drops the course, a WF will be recorded on the transcript.

In the event of academic dishonesty involving a student in the graduate program for nurse anesthesia, the professor of the involved class will confer with the Excelsa Health School of Anesthesia program director. Appropriate disciplinary action will be taken based on the seriousness of the occurrence. Actions taken are not limited to, but may include failure for the assignment, failure for the course, suspension, or expulsion.

Transcript Request Policy

Unofficial Transcripts

1. Only currently enrolled students may receive a copy of their unofficial transcript. There is no charge for an unofficial transcript.
2. In compliance with The Family Educational Rights and Privacy Act of 1974 officials of Saint Vincent College who have a legitimate educational interest in a student may have unofficial copies of a student's transcript for their use only; parents, or those who can prove financial responsibility for a student may receive an unofficial copy for their use only; no one else may receive or view a student's transcript without a written waiver from that student.
3. All other requests must be for an official transcript.

Official Transcripts

1. There is a fee of five dollars (\$5.00) for each official transcript. When a student graduates, he/she will receive one free official transcript which will be marked "Issued to Student."
2. Due to legal restrictions in "The Family Educational Rights and Privacy Act of 1974," requests for transcripts will not be taken over the telephone. The Office of the Registrar must have a signed, written request from the student (whether it is on the pre-printed form, available in the Office of the Registrar, or a student's letter) before a transcript can be sent to a third party. In order to get a request to us sooner, you may fax the request to (724) 805-2063. A transcript, however, cannot be faxed.
3. All official transcript requests require at least one business day to process.
4. The Business Office must approve each request for an official transcript before it can be sent. If the Business Office denies a request because of an outstanding balance, the request and fee (if one was paid in advance) will be returned to the student with a letter explaining why the request cannot be honored.
5. If the student wishes to have an official transcript sent to himself/herself, it will be stamped "Issued to Student." If it is to go to another institution via the student, it will be placed in a sealed envelope and the seal must remain unbroken for the other institution to consider it official.

Program Requirements

Master of Science in Management: Operational Excellence

Richard F. Kunkle, MD, FACEP, Director

Thomas Cline; Jeff Godwin; William Hisker; Robert Markley; Michael Urlick

Adjunct Graduate Faculty: Mark Abramovic; Bonaventure Curtis, O.S.B.; Robert Peretti

The program leading to the Master in Science in Management: Operational Excellence is a 36-credit curriculum designed to prepare management professionals for positions in organizations focused on utilizing the Operational Excellence philosophy to conduct their operations. Operational Excellence is heavily based on material from the Toyota Production System as culturally adapted under the guidance of our Executive in Residence, Rodger Lewis. Mr. Lewis has studied, practiced, implemented and culturally adapted the Toyota Production System concepts around the world in multiple cultures during his impressive career. The program is designed for those individuals who have had management experience and who seek a more effective means of building mutual trust and respect within their organization, empowering their employees and releasing their employee's creativity and innovation. The program is administered by the management division of the Alex G. McKenna School of Business, Economics, and Government. The program is designed so that it can be finished within two years. The program utilizes a combination of classroom instruction, field research and experience, case studies and other material and venues as necessary to explain and clarify Operational Excellence concepts.

Program Goals

1. To expose management professionals to the concepts of the Toyota Production System and Operational Excellence.
2. To prepare management professionals to become effective leaders and implementers of cultural change towards Operational Excellence.
3. To develop a deep understanding of the balance necessary between operations and human development needed to effectively grow an Operational Excellence system.
4. To actively involve management professionals in researching, exploring and deliberating evolving concepts in Operational Excellence.
5. To engage management professionals in lively inter-professional discussions and analysis of real life problems that occur in the manufacturing, service and healthcare arenas.
6. To enhance teamwork and team function in the Operational Excellence environment.

Objectives

At the completion of the master's level program, the student will be able to:

1. Conduct research and evaluate current professional literature;
2. Assume a leadership role in collaboration with team members and serve as a role model for team efforts;
3. Design and conduct performance appraisals of staff members and be able to create and supervise strategies of professional development to increase the performance of staff members as well as the larger organization;

4. Understand standards of professional behavior and ethical conduct appropriate to management and apply these standards in ways consistent with social justice and respect for human dignity;

5. Demonstrate information literacy and the capacity to design and execute research;

6. Apply knowledge of theories and models in advanced management areas;

7. Demonstrate higher level skills in oral and written communications, oral presentation, critical thinking, and creative problem-solving appropriate to top management;

8. Show a commitment to continuing learning and professional development;

9. Examine and understand management techniques utilized for improving safety, quality, productivity, and;

10. Explore, understand and appreciate the issues and complexities associated with change efforts in organizations.

Admission Requirements

1. Possess an earned Bachelor's degree from an accredited institution. Official transcripts must be submitted from each institution attended.

2. Students must have attained an overall 3.0 GPA on a 4 point scale or complete the Graduate Management Aptitude Test (GMAT). The sum of the GMAT score plus (200 X GPA) must exceed 1000 for students to be considered for acceptance into the program.

3. Three letters of recommendation. At least one of the recommendations must be from a supervisor. The other may be academic or professional. All reference should clearly state the relationship between the individual providing the reference and the applicant.

4. At least one year of relevant work experience.

5. A personal statement from the applicant addressing the reasons you wish to enter the graduate program in management: Operational Excellence at Saint Vincent College. Submission of curriculum vitae or resumé (evidence of work experience).

6. International applicants require a TOEFL score of TOEFL computer 232, TOEFL iBT of 90-91 and a 6.5 or higher in the IELTS. Some exceptions may be made for those international students who are from English speaking countries and have completed undergraduate degrees in the United States.

7. All completed application materials for the Master of Science in Management: Operational Excellence should be submitted to the Graduate Admission Office.

8. All admissions decisions are at the sole and final discretion of the Graduate Director of the program.

9. All students must have completed the Business Core Competency Requirements as required by our Accreditation Agency, ACBSP. The Core consists of 12 business classes. If these are not complete prior to entering the masters program, they may be accomplished at any time prior to conferral of the Master's Degree. A Master's Degree may not be conferred until the business core is complete. The Business Core Competencies consists of:

- a. Accounting
- b. Management
- c. Marketing
- d. Business Ethics
- e. Business Finance
- f. Legal Environment of Business
- g. Statistics
- h. Business Policies
- i. Economics
- j. Quantitative Skills
- k. Global Dimensions of Business
- l. Information Systems

Courses Required for the Master's Degree

GCBA 605	Advanced Management Law
GCBA 630	Advanced Finance and Accounting in Operational Excellence
GCBA 665	Management Information Systems
GCBA 686	Toyota Culture
GCBA 690	Quantitative Analysis
GCBA 692	Operations Management (GCBA 601 is a prerequisite)
GCBA 693	Supply Chain Management in Operational Excellence
GCBA 694	Operational Excellence
GCBA 695	Strategic Management of Complex Organizations
GCBA 697	Leadership and Ethics

Elective Courses for Masters Degree

GCBA 689	Marketing Strategy
GCBA 691	Quality Improvement in the Healthcare and Service Industries
GCBA 698	Introduction to Research in Operational Excellence
GCBA 699	Research Problems in Operational Excellence (GCBA 698 is a prerequisite)
GCBA 700	Advanced Statistical Process Control in Operational Excellence (GCBA 690 & 694 are prerequisites)
GCBA 701	Advanced Quantitative Analysis and Simulation
GCBA 750	Independent Study (only available with approval of faculty mentor and Graduate Director)
GCBA 751	Graduate level internship (limited availability)

Course Descriptions

GCBA 605 Advanced Management Law

The study of the legal regulatory environment faced by today's managers. Emphasis on human resources issues and employment law including employee handbooks and policies, codes of conduct, employment and non-competition agreements, state and federal laws governing all aspects of the employment relationship from hiring to termination, employment discrimination, harassment, workers compensation, unemployment compensation, health and safety. Other topics include anti-trust and fair competition, advertising and product liability. Offered spring semester. Three credits.

GCBA 630 Advanced Accounting and Finance in Operational Excellence

As a result of the success of the Toyota Production System, the Lean Philosophy has emerged as one of the most significant business strategies in the last three decades. Although the information needs are much different for the Lean enterprise, management accounting has been slow in evolving to meet these needs. This class will focus on how management accountants can become an integral part of the "Lean Team" by eliminating waste in their own process and providing relevant information and timely feedback that support Lean environments. Three credits.

GCBA 665 Management Information Systems

Students are provided with an introduction to the information technology hardware and software platforms, tools, and methodologies utilized in the corporate systems environment. Topics include: hardware, networks, operating systems, databases (e.g. SAP, Oracle, IBM DB/2, MySQL), Business Intelligence, Desktop Applications, Business Applications, Electronic Commerce, and Systems Design and Development. The course will also include a detailed examination of the SAP Business One application software. Three credits.

GCBA 686 Toyota Culture

This course will focus on the cultural characteristics that are required for a successful and sustained implementation of Operational Excellence in an organization. During the course we will explore more deeply what makes up culture, how culture can be modified and what characteristics are necessary for a culture to support a continuous learning organization. During the second half of the course we will review a methodology to implement these cultural concepts within an organization. We will study how this methodology can lead to an organization that is nimble, efficient, customer focused and constantly learning. The student will be able to take with them techniques to begin the introduction of Operational Excellence in their organization. Three credits.

GCBA 689 Marketing Research

The purpose of this course is to introduce graduate students to the descriptive, diagnostic, and predictive roles of marketing research by examining both substantive and technical aspects of the marketing research process. We will discuss and carry-out marketing research via the standard and customary six-step procedure: (1) problem definition, (2) research approach, (3) research design (4) data collection, (5) data analysis, and (6) interpretation and presentation. Drawing on current research in the marketing journals, we will also address ethical and global issues, Internet marketing research, new database technologies, sampling techniques, shifting demographics for survey research, and test marketing alternatives. Three credits.

GCBA 690 Quantitative Analysis

This course is a survey of inferential statistics, with special emphasis on business and economic applications. Statistical models, techniques, and tools for aiding management decisions are introduced using spreadsheets and SPSS. Topics include probability distributions, hypothesis testing, multiple regression, ANOVA, nonparametric tests and the statistical foundations of statistical process control and six sigma. Three credits.

GCBA 691 Quality Improvement in the Healthcare and Service Industries

An in-depth study of the principles of Operational Excellence as applied primarily to the healthcare industry. The approach will focus heavily on the cultural change to mutual trust and respect which is needed to effectively implement Operational Excellence in the healthcare environment. We will study the methods to empower and engage employees in continuous improvement. The tools and concepts of the Toyota Production System will be introduced and their application in healthcare will be explored. The course utilizes field observation, case studies and inter-personal exploration to understand critical concepts. Three credits.

