

GRADUATE BULLETIN

2015-17



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 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
Greater Latrobe-Laurel Valley Chamber of Commerce
Laurel Highlands Visitors Bureau
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

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 Graduate and Continuing Education
Saint Vincent College
300 Fraser Purchase Road
Latrobe, Pennsylvania 15650-2690
Phone 724-805-2933
e-mail: amanda.gunther@stvincent.edu
home page: www.stvincent.edu

2015-2016 CALENDAR

FALL SEMESTER 2015

DNAP

Aug. 23	DNAP First-Year Student Orientation
Aug. 24	DNAP Fall term begins – no record for withdrawals – 95% refund
Aug. 25-28	Withdrawals receive W – 40% refund
Aug. 31	Withdrawals receive WF – no refund

15-WEEK GRADUATE PROGRAM

Aug. 31	Graduate term begins
Sept. 8	Last day to add 15-Week Graduate program courses
Sept. 15	Last day to drop 15-Week Graduate Program courses without permanent record
Sept. 16-Oct. 30	Withdrawal from 15-Week Graduate Program courses receive W
Nov. 2	Withdrawal from 15-Week Graduate Program courses receive WF

1ST 7-WEEK GRADUATE PROGRAM (8/31/15 THROUGH 10/19/15)

Aug. 31	1st 7-Week Graduate term begins
Sept. 8	Last day to add or drop 1st 7-Week Graduate term courses without permanent record
Sept. 9-15	Withdrawal from 1st 7-Week Graduate term courses receive W
Sept. 16	Withdrawal from 1st 7-Week Graduate term courses receive WF

2ND 7-WEEK GRADUATE PROGRAM (10/20/15 THROUGH 12/7/15)

Oct. 20	2nd 7-Week Graduate term begins
Oct. 27	Last day to add or drop 2nd 7-Week Graduate term courses without permanent record
Oct. 28-Nov. 3	Withdrawal from 2nd 7-Week Graduate term courses receive W
Nov. 4	Withdrawal from 2nd 7-Week Graduate term courses receive WF

IMPORTANT COMMON DATES TO ALL GRADUATE PROGRAMS

Sept. 7	Labor Day; no classes
Oct. 1	Spring and Summer 2015 incomplete grades not changed become F
Nov. 4-10	Registration for Spring Semester 2016
Nov. 19	Founders' Day (classes canceled 3:30-7 p.m.)
Nov. 25-29	Thanksgiving vacation begins after last class on Nov. 24
Nov. 30	Classes resume
Dec. 11	Last day of class
Dec. 12 and 13	Reading Days
Dec. 14-17	Final examinations
Dec. 17	Grades are due at noon for all students graduating this term
Dec. 19	December Commencement
Dec. 22	Final grades are due at noon

SPRING SEMESTER 2016

DNAP

Jan. 4	DNAP Spring term begins – no record for withdrawals – 95% refund
Jan. 5 to 8	Withdrawals receive W – 40% refund
Jan. 11	Withdrawals receive WF – no refund

15-WEEK GRADUATE PROGRAM

Jan. 11	Graduate term begins
Jan. 18	Last day to add 15-Week Graduate program courses
Jan. 25	Last day to drop 15-Week Graduate Program courses without permanent record
Jan. 26-March 18	Withdrawal from 15-Week Graduate Program courses receive W
March 21	Withdrawal from 15-Week Graduate Program courses receive WF

1ST 7-WEEK GRADUATE PROGRAM (1/11/16 THROUGH 2/26/16)

Jan. 11	1st 7-Week Graduate term begins
Jan. 18	Last day to add or drop 1st 7-Week Graduate term courses without permanent record
Jan. 19-25	Withdrawal from 1st 7-Week Graduate term courses receive W
Jan. 26	Withdrawal from 1st 7-Week Graduate term courses receive WF

2ND 7-WEEK GRADUATE PROGRAM (3/7/16 THROUGH 5/5/16)

March 7	2nd 7-Week Graduate term begins
March 14	Last day to add or drop 2nd 7-Week Graduate term courses without permanent record
March 15-21	Withdrawal from 2nd 7-Week Graduate term courses receive W
March 22	Withdrawal from 2nd 7-Week Graduate term courses receive WF