GCBA 692 Operations Management

This course will introduce the principles of operational excellence (OE), Lean methodologies, and other solid management practices. Class sessions will emphasize minimizing various forms of waste through an approach that places the customer and employees first. Truly excellent operations managers value mutual trust and respect in addition to continuous improvement. Three credits.

GCBA 693 Supply Chain Management

This course is focused on building a “big picture” understanding of the most current Supply Chain practices being implemented by businesses. In order to provide such an overview, the three main Supply Chain areas of Supply Management/Purchasing, Operations, and Distribution will be closely examined by considering topics such as sourcing, supplier/customer relationships, inventory, forecasting, logistics, technology, and integration. In offering a balanced approach to Supply Chains, both theory and practice will be addressed through mini-lectures, group-facilitated discussions, student presentations, example problems, and real-world case studies. Three credits.

GCBA 694 Operational Excellence

This course presents a variety of techniques for ensuring that organizational processes are operating at the pinnacle of their capability. Students examine ways companies apply strategy, tactics, and technology to achieve and sustain operational advantage. Students become more conversant with OE lexicon, learn conventional and outside-the-box OE thinking processes, apply quantitative techniques to assess process capability, and through OE projects, deploy change to organizations, their customers, and their suppliers. Three credits.

GCBA 695 Business Policy and Strategy

Strategic management involves utilizing the tools and techniques of strategic analysis to craft, implement, and execute company strategies. The central theme of the strategic management course is that a company's chances for sustained success are greatly improved when managers (1) develop an astute, timely strategic “game plan” for running the company and then (2) implement and execute the strategic plan with great proficiency. The overriding pedagogical objectives are to sharpen students' abilities to “think strategically” in a lean environment, to evaluate a company's situation from the perspective of its competitiveness and performance prospects, and to draw sound conclusions about what actions a company's management needs to take in light of all the relevant circumstances. Three credits.

GCBA 697 Leadership and Ethics

This course presents a theoretical and applied treatment of a pervasive and challenging task of leading in the new global economy—continuously and successfully dealing with the issues of constant improvement within a framework of ethical leadership. Students will learn the leadership theories, concepts, and applications that will allow them to successfully initiate, analyze, and implement various types of organizational changes. Specifically, through a series of case studies, students will demonstrate their capacity to isolate key ethical issues as they are related to Operational Excellence decisions. Seven core ethical standards will be emphasized in the analysis of the case studies: The Common Good, Human Dignity, Care, Hospitality, Stewardship, Solidarity, and Subsidiarity. Three credits.

GCBA 698 Introduction to Research in Operational Excellence

Research enables us to make informed decisions. Research in business, particularly operational excellence, allows managers to make their organizations more effective and efficient. This course will not only look to traditional means of conducting research but also innovative methods particularly suited to the arena of operational excellence. While students are expected to produce their own polished research paper at the end of the course, they will work with each other throughout the semester in developing and refining their research skills. Three credits.

GCBA 699 Research Problems in Operational Excellence

GCBA 698 is a prerequisite. During this course you will work with a faculty mentor who will coach you in using the techniques of Operational Excellence to complete data collection and analysis to address a significant research question designed by you in concert with your mentor. You will be expected to complete the research and compile your original research problem in a format that will be acceptable for publication. Three credits.

GCBA 700 Advanced Statistical Process Control in Operational Excellence

Statistical Process Control focuses on the use of statistical methods to insure that the requirements of the organization's customers are met. It begins with the specifications required by the customer of a firm's product or service and using acceptable statistical methods Statistical Process Control (SPC) seeks to prevent process errors before they occur. By focusing on proper data gathering and interpretation the Statistical Process Control seeks the reduction of waste and cost in the operations of the firm. Prerequisites: GCBA 690 and GCBA 694. Three credits.

GCBA 701 Advanced Quantitative Analysis and Simulation

This course is specifically designed for those students interested in learning advance quantitative techniques involved in front line manufacturing settings. The course requires a solid background in mathematics and quantitative techniques. The course also introduces the student to simulation as a tool to understand process and also as a tool to test proposed process improvements in the manufacturing and service settings. GCBA 690 and GCBA 694 are prerequisites. Offered every other year. Three credits.

GCBA 750 Independent Study

This course is designed for those students wishing to work on a focused, unique area of Operational Excellence with a faculty member who they have enlisted as a mentor for the course. The student must have established written goals and objectives for the course that must be approved by the mentor and Graduate Director prior to registering for the course. This course has limited availability. Duration and credits are variable.

GCBA 751 Graduate Level Internship in Operational Excellence

This is a limited availability program highly dependent upon development of a mutually beneficial and synergistic relationship between the student and an outside organization willing to sponsor the student as an intern. These internships may be either paid or unpaid. The scope of the internship, the goals and objectives, compensation if any and the master plan for the internship must be approved by the Graduate Director prior to registration for the internship. Duration and credits are variable.

Master Degrees in Education

Curriculum and Instruction (Optional K-12 Curriculum Supervisor)
Special Education (PreK-8 or 7-12 Special Education)
Counselor Education (PreK-6 or 7-12 School Counselor)
Instructional Design and Technology (Optional Instructional Technology Specialist)
Educational Information and Library Studies (K-12 Library Science)
Science Education
School Administration and Supervision (K-12 School Principal)

Veronica Ent, Chairperson, Graduate Director

Kathleen Beining; Janet Franticola; Philip Kanfush, O.S.B.; Robert Michalow; C. Richard Nichols; Kathleen Ramos; Mary Beth Spore; Robert Thomas

Adjunct Graduate Faculty: Allison Arendas; Angela Belli; Trent Bocan; Chris Colbert; Samantha Fecich; Paul Follansbee; Sharon Greene; Taundra Krall; Timothy Hammill, Tracy McNeilly; Elaine Palmieri; William Scheeren; Cindy Soltys; Kathy Tobolewski; Carrie Vottero

Master of Science in Curriculum and Instruction

The Master of Science Degree in Curriculum and Instruction at Saint Vincent College focuses on three critical elements of learning: curriculum, instruction, and assessment. Candidates will investigate various frameworks and programs of curriculum design; explore methods of making instruction meaningful to all students; and evaluate diagnostic and assessment strategies and products for use in their school or in the workplace. The Curriculum and Instruction master's program also provides a research component allowing students to document need, propose change, and evaluate the effect of that change. Emphasis will be placed on developing instructional leaders who will be resources to their schools, school districts, and other work sites in developing and implementing change and improvements that need to occur. The program is versatile in that students can earn their initial Pennsylvania teaching certification in the desired area while completing graduate courses. Additionally, the program also offers an optional accreditation track for veteran professionals with five or more years of teaching experience to obtain Pennsylvania Certification in K-12 Curriculum and Supervision.

Goals

The three goals of the Master of Science Degree in Curriculum and Instruction are:

- To provide an advanced and individualized program of study designed for school, business, health care and human services professionals.
- To provide opportunities for in-depth study and investigation of recent research, emergent knowledge, and current trends and issues concerning educational policies, practices, and regulations.
- To prepare professionals in education, as well as in business, health care, and human services endeavors, to assume leadership roles in stimulation, planning, managing, and evaluation educational change.

Sequence and scheduling

The Curriculum and Instruction Master's degree is designed to be an accelerated 30-credit hours that can be completed in approximately 18 months, inclusive of seven required courses and three elective courses. The courses are conducted year around in the same 'one- night a week for seven weeks' fashion. Thus, students can take two courses per term while being on campus one evening per week. At the close of the coursework, a comprehensive exam is required. The exam is offered each term, allowing graduation each term.

Courses Required (30 credits):

GCED 600	Educational Leadership and Professional Development	3
GCED 605	Statistics and Research Design	3
GCED 610	Current Issues and Trends	3
GCED 615	Curriculum and Systems Design	3
GCED 620	Assessment and Diagnostics	3
GCED 625	Instructional Technology	3
GCED 635	Instructional Methodology	3
	3 electives	9

Combining an initial Pennsylvania Teaching Certification with a Master of Science In Curriculum and Instruction: “Masters-Cert” Students

Candidates may earn certification in a specialty area from the Education Department while taking graduate courses. Most “masters-cert” students take the following courses along with the necessary coursework and complete the required Praxis exams for one specialty area. The student's Education Department academic advisor determines the additional courses.

ED 101	Observation and Interaction Lab	
or		
ED 207	Practicum in Education	1
ED 205	Strategies and Techniques of Instruction	2
ED 206	Field Experience II: Strategies and Techniques of Instruction	1
PY 290	Psychology and Education for the Exceptional Student*	3
PY 115	Educational Psychology	3
ED 208	Classroom Partnerships and Inclusion*	3
ED 390	Teaching Nonnative and Culturally Diverse Students*	3

Additional Early Childhood, Middle Grade, K-12, or Secondary methods, fieldwork, and/or content courses will be specific to each applicant depending on prior coursework.

**See advisor, course may be substituted with a similar graduate course offering*

Pennsylvania K-12 Curriculum and Supervision Certification

Veteran teachers and educational professionals with five or more years of experience can add Pennsylvania K-12 Curriculum Supervisor certification to their degree by meeting the PA Department of Education required nine (9) credits* in special education, three (3) credits* in English language learners (ELL) and one (1) additional required course GCED 680 Supervision of Instruction. Additionally, three credits of internship in Curriculum Supervision (GCAD 676, GCAD 686 and GCAD 696) are required. A competency evaluation criteria is used to ensure that all students complete 360 hours in the field and have sufficient experience in K-12 Curriculum Supervision. Students take an additional six (6) credits to the 30 credits in Curriculum and Instruction and the Praxis exam: Educational Leadership: Administration and Supervision.

GCED 680	Supervision of Instruction	3
GCAD 676	Internship in School Administration: Fall Term	1
GCAD 686	Internship in School Administration: Spr Term	1
GCAD 696	Internship in School Administration: Sum Term	1

**Undergraduate credits and/or graduate credits can be counted toward the PDE requirement of nine credits in special education and three credits in ELL. If candidates have not already taken them, Saint Vincent College offers them at the graduate level; they can be taken while earning K-12 Curriculum Supervision Certification.*

Comprehensive Exam Requirement

At the completion of the graduate degree program, students are required to respond to a battery of essay questions posed by their professors. This requirement acts as an academic collective exercise that formally admits students into the exclusive group of scholars who hold a master's degree in education. Students are graded and ranked by their professors relative to their responses. The exam may be taken twice in the event of failure.

Master of Science in Special Education

The Master of Science Degree in Special Education provides specialized training in educating students with disabilities. The program is designed for certified teachers seeking additional Pennsylvania certification in special education PreK-8 or 7-12. Candidates will explore assessment and instruction strategies and techniques for high incidence, low incidence and emotional disabilities; research the necessary components for writing and implementing individualized education programs, evaluation reports, and behavioral analyses; and investigate the laws and legislation relevant to special education.

Goals

The three goals of the Master of Science Degree in Special Education are:

- To provide quality instruction, scholarly achievement opportunities, best practices for the classroom, and diverse field practice for teaching and working with students with disabilities.
- To offer opportunities to collaborate as a community team member and pre-service teacher to encourage high and low incidence students and their parents' work together to produce and implement individualized education program goals, activities, and objectives.
- To provide the necessary methods and field instruction for certified teachers to feel confident and prepared for the challenges of special education preK-8 or 7-12.

Master of Science In Special Education Sequence and Traditional Schedule

The Special Education Master's degree is traditionally designed to be an accelerated 36-credit hours that can be completed in approximately 21 months (12 required courses). The courses are conducted year around, allowing students to enter the program each term. Most students take two courses per term one or two evenings per week. At the close of the coursework, students take a comprehensive exam which is offered each term, thus enabling students to graduate year around.

One-year “summer-summer” offering schedule

In response to requests to add a special education certification to their initial certification, the one-year “summer-summer” format was created. To enroll in this 36-credit program, candidates must begin in May and follow the sequence of courses (four courses in summers and three courses fall and spring) until the following August. The courses are held in a “cohort” year-around pattern, including one fall, one spring and two summer sessions. The night courses enable candidates to hold daytime or full-time employment. A comprehensive exam is taken in August.

Courses Required for Master's Degree in Special Education (36 credits):

GCSE 607	Family and Professional Collaboration	3
GCSE 617	Diagnosis and Evaluation of Students with High Incidence Disabilities	3
GCSE 627	Theory and Practice of Teaching Students with High Incidence Disabilities	3
GCSE 637	Methods of Instruction and Assessment for Students with Significant and Multiple Disabilities	3
GCSE 647	Educating Students with Emotional and Behavioral Disorders	3
GCSE 657	Technological Applications for Differentiated Instruction	3
GCSE 667	Advanced Intervention Strategies in Reading, Writing, and Mathematics	3
GCSE 687	Teaching Students with Autistic Spectrum and Developmental Disorders	3*
GCSE 697*	Teaching Culturally Diverse Students with Limited English Proficiencies	3
GCSE 707	Internship in Special Education (PreK-8 or 7-12)	3
GCED 675	Inclusionary Education	3
GCED 605	Statistics and Research Design	3

*Candidates already having a 3-credit English Language Learners undergraduate or graduate course may take an elective.

Fieldwork and Special Education Mentoring Site Requirement

Upon acceptance into the M.S. in Special Education program, candidates must identify a special education mentor who will facilitate field experiences required, while the previously mentioned courses are taken. A mentor will be assigned to those needing assistance. The mentor must be currently working in a special education classroom, have three (3) or more years of experience, and be good standing with their school organization. The candidate must complete a minimum of 150 hours divided between courses and assignments. In addition to required embedded field hours, candidates will be supervised in a formal teaching practicum associated with GCSE 707. The professors, assignments, and the special education mentor will verify that the candidate has successfully completed the fieldwork. Journals, projects, shadowing, teaching, etc. are examples of assignments that maybe required.

Obtaining Pennsylvania teaching certification with a Master of Science In Special Education

Students may add PA certification in Special Education through a two-track program: PreK-8 (previously early childhood, elementary or middle grade certified candidates) or 7-12 (previously secondary or K-12 certified candidates). Candidates that are not certified may enter the post-baccalaureate certification program to earn initial certification and complete the GCSE 707 Internship in Special Education after successfully completing their student teaching in an initial area. All students pursuing certification must pass the state Praxis exam: Special Education.

Saint Vincent College graduates and admittance into the Master of Science in Special Education

As a privilege to Saint Vincent undergraduate or post-baccalaureate teacher certification students from Saint Vincent College, admission to the Master of Science Degree in Special Education is streamlined. Upon certification, satisfactory PDE 430 evaluations, and positive recommendations for pre-student teaching, students can be enrolled without a full review. In addition, candidates that have already taken *ED 390 Teaching Nonnative and Culturally Diverse Students* are permitted to take an elective instead of the *GCSE 697 Teaching Culturally Diverse Students with Limited English Proficiencies*.

Comprehensive Exam Requirement

At the completion of the graduate degree program, students are required to respond to a battery of essay questions posed by their professors. This requirement acts as a collective academic exercise that formally admits students into the exclusive group of scholars who hold a master's degree in education. Students are graded and ranked by their professors relative to their responses. The exam may be taken twice in the event of failure.

Master of Science in Counselor Education

The Master of Science in Counselor Education, certifying in PA School Counseling PreK-6 and 7-12, prepares candidates for a career as a professional counselors in the school setting. Candidates will receive instruction in school policies and clinical counseling for children and young adults. The 39-credit program is contemporary in design and addresses current trends and theory, including extensive competency-based fieldwork (PreK-6 or 7-12) that prepares candidates for the 21st century. Candidates graduating from the M.S. in Counselor Education are prepared to successfully take the Praxis II: Professional School Counselor exam.

Goals

The three goals of the Master of Science Degree in Counselor Education are:

- To provide excellent training and experiences in current methods, trends, and strategies to become an effective school counselor either at K-6 or 7-12 levels
- To offer resources, professional contacts, and tools that will enable a pre-service school counselor to be successful and effective in guiding youth to reach academic, social, and professional goals.
- To provide insight into current philosophies, assessment reporting, community collaboration, creative practices, and proactive counselor trends that help develop a strong school leadership team and student achievement.

Master of Science in Counselor Education Sequence and Schedule

The Counselor Education master's degree is designed to be an accelerated 39-credit hours program that can be completed in approximately 20 months. Courses are conducted year around in a one-night-a-week-for-seven-weeks fashion. Students can take two courses a term driving to campus one evening per week. At the close of the coursework, a comprehensive exam is taken. The exam is offered each term, enabling students to graduate year around. An additional final competency evaluation is required along with a portfolio of experiences and resources illustrating the student's proficiency in school counseling (prek-6 or 7-12).

Courses Required for Master's in School Counseling (39 credits):

GCCE 601	Orientation to Counselor Education, Services and Technology	3
GCCE 611	Career and Lifestyle Counseling	3
GCED 650	Human Learning	3
GCCE 621	Counseling of Children and Young Adults	3
GCCE 631	Theory and Practices of Group Counseling	3
GCCE 641	Counseling Techniques for Violent, Addictive, & Abusive Behaviors	3
GCED 605	Statistics and Research Design	3
GCED 615	Curriculum and Systems Design	3
GCED 620	Assessment and Diagnostics	3
GCED 645	Philosophical and Ethical Perspectives in Education	3
GCSE 607	Family and Professional Collaboration	3
GCSE 697	Teaching Culturally Diverse Students with Limited English Proficiencies	3
GCCE 651	Practicum in School Counseling Admin Prek-6 or 7-12	3
GCCE 661	Internship in Counselor Education: Fall Term	3
GCCE 671	Internship in Counselor Education: Spring Term	3

Obtaining Pennsylvania K-6 or 7-12 School Counselor Certification with a Master of Science In Counselor Education

Students will be eligible for PreK-6 or 7-12 school counselor certification upon completion of their degree, passed comprehensive exam, satisfactory final competency evaluation and portfolio review. Students are also required to pass the required PA certification test for K-6 or 7-12 School Counselor.

Obtaining a second certification in school counseling.

Students may add K-6 or 7-12 school counselor certification upon completing their initial counseling certification through the Master of Science in Counselor Education. Upon completing the degree coursework, students can enroll in GCCE 681 to complete the competencies for the remaining grade band certification.

GCCE 681 Counselor Education: Dual Certification 3

Comprehensive Exam Requirement

At the completion of the graduate degree program, all students are required to respond to a battery of essay questions posed by their professors. This requirement acts as a culminating academic exercise that formally admits students into the exclusive group of scholars who hold a master's degree in education. Students are graded and ranked by their professors relative to their responses. The exam may be taken twice in the event of initial failure.

Master of Science in Instructional Design and Technology

The Master of Science Degree in Instructional Design and Technology (IDT) is built to meet the technology training and education needs of the 21st century. Candidates from all professional backgrounds are encouraged to apply to the program. The master's degree in IDT is created to exceed preparation expectations of industry, armed services, community services, human resources, and education. The program offers unique preparation in instructional design, technology for training or education, and leadership of instructional technology departments, project and design teams, or administrative settings. The degree offers an optional Pennsylvania Department of Education Instructional Technologist Specialist certification for candidates wishing to broaden into K-12 settings or higher education. This certification can be earned with or without initial teacher certification. Candidates will have opportunities to prepare training, teach online, participate in technology-enriched fieldwork settings, design instructional modules, conduct web-based instruction, assess quality programs, and practice instructional support techniques for using technology resources

Goals

- The three goals of the Master of Science Degree in Instructional Design and Technology are:
- To offer 21st century technology training methods and instructional design theory and practice to candidates leading to success in instructional leadership, project team management, human resource development, and/or K-12 educational administration.
 - To provide candidates with current practices and techniques for implementing technology into training or instruction while meeting standards, assessment data, budgets, and other management restrictions or policies
 - To familiarize candidates with emerging technologies, management of information systems, global training and diverse learning, differentiated instruction, and formative/summative measures, research-based practices in training, and IDT professional development

Master of Science in Instructional Design and Technology Sequence and Schedule

The Instructional Design and Technology master's degree is designed to be convenient for all candidates offering both on-campus, hybrid, and online courses. The accelerated 36-credit program can be completed in approximately 21 months through (11 required courses, one elective course). The on campus courses are held year around in the same, one-night-a-week-for-seven-weeks fashion. Thus, students can take two courses a term driving to campus one evening per week. At the close of the student's degree coursework, a comprehensive exam is taken. The exam is offered each term, thus enabling students to graduate year around.