IMPORTANT COMMON DATES TO ALL GRADUATE PROGRAMS

Feb. 11	Fall 2015 incomplete grades not changed become F
Feb. 27-March 6	Spring break; begins after last class on Feb. 26
March 7	Classes resume
March 24-28	Easter vacation begins after last class on March 23
March 29	Classes resume
April 6, 7, 8, 11, and 12	Registration for Fall Semester 2016
April 20	Honors Convocation and Undergraduate Conference (classes canceled from 11:30 a.m.-7 p.m.)
April 29	Last day of class
April 30 and May 1	Reading Days
May 2, 3, 4, and 5	Final examinations
May 5	Grades are due at noon for all students receiving degrees this term
May 7	DNAP Summer Session begins
May 9	Commencement
May 10	Final grades are due at noon
May 16	Undergraduate and Graduate Summer Session begins

**Students enrolled in courses at Seton Hill University under the cross-registration agreement should obtain a calendar from SHU with the applicable dates.*

2016-2017 GRADUATE PROGRAMS CALENDAR

FALL SEMESTER 2016

DNAP

Aug. 21	DNAP First-Year Student Orientation
Aug. 22	DNAP Fall term begins – no record for withdrawals – 95% refund
Aug. 23-26	Withdrawals receive W – 40% refund
Aug. 29	Withdrawals receive WF – no refund

15-WEEK GRADUATE PROGRAM

Aug. 29	Graduate term begins
Sept. 6	Last day to add 15-Week Graduate program courses
Sept. 13	Last day to drop 15-Week Graduate Program courses without permanent record
Sept. 14-Oct. 28	Withdrawal from 15-Week Graduate Program courses receive W
Oct. 31	Withdrawal from 15-Week Graduate Program courses receive WF

1ST 7-WEEK GRADUATE PROGRAM (8/31/15 THROUGH 10/19/15)

Aug. 29	1st 7-Week Graduate term begins
Sept. 6	Last day to add or drop 1st 7-Week Graduate term courses without permanent record
Sept. 7-13	Withdrawal from 1st 7-Week Graduate term courses receive W
Sept. 14	Withdrawal from 1st 7-Week Graduate term courses receive WF

2ND 7-WEEK GRADUATE PROGRAM (10/20/15 THROUGH 12/7/15)

Oct. 18	2nd 7-Week Graduate term begins
Oct. 25	Last day to add or drop 2nd 7-Week Graduate term courses without permanent record
Oct. 26-Nov. 1	Withdrawal from 2nd 7-Week Graduate term courses receive W
Nov. 2	Withdrawal from 2nd 7-Week Graduate term courses receive WF

IMPORTANT COMMON DATES TO ALL GRADUATE PROGRAMS

Sept. 5	Labor Day; no classes
Sept. 29	Spring and Summer 2016 incomplete grades not changed become F
Nov. 2-8	Registration for Spring Semester 2017
Nov. 17	Founders' Day (classes canceled 3:30-7 p.m.)
Nov. 23-27	Thanksgiving vacation begins after last class on Nov. 22
Nov. 28	Classes resume
Dec. 9	Last day of class
Dec. 10 and 11	Reading Days
Dec. 12-15	Final examinations
Dec. 15	Grades are due at noon for all students graduating this term
Dec. 17	December Commencement
Dec. 20	Final grades are due at noon

SPRING SEMESTER 2017

DNAP

Jan. 9	DNAP Spring term begins – no record for withdrawals – 95% refund
Jan. 10-13	Withdrawals receive W – 40% refund
Jan. 16	Withdrawals receive WF – no refund

15-WEEK GRADUATE PROGRAM

Jan. 16	Graduate term begins
Jan. 23	Last day to add 15-Week Graduate program courses
Jan. 30	Last day to drop 15-Week Graduate Program courses without permanent record
Jan. 31-March 24	Withdrawal from 15-Week Graduate Program courses receive W
March 27	Withdrawal from 15-Week Graduate Program courses receive WF

1ST 7-WEEK GRADUATE PROGRAM (1/11/16 THROUGH 2/26/16)

Jan. 16	1st 7-Week Graduate term begins
Jan. 23	Last day to add or drop 1st 7-Week Graduate term courses without permanent record
Jan. 24-30	Withdrawal from 1st 7-Week Graduate term courses receive W
Jan. 31	Withdrawal from 1st 7-Week Graduate term courses receive WF

2ND 7-WEEK GRADUATE PROGRAM (3/7/16 THROUGH 5/5/16)

March 13	2nd 7-Week Graduate term begins
March 20	Last day to add or drop 2nd 7-Week Graduate term courses without permanent record
March 21-27	Withdrawal from 2nd 7-Week Graduate term courses receive W
March 28	Withdrawal from 2nd 7-Week Graduate term courses receive WF