Master of Science in Instructional Design and Technology (optional Instructional Technology Specialist K-12) (36 credits):

GCIS 603	Introduction to Multimodal Research and Information Literacy	3
GCIT 614	Emergent Information Management and Instructional Technologies	3
GCIT 684	Advanced Instructional Design for Online Education	3
GCIT 694	Practicum in Instructional Technology	3
GCSE 657	Technological Applications for Differentiated Instruction	3
GCED 650	Human Learning	3
GCED 605	Statistics and Research Design	3
GCED 625	Instructional Technology	3
GCED 635	Instructional Methodology	3
GCED 615	Curriculum and Systems Design	3
GCED 665/670	Creative Message Design and Motivation or Visual Thinking and Learning	3
1 elective		3

Pennsylvania K-12 Instructional Technology Specialist Certification

Candidates can add Pennsylvania K-12 Instructional Technology Specialist certification to their degree by taking the above coursework and meeting the PA Department of Education required nine (9) credits in special education and three (3) credits in English language learners (ELL). GCSE 657 Technological Applications for Differentiated Instruction, a required course, will count for three (3) of the nine credits (9) in special education. Undergraduate credits and/or graduate credits can be counted toward the remainder of the PDE requirement of nine (9) credits in special education and three (3) credits in ELL. Candidates who have not taken these courses, can take them only at Saint Vincent College. The graduate level classes can be taken as electives while seeking the K-12 Instructional Technology Specialist certification.

Comprehensive Exam Requirement

At the completion of the graduate degree program, students are required to respond to a battery of essay questions posed by their professors. This requirement acts as a culminating academic exercise that formally admits students into the exclusive group of scholars who hold a master's degree in education. Students are graded and ranked by their professors relative to their responses. The exam may be taken twice in the event of initial failure.

Master of Science in Educational Information and Library Studies

The Master of Science Degree in Educational Information and Library Studies is designed to prepare K-12 school librarians, community library professionals, and media specialists for educational settings. The program addresses modern library trends and changing philosophies in school library administration and design. The curriculum offers advanced program development training, library science preparation, instructional technology, collection development and services, and curriculum design to enable library professionals to perform successfully in the K-12 or similar setting. The program fully aligns to the Pennsylvania Department of Education K-12 Library Science certification. Candidates can earn this instructional I certification with or without initial teacher certification. Candidates will have the opportunity to complete full student teaching or internship (already certified teachers) in public school settings mentored by experienced school librarians at both elementary and secondary levels. The program is designed to be convenient for working professionals or teachers desiring to become librarians without leaving their current positions.

Goals

The three goals of the Master of Science Degree in Educational Information and Library Studies are:

- To provide students with collaborative experiences with current school librarians, technologies, professional organizations, and curricula to perform as a well-schooled and proficient educational, community, or specialty librarian and/or library provider.
- To offer students the necessary training and instruction in new technologies, collection development, instruction, information and media literacy, budgeting, managing, and media acquisition for K-12 schools and similar settings.
- To provide students with knowledge of children's and young adult materials, creative methods for library instruction, and overall media management to foster the best education environment for school students and families.

Master of Science in Educational Information and Library Studies Sequence and Schedule

The Educational Information and Library Studies master's degree is designed to be candidate convenient, offering on-campus, hybrid, and online courses. The accelerated 36-credit program can be completed in approximately 21 months (11 required courses, one elective course). The on campus courses are held year around in a one-night-a-week-for-seven-weeks fashion. Thus, students can take two courses a term only driving to campus one evening per week. At the close of the degree coursework, students take a comprehensive exam which is offered each term, thus enabling students to graduate year around.

Master of Science Degree Educational Information and Library Studies (Library Science K-12 Certification) 36 credits:

GCLS 603	Introduction to Multimodal Research and Information Literacy	3
GCLS 613	Electronic Library Automation and Cataloging	3
GCLS 623	Creative Programs for Children and Young Adults	3
GCLS 633	Advanced Studies in Children's Literature	3
GCLS 643	School Library Administration and Management	3
GCLS 653	Internship in the School Library	3
GCLS 663	Literature and Reading for Young Adults	3
GCIT 614	Emergent Information Management and Instructional Technologies	3
GCED 605	Statistics and Research Design	3
GCED 625	Instructional Technology	3
GCED 635	Instructional Methodology	3
1 elective		3

Pennsylvania K-12 Library Science Teaching Certification with a Master of Science in Educational Information and Library Studies

Students may add or become PA certified in Library Science through this program. A student who is not previously certified must complete the prerequisite courses and a full 14-week student teaching experience. Those already certified in another teaching area wishing to add PA certification in Library Science, must complete GCLS 653 Internship in the School Library that is required for fieldwork. For these students, the requirements of this course can be met at off hours, during the summer, and other times when the student is available to gather field experiences. Students may combine the requirements of this course with a current position or employment opportunity. As with all initial and add-on certifications, the PA Department of Education requires nine (9) credits in special education and three (3) credits in English language learners (ELL). Undergraduate credits and/or graduate credits can be counted toward the PDE requirement of nine (9) credits in special education and three (3) credits in ELL. Candidates who have not already taken these courses may complete them at Saint Vincent College. They can be taken at the graduate level as electives while seeking the K-12 Library Science Certification. All students pursuing certification must pass the Praxis exam: Library Media Specialist.

Prerequisites for students pursuing their first teaching certificate (includes PA Department requirements for special education and ELL) are listed below.

ED 207	Practicum in Education (or ED 101, 102, or 103)	1
ED 205	Strategies and Techniques of Instruction	2
ED 206	Field Experience II: Strategies and Techniques of Instruction	1
ED 208	Classroom Partnerships in Inclusion	3
ED 3--3	Field Experience III:	
ED 390	Teaching Nonnative and Culturally Diverse Students	3
PY 290	Psychology and Education for the Exceptional Student	3
PY 115	Educational Psychology	3
After advanced standing (First time certification only)		
ED 400	Field Experience IV – Pre-Student Teaching	2
ED 410	Field Experience V – Student Teaching	8
ED 411	Professional Seminar	3

Comprehensive Exam Requirement

At the completion of the graduate degree program, students are required to respond to a battery of essay questions posed by their professors. This requirement acts as culminating academic exercise that formally admits students into the exclusive group of scholars who hold a master's degree in education. Students are graded and ranked by their professors relative to their responses. The exam may be taken twice in the event of initial failure.

Master of Science in Science Education

The Master of Science Degree in Science Education offers current teachers and non-teachers with the training necessary to broaden their skills in areas pertaining to all fields of science and instruction. It is designed for the general practicing science teacher, science-orientated educator or related professional with either a science or non-science background. Interested elementary, middle school, and high school teachers are encouraged to consider this field for advanced study or to become more marketable in school education. The science education master's degree combines concepts of STEM (Science, Technology, Engineering and Mathematics) to the curriculum to assist educators in meeting the new curricular trends in education at all levels. Extensive background in science is not required, but having introductory science coursework in the main areas of science is strongly recommended.

Goals

The three goals of the Master of Science Degree in Science Education are:

- To provide students with the broad understanding of the science education (including STEM), general science-content areas, advanced curriculum and instruction methodology and history of American science education.
- To offer resources that will encourage the use of inquiry-based and content-deepening science activities in both formal and informal classroom settings and to foster an understanding of legal and ethical issues in science education that face our children.
- To provide instruction in the primary content areas of the sciences and curriculum and instruction that can be used in the classroom or education setting.

Master of Science In Science Education Sequence and Schedule

The Science Education Master's degree is designed to be an accelerated 36-credit hours that can be completed in approximately 21 months (11 required courses, one elective course). The courses are held year around in a 'one-night a week for seven weeks' fashion. Students can take two courses a term only driving to campus one evening per week. At the close of the student's coursework a comprehensive exam is taken. The exam is offered each term, thus enabling students to graduate year around.

Master of Science in Science Education (36 Credits):

GCSC 608	Principles, History and Issues of Science Education	3
GCSC 618	Forestry and Wildlife Management and Field Techniques	3
GCSC 628	Materials Science and Engineering	3
GCSC 638	Cell Systems and Functions	3
GCSC 648	Science Classroom Management and Laboratory Experiences	3
GCSC 658	Science Practicum	3
GCED 605	Statistics and Research Design	3
GCED 615	Curriculum and Systems Design	3
GCED 620	Assessment and Diagnostics	3
GCED 625	Instructional Technology	3
GCED 635	Instructional Methodology	3
1 elective		3

Comprehensive Exam Requirement

At the completion of the graduate degree program, students are required to respond to a battery of essay questions posed by their professors. This requirement acts as a culminating academic collective exercise that formally admits students into the exclusive group of scholars that hold a master's degree in education. Students are graded and ranked by their professors. The exam may be taken twice in the event of failure.

Master of Science in School Administration and Supervision

The Master of Science Degree in School Administration and Supervision offers veteran educators a degree program to obtain Pennsylvania certification as a K-12 Principal that is in full compliance with the PA Department of Education Core and Corollary Standards for Principals. The 39-credit graduate degree requires students to have five years of documented teaching experience. However, students can enroll in some of the same courses required for the Master of Science in Curriculum and Instruction; therefore, allowing them to work toward a degree while completing the required five years of teaching. Students can transfer to the School Administration and Supervision degree program from the Curriculum and Instruction degree or they can simply add the needed K-12 Principal courses to become certified. The program is designed with the school administrator in mind; therefore, most courses address current issues, techniques, and information school principals need.

Goals

The three goals for the Master of Science Degree in School Administration and Supervision are:

- To provide excellent training and experiences in current methods, trends, and strategies for becoming an effective school leader and administrator.
- To offer resources, professional contacts, and tools that will enable a pre-service school administrator to become successful and effective in leading a school building or district.
- To provide insight into current philosophies, assessment reporting, community collaboration, creative practices, and proactive leadership trends that can develop a strong community and student rapport and support.

Master of Science In School Administration and Supervision Sequence and offering schedule

The School Administration and Supervision master's degree is designed to be an accelerated 39-credit hours that can be completed in approximately 20 months. The courses are held year around in a 'one-night a week for seven weeks' fashion. Thus, students can take two courses a term driving to campus one evening per week. At the close of the coursework, students take a comprehensive exam which is offered each term, thus enabling students to graduate year around. An additional final competency evaluation is required along with a portfolio of experiences and resources illustrating a student's proficiency in school administration.

Courses Required for Master's in School Administration and Supervision (39 credits):

GCED 600	Educational Leadership and Professional Development	3
GCED 605	Statistics and Research Design	3
GCED 610	Current Issues and Trends	3
GCED 615	Curriculum and Systems Design	3
GCED 620	Assessment and Diagnostics	3
GCED 630	Managing Financial and Material Resources	3
GCED 645	Philosophical and Ethical Perspectives in Education	3
GCED 655	Educational Jurisprudence	3
GCED 675	Inclusionary Education	3
GCED 680	Supervision of Instruction	3
GCSE 607	Family and Professional Collaboration	3
GCSE 697	Teaching Culturally Diverse Students with Limited English Proficiencies	3
GCAD 676	Internship in School Administration: Fall Term	1
GCAD 686	Internship in School Administration: Spring Term	1
GCAD 696	Internship in School Administration: Summer Term	1

Obtaining Pennsylvania K-12 School Principal certification with a Master of Science In School Administration and Supervision

Students will be eligible for K-12 school principal certification upon completion of their degree, passed comprehensive exam, satisfactory final competency evaluation and portfolio review. Students are also required to have completed and documented five or more years of professional teaching experience and have passed the Praxis test for K-12 School Principal.

Comprehensive Exam Requirement

At the completion of the graduate degree program, students are required to respond to a battery of essay questions posed by their professors. This requirement acts as a culminating academic exercise that formally admits students into the exclusive group of scholars who hold a master's degree in education. Students are graded and ranked by their professors relative to their responses. The exam may be taken twice in the event of initial failure.

Course Descriptions

GCED 600 Educational Leadership and Professional Development

The primary focus of professional development and instructional leadership is the enhancement of classroom learning and coupled with other dedicated settings in which students grow and develop to their maximum potential. Educational leadership is established within the context of the master teacher and professional educator. Self-study projects and human development workshops foster school and community leadership potential of the master teacher. Multiple assessments are used to develop career goal objectives leading to the Master's Degree in Curriculum and Instruction. Three credits.

GCED 605 Statistics and Research Design

This course enables the educator to read and interpret empirical research as it is reported in periodic literature and to design educational research instruments and projects. This advanced course includes instruction in educational test and measurements that will provide the educator with the prerequisite mathematical skills to compute, read, and interpret statistical data as reported on standardized achievement tests, group and individual tests, and research monographs. The major emphasis of the course is to develop observational, investigative, and interpretive skills of a reflective educator/practitioner. Three credits.

GCED 610 Current Issues and Trends in Education

This course is designed to involve the student in an examination and analysis of significant contemporary issues in education. Current literature and research studies are explored through independent research assignments and seminar-type group discussions. Students are encouraged to develop substantiated personal positions regarding topics such as school reform initiatives, charter schools, school violence, problems in urban/rural schools, and the integration of technology into the classroom. Research projects can be initiated in this course. Three credits.

GCED 615 Curriculum and Systems Design

This course is designed to include theories of curriculum, instruction, and the design of instructional systems. Emphasis will be on translating theory into practice, particularly for curriculum implementation in public or private schools and/or in industry training. Students will have an opportunity to design curricula for use in an educational setting. This course will involve field trips, in-field experiences, classroom lecture, technological training, and project assignments. Three credits.

GCED 620 Assessment and Diagnostics

The fundamental principles of diagnostic theory and practice are analyzed with an emphasis on the application of said principles in a variety of educational settings. Students become acquainted with the guidelines and techniques for diagnosing students' needs and abilities by implementing and interpreting developmentally appropriate assessments, both quantitative and qualitative. Procedures and problems in test construction and in the analysis, summarization, and reporting of student outcomes are examined. Three credits.

GCED 625 Instructional Technology

Students will explore the use of technology as an important education resource. They will develop the knowledge, technical expertise, and instructional strategies necessary for effective application of technology in a variety of educational and professional settings. "Hands-on" experience is emphasized. Three credits.

GCED 630 Managing Financial and Material Resources

This course will examine the changing financial realities facing schools, especially as they relate to effective and efficient management of fiscal and material resources of schools. The influences of state, city or municipality, and the school district, with its specific governance structure will be addressed. The management principles and managerial problems of public/private education setting will be studied. Students will research various philosophies regarding resource management including: technology services, personnel, busing, facilities, etc. Budgeting methods and school maintenance will be considered. Three credits.

GCED 635 Instructional Methodology

Students will examine the rationale for and development of viable theories of instructional design; apply instructional models to various learning environments; evaluate the learning outcomes; develop an expanded and integrated repertoire of teaching strategies and techniques for use in their classrooms. Three credits.

GCED 640 Classroom Management

This course provides an overview of management models and practical techniques that foster the creation and maintenance of a functional, effective classroom learning environment. It focuses on behavior analysis, management strategies, and the legal and/or policy constraints affecting implementation. Students examine the use of techniques in a variety of settings and apply procedures in their own classes. Three credits.

GCED 645 Philosophical and Ethical Perspectives in Education

The course will explore the idea that education reflects the wider society in which we live. Students will examine schools and classrooms and try to understand how what goes on in schools is related to the values, beliefs, and structures of the world outside school walls. During the course students will consider why children succeed or fail; the process of tracking and labeling children; what it is that we learn in school—both explicitly and covertly; how factors such as gender, social class, race and ethnicity, and sexual orientation affect our educational experiences. Students will also explore historical philosophical perspectives in American education, and how other philosophies have developed in education. Three credits.

GCED 650 Human Learning

Brain research and the psycho/social bases of learning from infancy to adolescence are investigated in this course. The study of cognitive learning theory, intelligence, instrumental and generative learning, the contributions of differential psychology, information processing, and expectancy theory help the educational

practitioner to individualize and differentiate instructional strategies for diverse learners. Learning styles, shaping and pacing strategies, contingency management, concept learning, and problem solving strategies are applied to lesson planning and the enhancement of instruction. The course's major emphasis is on the systematic application of the principles of learning within the learning environment. Three credits.

GCED 655 Educational Jurisprudence

This course investigates a wide range of legal issues that influence the lives of teachers, students, parents, administrators, and school boards. The legal aspects of teaching and teacher and student rights receive extensive treatment. Contract law, conditions of employment, collective bargaining, liability, child abuse, copyright law, and constitutional provisions of the law affecting the school, the child, and the teacher are investigated. Controversial and emerging legal issues are also examined. Three credits.

GCED 660 Adult Learning

This course defines adult education and distinguishes it from other adult-learning activities. The historic, social, and pedagogic origins of adult education are surveyed and contrasted to other types of education. Examples of curricula, selected goals and objectives, and learning activities are reviewed, and consideration is given to how these educational components are influenced by theories of adult learning. Three credits.

GCED 665 Creative Message Design and Motivation

This course examines creativity in the learning setting from all sides: education administrators, teachers, instructional designers, presenters, and learners. Topics include a concentrated study on motivation, creativity in the classroom, innovative media presentation, divergent thinking skills, creative problem solving methods, analogous reasoning and much more. This class is geared toward both K-12 educators and related educational professionals that work or desire to work with learners of all ages and abilities. Students are expected to participate in creative activities, demonstrate mastery of creative methods, use technology, and relate classroom topics and assignments to their personal settings. Three credits.

GCED 670 Visual Thinking and Learning

This course introduces the students to the study and use of the instructional visual modalities within the curriculum. The course emphasizes how students learn and benefit from "instructionally balanced" picture-based media (film, television, photography, graphic arts, computer-based instruction, 3-D imagery, and the Internet). Topics include: visual interpretation, creativity and imagination studies, instructional image manipulation and presentation techniques, social/political influences of visual imagery on children, and the role of the visual media in education. Three credits.

GCED 675 Inclusionary Education

This course offers students an introduction to inclusive environments and services. Students learn the techniques and skills needed to address current inclusive classroom management issues as well as how to develop effective teaching strategies for an inclusive classroom. This course involves practical application and discussion. Three credits.

GCED 680 Supervision of Instruction

Students are introduced to the basic concepts and theories of instructional supervision. Emphasis is placed on the roles, tasks, and processes involved in supervisory practice based on theory and research in education and ancillary fields such as psychology, social work, human resources management, communications, and organizational/ business administration. Prerequisite: Five or more years of teaching experience. Three credits.

GCAD 676 Internship in School Administration: Fall Term

Students participate in 80 hours of fieldwork in collaboration with a curriculum supervisor and/or K-12 administrator or similar professional mentor from an approved educational setting. The student is required to generate and professionally submit a project within the field of curriculum and supervision to the educational setting in which the 80 hours are served. Supervision orientation, practical hands-on curriculum examination, shadowing and professional development opportunities are encouraged. Class meets seven (7) sessions during a 14-week semester. On-site mentor evaluations, journal entries, and other written assignments are required. Prerequisites: GCED 680 and five or more years of professional experience and teaching certification. One credit.

GCAD 686 Internship in School Administration: Spring Term

Interns perform 140 hours of shadowing and performing duties in curriculum supervision or K-12 administration (all levels: central office and school building) under a mentor advisor(s) from the sponsoring K-12 school district. Candidates seeking supervision of curriculum certification may be asked to perform different fieldwork duties than those seeking K-12 school principal certification. Students are required to complete journal entries and assignments as well as attend seven (7) campus meetings during the fourteen-week semester. Interns are supervised at the site and evaluated by both the college instructor and the mentor(s). Prerequisites: GCED 680 and five or more years of professional experience with teaching certification. One credit.

GCED 696 Internship in School Administration: Summer Term

Interns perform 140 hours of shadowing and performing duties in curriculum supervision or K-12 administration (all levels: central office and school building) under a mentor advisor(s) from the sponsoring K-12 school district. Candidates seeking supervision of curriculum certification may be asked to perform different fieldwork duties than those seeking K-12 school principal certification. Students will be required to complete journal entries and assignments as well as attend seven (7) campus meetings during the summer semester. Interns are supervised at the site and evaluated by both the college instructor and the mentor(s). Prerequisites: GCED 680 and five or more years of professional experience with teaching certification. One credit.

GCED 700 Independent Study

Open to graduate and non-degree graduate, post-baccalaureate students with approval of the Chairperson. Independent studies are granted on a case by case basis. Variable credit. May be repeated.

GCED 705 Museums in Education

This course assists students of history and educators in developing awareness and confidence in using museum resources as a planned and significant aspects of curriculum. Opportunities to examine learning styles, learning contexts, and teaching methods around the use object, exhibit, and site-based visual and interactive experiences are provided. Research and development of exhibits along with teaching methods and materials are expected of students. Students participate in traditional classroom instruction as well as field visits to historical places. Three credits.

GCED 710 School Planning and Classroom Design

This course instructs how design and planning impacts cognitive learning and student performance. Students investigate how to properly design classrooms and learning settings that meet the needs of 21st century students. Issues around safety, accreditations, codes, and curriculum are discussed as well as maximizing resources in fundraising and donations. Space usability and retrofitting of older settings to meet the newer instructional technology-rich classrooms are addressed. Last, students are expected to

consider their own settings and devise plans to improve learning and management. Model PreK through secondary education settings are examined. Three credits.

GCSE 607 Family and Professional Collaboration

This course focuses on the special education teacher as a team member within the field of education. Students learn about family centered practices and how to work with families from culturally and linguistically diverse backgrounds. Various models of collaboration and career consultation techniques for disabled individuals within the general community are discussed. Finally, the creation of classroom plan(s) and simulated practices for proper diffusion and implementation of professional strategies to foster public collaboration for the special education population are required. Three credits.