IMPORTANT COMMON DATES TO ALL GRADUATE PROGRAMS

Feb. 16	Fall 2016 incomplete grades not changed become F
March 4-12	Spring break; begins after last class on March 3
March 13	Classes resume
March 29, 30, 31, and April 3 and 4	Registration for Fall Semester 2017
April 13-17	Easter vacation begins after last class on April 12
April 18	Classes resume, withdrawals receive WF
April 26	Honors Convocation and Undergraduate Conference (classes canceled from 11:30 a.m.-7 p.m.)
May 5	Last day of class
May 6 and 7	Reading Days
May 8-11	Final examinations
May 11	Grades are due at noon for all students receiving degrees this term
May 13	Commencement
May 15	DNAP Summer Session Begins
May 16	Final grades are due at noon
May 22	Undergraduate and Graduate Summer Session begins

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 undergraduate 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 adviser for help. If you are in the process of changing majors or career plans, a thorough discussion with your faculty adviser and with a member of the Career Center staff is 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 and 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 important 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 April 18, 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 1,500-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 more than 150 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 catalog of the 1850s, 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.

SETON HILL UNIVERSITY CROSS-REGISTRATION PROGRAM

In order to present wider opportunities to the students of Saint Vincent College and Seton Hill University, an academic cross-registration program exists between the two institutions.

Library facilities at both institutions are available to all students and members of faculties at both colleges. This program has been designed to give the students of each institution every opportunity to advance academically, at moderate costs, within the common perspectives of these two Catholic institutions. Grades earned for cross-registered courses are included in the calculation of the GPA.

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.

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 Aug. 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 Event 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.

Headmasters 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 Sciences, Communication and Education.

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

Monastery (1967) is the residence 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 a 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 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, may 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 for all applicants and an interview for certain applicants at the discretion of the program director.
- For international applications, a TOEFL score of 90 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 Sept. 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 advisers 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 and 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 and 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 and 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 2016-2017

The following tuition and fees apply to graduate students:

Graduate course tuition (per credit)

Graduate programs in education: \$621

Graduate programs in business: \$642

Graduate programs in health sciences: \$764

Doctorate of Nurse Anesthesia Practice: \$965

Technology fee (per semester)

0-8 credits \$82

9 or more credits \$212

Health Services fee (full-time graduate students, does not apply to DNAP students) \$54

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 \$20

Graduation fee \$85

Late graduation fee \$35

Transcript \$5

Fee for finalizing each incomplete "G" grade \$35

Parking and vehicle registration \$90

Insurance fee (fall and spring only) \$186

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

Fall 2016, Spring 2017

\$1,018 (Regular)

\$509 (Continuing education rate)

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. A 95 percent refund will be given in the summer within the first week of the course. After the first week, no refund will be issued. 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. The schedule for refund of tuition for students in the DNAP program is shown in the Graduate Programs Calendar at the front of the *Bulletin*.

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 Jan. 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.

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 adviser 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 30 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). When students fall below the minimum standards for satisfactory academic progress, they will be placed on probation. If they fail to achieve satisfactory standards for academic progress by the end of the semester, they will be subject to academic dismissal. Students who are on probation are encouraged to work closely with their faculty advisor.

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 six 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 and must complete all course requirements within five (5) years of his or her first graduate course at Saint Vincent College. To remain continuously active, a student must be registered for at least one course within a 12-month period. Otherwise, he/she will be dropped from the 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).*

Students who wish to return to complete a graduate program must reapply for admission. If course work is older than five (5) years, the student may still be permitted to reapply for the same (if still offered) or a new graduate program. Readmission is not automatic. Payment of any past-due charges will be required before readmission. The completion of additional coursework or new requirements may be necessary and are at the discretion of the graduate program's director.



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.

According to the Family Educational Rights and Privacy Act, a student has the right to refuse disclosure of personally identifiable information. That includes name; address (local, home and e-mail); telephone number (local and home); place and date of birth; dates of attendance; major field of study and class level; degrees, honors and awards; previous institutions attended; past and present participation in officially recognized activities and sports; and height and weight of athletic team members. To withhold disclosure of such information, written notification must be received in the Registrar's Office by the end of the first week of each semester. A form must be filed annually to renew the request to withhold information. Saint Vincent College assumes that failure by any student to request specifically the withholding of personally identifiable information indicates approval for disclosure of such information.

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 with the exception of the academic transcript.