GCSE 617 Diagnosis and Evaluation of Students with High Incidence Disabilities

This course concentrates on diagnostic and evaluation techniques to use with students who have high incidence disabilities. The use of formal and informal assessment tools in areas specific to reading, writing, and mathematics are emphasized. Students acquire knowledge of various assessment procedures used to identify students for special education and for individual education program designs implemented within the traditional or non-traditional classroom. This course requires students to perform simulated hands-on and practical implementation of assessment tools to monitor students' academic progress. Three credits.

GCSE 627 Theory and Practice of Teaching Students with High Incidence Disabilities

This course addresses various strategies and techniques for successful teaching of students with high incidence disabilities. Concentration on the special education curriculums of reading, written and spoken language, and mathematics is studied. Students are exposed to the practice of subsidiary curriculums such as sensory (art, music, physical education) and daily life (family and consumer sciences). Course requirements include practice teachings and field experiences, lesson planning and curriculum development, consultation and research of available journals and resources for teaching, and membership to a national special education organization. Three credits.

GCSE 637 Methods of Instruction and Assessment for Students with Significant and Multiple Disabilities

This course focuses on methods teachers use to organize curriculum and implement assessment and instruction to ensure maximum learning for students with moderate and/or severe disabilities. Students are exposed to the curriculum needs of those with significant and multiple disabilities such as life, vocational, and social skills, and functional academics. Students are required to complete a significant action research project with a learner and present findings in manuscript and poster forms. Three credits.

GCSE 647 Educating Students with Emotional and Behavioral Disorders

This course informs students about techniques for the instruction of students with emotional impairments, the principles of applied behavior analysis, and the use of behavior assessments in the classroom. Students learn how to conduct a functional behavior assessment and develop a behavior intervention plan. This course focuses on the implementation of various positive behavior techniques in order for special educators to ensure maximum learning and class management. Students are required to complete a significant action research project with a learner and present findings in manuscript and poster forms. Three credits.

GCSE 657 Technological Applications for Differentiated Instruction

This course provides exposure and hands-on experience with software applications and instructional medias used to improve the education and meeting needs of diverse learners. Additional course concentrations include accessing, managing, purchasing, and recommending software and emerging technologies for today's classroom. Students are required to plan a budget, and prepare technological training for professionals and aides. Three credits.

GCSE 667 Advanced Intervention Strategies in Reading, Writing, and Mathematics

This course provides an advanced application of recent research and reviews of interventions for individuals with disabilities, including mild disabilities and learning disabilities. Topics include the following: recent intervention research, effective instructional practices, learning strategies approaches, attention interventions, motivation interventions, reading instruction strategies, written expression strategies, math instruction strategies, content area accommodations, testing accommodations, and early intervention methods. Prerequisite: GCSE 627. Three credits.

GCSE 677 Introduction to American Sign Language

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions to an audience of listeners or readers on a variety of topics. Students demonstrate an understanding of the relationship between practices, perspectives and products of Deaf culture. Students demonstrate an understanding of the nature of language through comparisons of American Sign Language and their own language. Students demonstrate the concept of culture through comparisons of the Deaf culture with their own culture. Three credits.

GCSE 697 Teaching Culturally Diverse Student with Limited English Proficiencies in the Classroom

This course is designed to build pre-service and in-service teachers' capacity to design effective content area instruction for K-12 English language learners (ELLs). Students learn research-based instructional methods and strategies that support ELLs in acquiring academic English and academic literacy skills while learning grade-level content area concepts. Students learn to make adaptations and modifications to instruction, appropriate to ELLs' grade level and English language proficiency level. Course activities and assignments are interactive and inquiry-based. This course is aligned to the PA Department of Education Accommodations for Diverse Learners Guidelines. In addition to learning and applying effective techniques for simultaneously teaching content and academic language to ELLs, students explore laws and policies that govern educating ELLs, cultural influences on learning, assessment issues, and print, web-based, and community resources for supporting this fast-growing population of students and their families. Three credits.

GCSE 707 Internship in Special Education

Internship in Special Education is a course that focuses on observation and demonstration of teaching competencies as well as participation in seminars that discuss the current issues in transition and special education. Students refine and increase their sophistication of teaching competencies with a qualified special educator in both a public and private school setting for a minimum of 150 hours. Students will have opportunities for practical experience in collaboration, design, and implementation of instruction for both high and low incidence disorders in the least restrictive environment. Students are expected to demonstrate competency in professional and ethical practice as well as the overall pedagogy of special education including transition services. A college supervisor will observe the practicum periodically.

and students are expected to keep a log of activities and submit a final written report regarding the experience. Seminar topics include: current legal issues, educational and community systems available to assist individuals with disabilities, professional and ethical practices related to special education, procedural safeguards afforded to individuals with disabilities, and transition planning. Three credits.

GCEL 612 Early Learning Leadership

This graduate level course is designed for early childhood professionals functioning in an administrative role. Basic business practices and skill sets unique to early learning/school age programs are covered. Broad areas of study and application include: Childcare/school age care as a business, fiscal management, risk management and strategic planning, marketing, human resources, data/technology management, facilities operation and management, fund development, and management strategies. Required for Pa Director Credential/Credential Renewal. Three credits.

GCCE 601 Orientation to Counselor Education, Services and Technology

This course provides candidates with the technical skills and theoretical knowledge needed to integrate technology into their work with today's students and their families. Topics for the course include: locating, interpreting and using Internet information (e-mail, WWW, newsgroups, mailing lists, chats); using databases to monitor student progress and promote academic achievement; creating and maintaining a school counseling web site; creating and hosting on-line forums for students and families; creating presentations using specialized presentation software; evaluating software and hardware; creating a technology plan for the school counseling department and program; addressing legal and ethical issues related to the use of technology and the internet by students; and using technology to monitor student progress and identify areas that require improvement. Additionally, school counselors become familiar with web sites and technology resources to support career awareness and development and the post secondary planning process. Three credits.

GCCE 611 Career and Lifestyle Counseling

Theories of vocational choice, psychology and sociology of work and use of information in decision-making are presented. Particular attention is given to identification, evaluation, and utilization of resource information in guidance and orientation to occupational and educational information, and community resources. Three credits.

GCCE 621 Counseling of Children and Young Adults

This course provides an introduction to the process of counseling children and adolescents as a means of facilitating healthy development and promoting academic achievement in school. The course is designed to help graduate candidates specializing in school counseling focus on the knowledge base, skills, theories, research, models, and critical issues of contemporary school counseling. Current issues facing youth in the contemporary world are explored. Three credits.

GCCE 631 Theory and Practices of Group Counseling

This course is designed to provide counselors with training opportunities to explore basic theoretical and practical concepts regarding the group counseling process; the behavioral dynamics that occur in groups; and the role, essential skills, and techniques of group leadership. Three credits.

GCCE 641 Counseling Techniques for Violent, Addictive, & Abusive Behaviors

This course explores the theories and clinical applications of addressing violent, addictive, and abusive behaviors. A focus is placed on creation of psychological safety, assessment, and ethics surrounding reporting and outreach procedures. Three credits.

GCCE 651 Practicum in School Counseling Administration PreK-6 or 7-12

Counseling administration experience with students from elementary, middle, and secondary schools under the direction of a certified school counselor and college supervisor. Direct administrative counseling, supervisory conferences, weekly seminars, preparation of leadership and case reports, and analyses of tape recordings are essential elements. Prerequisite: GCCE 611. One credit.

GCCE 661 Internship in Counselor Education: Fall Term

Fall internship experience as a counselor (PreK-6 or 7-12) in an elementary or secondary school under the mentorship of an experienced certified school counselor and college supervisor. A total of 150 clock hours are required. Prerequisite: GCCE 651. One credit.

GCCE 671 Internship in Counselor Education: Spring Term

Spring internship experience as a counselor (PreK-6 or 7-12) in an elementary or secondary school under the mentorship of an experienced certified school counselor and college supervisor. A total of 150 clock hours are required. Prerequisite: GCCE 651. One credit.

GCCE 681 Counselor Education: Dual Certification

This course provides a crosswalk between certification in elementary and secondary school counseling. Candidates must have completed Saint Vincent College counselor education coursework and have obtained one certification in counseling to enroll in this course. The instructor will tailor course requirements to address preparation gaps between the existing and desired certification. Factors that influence course requirements are, but not limited to, experience in the desired certification area, date of initial counselor certification, changes at the State level, and candidate's likelihood for success in the desired area. A second portfolio is required in which artifacts aligned to the desired grade-band certification competencies will be assessed. Three credits.

GCLS 603 Introduction to Multimodal Research and Information Literacy

This course provides an introduction to multimodal reference services and information literacy as it pertains to a media specialist working with students or school personnel. It includes methods for integrating skills into interactions with students and/or staff to create opportunities for learning, awareness, and further technology-enriched resource adoption. In addition, media specialists are instructed how to consult reputable online-resources, evaluate authenticity and effectively retrieve data as an end-use. Students are asked to develop a training workshop to instruct learners how to use a given reference source. Three credits.

GCLS 613 Electronic Library Automation and Cataloging

This course will survey newer methods for electronic storing, classifying, and retrieving library information. Students learn the processes for proper cataloging using Library of Congress Subject Headings, MARC Records, Microlif Protocols, and other database features necessary for on-line catalog management. The use and implementation of various library automation software and systems, rather than their design and technical operations is emphasized. Creation of information, its flow to users,

troubleshooting, and the school librarian's role in improving information services is covered. Three credits.

GCLS 623 Creative Programs for Children and Young Adults

This course concentrates on how creative programming for children and young adults can enhance public relations and school students' life-long interest in education. Students develop skills for book talking, storytelling, poetry reading, puppetry, reader's theater, and other creative theatrical methods for encouraging interdisciplinary academics. The course addresses sponsoring clubs, reading competitions, fundraising, and other promotions that schools and libraries can employ to cultivate school community and students' awareness and excitement toward education. Three credits.

GCLS 633 Advanced Studies in Children's Literature

This course will address confident selection, evaluation, and use of literature for children. The role of literature in the K-12 curriculum, reading supplementation, and as an examination of the changing social and cultural pattern in children's reading will be covered. Students become evaluators of children's literature and able to expand their current knowledge of children's literature to become well-informed school librarians. (Required) Three credits.

GCLS 643 School Library Administration and Management

This course emphasizes principles of school library organization and management: acquisition of materials, personnel administration, budgeting and finance, housing and equipment, student record keeping, district public relations, preparation of teaching guides and forms, use of basic statistics for usage and reporting. Students are asked to prepare a portfolio of resources and materials necessary for the development a strong school library program. Three credits.

GCEM 653 Internship in the School Library

This course allows students to observe and work with a qualified elementary and secondary librarian for a total of 100 hours. Students gain experience in school library services and perform bibliographic instruction and have opportunities for practical experience in selection of materials, processing, classification, administration, and working with other libraries. A college supervisor observes this internship. The student keeps a log of activities and submits a final written report about the experience. Prerequisites or co-requisites: GCLS 643 and advanced graduate standing. Three credits.

GCLS 663 Literature and Reading for Young Adults

This course studies young adult literature. A critical study and evaluation of the genre; pedagogical techniques for the promotion of young adult reading; study of the relationship of the genre to literature for children and adults is covered. The course also examines the librarians' and/or teachers' role in establishing criteria and selection related to student interests, reading levels, quality of materials, and psychological, historical, cultural, political and social issues. Three credits.

GCIT 614 Emergent Information Management and Instructional Technologies

This course examines new technologies in training and education. In addition to embracing modern technological advancements and interfaces, it examines the issues and troubleshooting techniques for today's technological applications. Networking and infrastructure design for supporting modern instructional technologies and applications is discussed. Last, development of a technological vision document and budget is explained through the assessment of needs and purpose for the intended audience albeit adult learners, industry, or education. Three credits.

GCIT 684 Advanced Instructional Design for Online Education

This course uses a systems design based approach to developing online or computer-delivered education. Students engage in authentic instructional design activities and project management to produce online instruction using course management and module authoring tools. Students analyze instructional design problems, access a wide range of software tools and research, work with diverse teams and individuals, create real instructional design products, and give and receive constructive feedback. Students anticipate cost-benefits and training needs for delivering online instruction. Prerequisites: GCED 615 and GCED 625. Three credits.

GCIT 694 Practicum in Instructional Technology

Students participate in 75 hours of field-based experiences in instructional technology and class seminars. Class seminars include discussions of management of instructional technology services, developing technology plans, creating in-service workshops or classes for school personnel, and budgeting for technology. Prerequisite or co-requisite: GCIT 684. Three credits.

GCEE 608 Environmental Education: An Integrated Approach

This course introduces the concepts of environmental education by providing candidates with the knowledge for resource management and sustainable development. This course encompasses environmental education awareness by presenting new perspectives, values, knowledge and skills, through formal and informal processes used in education. Overall, this course seeks to incorporate environmental goals into mainstream society while valuing and linking other legitimate social and economic objectives. Three credits.

GCEE 618 Soil Science, Agriculture and Terrestrial Ecosystems

This course studies the impacts of humankind on urban and rural terrestrial ecosystems, soil and agriculture. Awareness of the issues that surround agricultural practices and multiple-use policies that lead to a sustainable environment are raised. Topics include pest management, agricultural techniques, forest and land management, nutrient cycles, soil composition and chemical/physical properties, urban and rural sprawl, solid waste disposal, pollution clean-up methods, and wildlife management techniques. Three credits.

GCEE 628 Meteorology and Air Quality

This course studies the impacts of humankind on air quality and climatic factors and the use of environmental field methods to measure the impact. Awareness of the issues that surround outdoor and indoor air quality that lead to a sustainable environment are raised. Topics include early atmospheric composition and history, meteorology, air pollution and control mechanisms, regulatory measures related to the Clean Air Act, indoor and outdoor air pollution, global atmospheric issues such as the Greenhouse effect and ozone depletion and local atmospheric issues such as acid precipitation and ozone. Three credits.

GCEE 638 Groundwater Hydrology, Aquatic Ecosystems and Resources

This course studies the impacts of humankind on groundwater hydrology, aquatic ecosystems and its resources and raises awareness of the issues that surround water quality that lead to a sustainable fresh water supply. Topics include water quality, stream assessment, wastewater management, groundwater flow as it is related to lithospheric composition, flood control, water pollution including acid mine drainage and acid precipitation, and regulatory measures related to the Clean Water Act. Three credits.

GCEE 648 Environmental Law and Ethics

This course examines the legislative and regulatory process, discussing the bases, guidelines, and proceedings involved in the creation, implementation, oversight and enforcement of environmental laws, rules and regulations. A brief review of the legislative process is covered, followed by an explanation and examination of the Administrative Procedures Act (APA), which is the foundation for all actions and proceedings by and before regulatory agencies. Students engage in discussions about the Clean Air Act and the differences between legal and ethical decision-making. Three credits.

GCEE 658 Social Issues and the Environment

This course investigates a wide range of social issues and their relation to the environment. Homelessness, famine, world population, violence, and environmental protection are considered. The course examines the link between the social and global environment through case studies, philosophies, theories, environmental models, and research. Students explore current, emerging, and controversial local and global social problems, and learn how to implement sensitive environmental and social issues in instruction. Three credits.

GCEE 668 Field Institute for Environmental Learning

This course offers field-based experiences in environmental science on fresh water ecosystems. Participants conduct field monitoring and data analysis as well as develop a five-day field and classroom unit plan meeting standards in the area of fresh water ecosystems. May be repeated. One credit.

GCSC 608 Principles, History and Issues of Science Education

This course introduces and redefines today's science pedagogy with respect to constructivism, questioning skills, traditional and non-traditional science assessment, science curriculum development, science learning cycles, textbook analysis, teacher centered versus student centered activities and inquiry based science education. This course investigates a wide range of historical, social and religious issues and their relationship to science education. Students explore current classroom science-education problems and learn how to overcome these issues. Three credits.

GCSC 618 Forestry and Wildlife Management and Field Techniques

This course explores the concepts and theories of sustainable forestry and wildlife management practices. Topics include temperate forest ecology and conservation, roles of wildlife in forest ecosystems, key concepts in forest and wildlife conservation, impacts of forestry practices and landscape modification on wildlife populations, ecology and viability of wildlife populations and human uses and abuses of our natural resources. Three credits.

GCSC 628 Materials Science and Engineering

This course introduces the basic concepts of materials science and engineering. The concepts of atomic, crystal, micro- and macrostructure, and their control and effects on chemical, electrical, magnetic, optical, and mechanical properties. Furthermore, students study the effects of stress and temperature on structures, mechanical properties, characteristics of metals, ceramics and polymers, materials processing, electrical and optical materials, and materials selection. Three credits.

GCSC 638 Cell Systems and Functions

This course examines cellular regulation with a focus on macromolecular events and themes centered on: cellular communication, homeostasis and response to stress. Topics cover receptor function, cell adhesion and migration, dynamics of the cellular

cytoskeleton, intracellular transport, and regulation of endocrine responses. Emphasis is placed on regulation of these processes with a focus on basic properties, mechanisms, historical discoveries where relevant, and current models and controversies. Three credits.

GCSC 648 Science Classroom Management and Laboratory Experiences

This course introduces and refines classroom management skills specifically related to teaching science in the classroom and laboratory setting. Topics of discussion include classroom and laboratory safety, current science safety rules and regulations, chemical storage and disposal, laboratory room design and laboratory reports. Students explore science education technology related to their specific certification. Three credits.

GCSC 658 Science Practicum

The practicum provides students with a research experience of working on a large project emphasizing the synthesis of material covered in previous courses. The practicum is an off-campus field experience/laboratory based course where students work independently or in a small group on a project of realistic magnitude. The project involves the following: problem definition and design, implementation, validation, documentation, written and oral communication. Although each project will be supervised, the students are to manage their project in an independent atmosphere and to insure that project segments are completed in the time imposed. Three credits.

Master of Science in Health Sciences

Nurse Anesthetist Program

Stephen M. Jodis, Ph.D., Interim Director (Saint Vincent College)
Beverly J. Silvis, CRNA, MHS, MBA, DNP, Director (Excelsa Health School of Anesthesia)

James Barnett; Daryle Fish; Michael Rhodes; Michael Sierk

Adjunct Graduate Faculty: Howard Armour; Mike DeBroeck;
Renée Harvey; Nancy Stynchula; Susan Tranchine

This program is designed to prepare practitioners in the area of anesthesia, to prepare nurse anesthetists to serve as leaders, educators and role models in anesthesia and health care teams, to prepare specialists who are able to facilitate managerial improvement in the delivery of anesthesia service. Saint Vincent College, in cooperation with Excelsa Health School of Anesthesia, works collaboratively to offer this program.

Upon completion of the master's level nurse anesthetist program, the students will be able to demonstrate in-depth knowledge of the fundamental sciences to insure greater competence in anesthesia practice, engage in collateral reading in anatomy, physiology, chemistry, pharmacology and clinical subjects related to the field of anesthesia. The program will help the student to assume a leadership role in collaboration with health care team members, function as a resource person in the training of paramedical personnel and in nursing care of the acutely ill. The student will be able to apply principles of research to the clinical anesthesia setting, design, evaluate and implement an anesthetic care plan for a patient, utilize appropriate scientific principles related to asepsis, anesthesia and respiratory technique, apply knowledge of nursing theories and modes in advanced nursing and specialty areas of nurse anesthesia.

The program requires 56 credits of courses taken in the following sequence:

Fall: Year One

HSC 001	Professional Aspects of Anesthesia Practice
HSC 500	Advanced Pharmacology I
HSC 503	Organic and Medicinal Chemistry
HSC 505	Introduction to Principles of Anesthesia
HSC 515	Advanced Physical Assessment
HSC 521	Advanced Human Anatomy, Physiology and Pathophysiology I

Spring: Year One

HSC 501	Advanced Pharmacology II
HSC 506	Biochemistry
HSC 522	Advanced Human Anatomy, Physiology and Pathophysiology II

Summer: Year One

HSC 510	Research Methodology I
HSC 513	Medical Physics

Fall: Year Two

HSC 612	Research Methodology II
HSC 530	Anesthesia Didactics I

Spring: Year Two

HSC 655	Advanced Theory and Practice of Anesthesia
HSC 700	Leadership and Management for the Nurse Anesthetist

Summer: Year Two

HSC 660	Simulation: Anesthesia Crisis Management
---------	--

Fall: Year Three

HSC 630	Anesthesia Didactics II
---------	-------------------------

Course Descriptions

HSC 001 Professional Aspects of Anesthesia Practice

This course includes an introduction to the ethics, psychology, and professional adjustments associated with a career in anesthesia. The history of anesthesia and nurse anesthesia is presented as well as a discussion of the role of the CRNA in department management and organization. Zero credits.

HSC 500 Advanced Pharmacology I

HSC 501 Advanced Pharmacology II

This is a two-semester course which will cover the basic principles of pharmacology needed in daily practice. This includes drug effect, mechanism and interactions. In most cases, emphasis will be on the **pharmacological action of drugs on specific organ systems**. In some instances, drugs will be discussed in relation to their clinical use in anesthesia. Three credits (each).

HSC 503 Organic and Medicinal Chemistry

This is a one-semester survey course in organic chemistry organized around functional groups of compounds. Aspects of organic chemistry pertinent to health, environment, and biochemistry are stressed. Time permitting; classes of drug molecules will also be examined. Because concepts such as spatial orientation and geometric, optical and conformational isomerisms are essential to an understanding of drug action, these concepts are essential to the course. Three credits.

HSC 506 Biochemistry

This introduction to the chemistry of living organisms includes a discussion of cellular macromolecules, metabolic pathways, energy transformation and respiratory mechanisms. The composition of body fluids is also considered. The effects of anesthesia on body fluids, on the function of major organs, and on the activity of specialized molecules is also considered. Finally, the major theories of narcosis and their biochemical implications will be covered. Two credits.

HSC 505 Introduction to Principles of Anesthesia

This introductory course will introduce the basics of anesthesia for the beginning nurse anesthesia student. Methods of anesthesia and specialized equipment will be introduced. Students will be afforded the opportunity to practice basic anesthesia techniques on the computerized human simulator. Two credits.

HSC 510 Research Methodology I

This course will critically examine the steps of the research process. Emphasis will be placed on research needs and the identification of researchable problems in nursing. Utilization of research knowledge as applied in nursing practice will be discussed. Students will develop skills in evaluating and critically analyzing nursing research. Three credits.

HSC 513 Medical Physics

This course deals with a basic review of math, the metric system, organic chemistry and physics. The instructor will attempt to demonstrate the anesthetic applications of these basic concepts. Specific topics to be covered include, but are not limited to, pressure, hydrostatics, hydrodynamics, ideal gas laws, osmosis,

vaporization, heat and temperature, fire and explosions, CO₂ absorption, Archimedes principle, flow meters, diffusion, acid-base, and a review of chemistry. Three credits.

HSC 515 Advanced Physical Assessment

This course in physical assessment provides the nurse anesthesia student with the needed skills and knowledge to perform a thorough preoperative assessment and evaluations of the surgical patients. History taking and physical examination presented in this course will enable the nurse anesthesia student to develop the strong assessment skills that are required of a certified registered nurse anesthetist. Two credits.

HSC 521 Advanced Human Anatomy, Physiology and Pathophysiology I

The primary objective is to provide the foundation necessary to understand the anatomical and physiological bases for the pharmacology, anesthesiology and other interventions employed by nurse anesthetists. The first semester of this one-year course sequence includes an in depth study of the structure and function of the neuromuscular and cardiovascular systems. Both healthy and pathophysiological states are discussed. Five credits.

HSC 522 Advanced Human Anatomy, Physiology and Pathophysiology II

This course is a continuation of HSC 521. The structure, function and pathophysiology of the respiratory, renal, endocrine and hepatobiliary systems are addressed. Five credits.

HSC 530 Anesthesia Didactics I

Anesthesia didactics integrates previous classes that the anesthesia student has taken with new material in a seminar fashion. Six credits.

HSC 612 Research Methodology II

This second research course is designed to provide the student with the opportunity to apply theoretical concepts and skills derived from the first research course to the development of a thesis or an alternate research activity. The student is assisted in the preparation of a thesis/project specific to a phenomenon related to nursing practice. Particular emphasis is placed on responsibility of participation in scientific inquiry and on adhering to ethics in the design and conduct of research. Three credits.

HSC 630 Anesthesia Didactics II

This is a continuation of Didactics I. This course will increase the level of information and integration. Six credits.

HSC 655 Advanced Theory and Practice of Anesthesia

This course is designed to build upon the students' basic knowledge and skills. It will encompass and integrate a variety of input for medical and anesthetic management. It will focus on a greater depth of understanding and the ability to analyze concurrent problems that can arise in patient care and propose and appropriate course of management. Four credits.

HSC 660 Simulation: Anesthesia Crisis Management

This course will provide students the opportunity to manage mock critical situations specific to the anesthetic plan. Senior students will participate in small groups, managing various scenarios as they unfold. Students will be expected to recognize the crisis and provide appropriate anesthetic management. Skill development of specific tasks, as well as critical thinking and communication, will all be evaluated. The class is designed to help the senior student provide safe care during crisis situations as they progress toward independent practice. Three credits.

HSC 700 Leadership and management for the Nurse Anesthetist

This course will explore critical topics in healthcare organizational and systems leadership as relevant to the nurse anesthetist. The course will emphasize the primacy of clinical work, quality models, and continuous healthcare quality improvement. Leadership and managerial communication strategies necessary to move interdisciplinary groups toward common goals and objectives will be studied. Students will learn to create missions and visions for cultures of excellence in healthcare organizations. Leadership models and their effects on healthcare organizational structure will be examined. Three credits.

Doctorate of Nurse Anesthesia Practice

Stephen M. Jodis, Ph.D., Interim Director (Saint Vincent College)
Beverly J. Silvis, CRNA, MHS, MBA, DNP, Director (Excelsa Health School of Anesthesia)
Michael Urlick; William Hisker

Adjunct Graduate Faculty: Mike DeBroeck; Nancy Stynchula;
Susan Tranchine

This program is designed to prepare Certified Registered Nurse Anesthetists (CRNA's) to serve in leadership roles within the healthcare system. The curriculum will promote the use of evidence-based practice as a means to prioritize direction for process change. The learner will manage a Capstone project that will build as the learner progresses through each consecutive class. Projects will focus on anesthesia clinical practice, educational presentation, or management improvement strategies. Saint Vincent College, in cooperation with Excelsa Health School of Anesthesia, works collaboratively to offer this program.

The small class size will allow for individualized instruction. A one-on-one advisor will assist the learner in developing scholarly work that will build skills for future projects. The advisors will be seasoned faculty that have been in anesthesia practice for many years, serving in multiple roles, including military, leadership, and clinical practice.

The program requires 30 credits of courses taken in the following sequence:

Fall: Year One

DNAP 800	Evidence-Based Practice	3
DNAP 810	US Health care Systems	3

Spring: Year One

DNAP 820	Research Methods	3
DNAP 830	Risk Management and Patient Safety	3

Summer: Year One

DNAP 840	Ethics	3
----------	--------	---

Fall: Year Two

DNAP 900	Capstone I	2
DNAP 850	Leadership	3

Spring: Year Two

DNAP 860	Health Care Economics	3
DNAP 870	Health Care Informatics	3

Summer: Year Two

DNAP 910	Capstone II	2
----------	-------------	---

Fall: Year Three

DNAP 920	Capstone III	2
----------	--------------	---

Course Descriptions

DNAP 800 Evidence-Based Practice

This course will provide a context for the student in understanding the value of evidence-based practice in health care. The student will come to understand their role in the use of current best practice evidence in making clinical decisions. The student will be exposed to the role of an evidence hierarchy as it relates to the levels of evidence regarding effectiveness of an intervention. Evidence appraisal, evidence implementation and evaluation of clinical outcomes will also be studied. Three credits.

DNAP 810 U.S. Health Care Systems

A comprehensive overview of U.S. health care systems covering structure, finance, governance, personnel, history and cultural values. Examination of critical challenges and interactions with economic, technological, political and social forces to include the health care systems' response to these influences. Three credits.

DNAP 820 Research Methods

This course examines strategies for gathering and organizing data and undertaking statistical data analysis in health care environments. Introduction to statistical reasoning and interpretation with data analysis using Microsoft Excel. Three credits.

DNAP 830 Risk Management and Patient Safety

This course explains the theoretical basis of patient safety and human error. In addition, the role of risk management will be studied in relationship to current standards for patient safety. The course will also include error investigation and analysis, as well as emphasizing the role of multi-disciplinary teamwork and crisis management in anesthesia. Three credits.

DNAP 840 Ethics

This ethics seminar examines the dimensions of business activity commonly referred to as business ethics from a leadership perspective. Students will investigate five basic ethical approaches (Utilitarian, Rights, Fairness/Justice, Virtue and Common-Good). Students will also examine the Roman Catholic social teaching on social justice and discuss how it informs or conflicts with the five basic approaches listed above. Additionally, this course will focus of four key principles of Benedictine thought: stability, community, hospitality and stewardship. Three credits.

DNAP 850 Leadership

This course is designed to help students both explore the concept of leadership as well as to assess and develop their own leadership skills. The perspective underlying this course is that leadership is (a) contextual in nature and (b) requires the mastery of multiple behaviors. Both of these can only be accomplished through a better understanding of self, others and one's context. Thus, there will be a heavy introspective and reflective component to the course. Three credits.

DNAP 860 Health Care Economics

An introduction to economic and public policy factors that affect health care systems. Provides a review of relevant economic concepts and covers topics such as demand for health services, health care provider behavior, implications of insurance strategies, cost containment, health technologies and government regulations. Students will also conduct a cost-effectiveness study to understand how cost-effectiveness strategies can inform decision-making. Three credits.

DNAP 870 Health Care Informatics

This interdisciplinary course in health care informatics is based upon computer and information sciences, as well as cognitive and decisional factors that pertain to the business of health care. Using a multi-disciplinary approach, the student will gain knowledge and skills in planning, collecting, analyzing, storing and disseminating health care data and information. In addition, the student will gain an understanding of methods and techniques of enhancing health care data management systems. Three credits.

DNAP 900 Capstone I

The Doctorate of Nurse Anesthesia Practice (DNAP) will culminate in the successful completion of a faculty-approved capstone project relevant to the field of healthcare and anesthesia. The capstone project will be carried out over several semesters. For the project the student will plan the project by identifying an area of interest, developing data collection strategies, gathering and analyzing the data, as well as disseminating the findings of the project. The student will also be expected to prepare the completed study in a format suitable for publication in a scholarly journal. Two credits.

DNAP 910 Capstone II

The Doctorate of Nurse Anesthesia Practice (DNAP) will culminate in the successful completion of a faculty-approved capstone project relevant to the field of healthcare and anesthesia. The capstone project will be carried out over several semesters. For the project the student will plan the project by identifying an area of interest, developing data collection strategies, gathering and analyzing the data, as well as disseminating the findings of the project. The student will also be expected to prepare the completed study in a format suitable for publication in a scholarly journal. Two credits.

DNAP 920 Capstone III

The Doctorate of Nurse Anesthesia Practice (DNAP) will culminate in the successful completion of a faculty-approved capstone project relevant to the field of healthcare and anesthesia. The capstone project will be carried out over several semesters. For the project the student will plan the project by identifying an area of interest, developing data collection strategies, gathering and analyzing the data, as well as disseminating the findings of the project. The student will also be expected to prepare the completed study in a format suitable for publication in a scholarly journal. Two credits.