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 Excelsior 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

Saint Vincent College has partnered with CREDENTIALS eSCRIP-SAFE to deliver academic transcripts electronically. This partnership allows Saint Vincent College to provide official transcripts to network recipients or outside the network (One Time) to any third party in the world at any time. This provides a quick delivery that is totally secure and provides tracking of delivery and receipt.

Individuals who attended Saint Vincent College prior to August of 1985, as well as those who wish to pick up a transcript or have a copy faxed, should make their request directly with the Saint Vincent College Registrar's Office.

There are two ways to order transcripts: **Through Transcripts on Demand at** <https://iwantmytranscript.com/stvincent>. Complete request, consent and payment information is handled through this URL.

Through the Office of the Registrar at Saint Vincent College, written request is required.

- Transcript requests may be sent via U.S. mail to Registrar, Saint Vincent College, 300 Fraser Purchase Road, Latrobe, PA 15650, faxed to 724-805-2063, or submitted in person at the Registrar's Office.

- Requests for academic transcripts must include: name, date of birth, current mailing address, last four digits of social security number, telephone number, date of graduation or last attendance, complete address of where transcript is to be mailed and signature authorizing release of the transcript.

- A \$5 fee is charged per transcript. A check or money order payable to Saint

Vincent College is preferred, but cash payment is also accepted.

- If an electronic or faxed request is sent to the registrar, transcript fee payment may be made with a valid credit card by calling 724-805-2248. A minimum of \$10 (two transcript request) is required to pay in this manner.

- Current students always have the option to come to the Registrar's Office to request a transcript during regular business hours. However, a 24- to 48-hour processing time is required.

All financial obligations to the College must be met before transcript requests can be honored. Any questions should be directed to the registrar at registrar@stvincent.edu.

PROGRAM REQUIREMENTS

MASTER OF SCIENCE IN MANAGEMENT: OPERATIONAL EXCELLENCE

Michael J. Urick, Ph.D., M.B.A., M.S.,
Director

A. Mark Abramovic; Jeffrey Godwin; William Hisker; Robert Markley
Adjunct Faculty: David Adams; Matthew Miller, Daniel Niemiec; Robert Peretti

The Master of Science in Management: Operational Excellence (MSMOE) program is comprised of 36 credits designed to prepare students for leadership roles in organizations. This program blends traditional management concepts (such as leading people, influencing organizations and designing processes) with cutting-edge OE philosophies (related to continuous improvement, problem-solving and waste reduction). The program is designed for those individuals who seek a more effective means of building mutual trust and respect within their organization, empowering their employees and becoming more innovative. The MSMOE is administered by the management division of the Alex G. McKenna School of Business, Economics and Government and is a year-round program (fall, spring and summer semesters) that can be completed in as little as one year or no longer than five years. The program utilizes a combination of classroom (and virtual) instruction, non-credit seminars and opportunities for hands-on experience to illustrate management and OE concepts.

PROGRAM GOALS

Students in the MSMOE program will be expected to:

1. Broaden their knowledge of core management and operational excellence theories and apply them to a variety of situations.
2. Discover the critical role that culture plays in the management of organizations.
3. Learn to document processes, identify problems, understand key metrics and develop effective countermeasures to improve organizational performance.
4. Formulate the strategic direction of their organization to compete in a dynamic environment.
5. Influence employee performance by leveraging proper motivation, commitment and human resource practices.
6. Prepare for leadership roles by examining best practices in management.
7. Understand the three most important considerations of management: people, organizations and processes.
8. Demonstrate superior skills in oral and written communications, critical thinking and creative problem-solving appropriate to top management.

ADMISSION REQUIREMENTS

All students entering into the MSMOE program must complete the Graduate Application Form and include it along with their other application materials. Admission into the MSMOE program is based on the completion of this form and the factors listed below.

1. Students must possess an earned bachelor's degree from an accredited institution. Official transcripts must be submitted from each institution attended.
2. Students who did not attain an overall 3.0 GPA on a 4.0 point scale (or equivalent) during their undergraduate studies will only be considered for provisional acceptance (please see number 9 below) unless their other application materials are exceptional. Students not meeting the 3.0 minimum may also be requested to complete the Graduate Management Aptitude Test (GMAT) for admission.
3. Three letters of recommendation. At least one of the recommendations must be from a professional contact (i.e. supervisor) and at least one of the recommendations must be from an academic contact (i.e. professor). The other may be academic or professional. All references should clearly state the relationship between the individual providing the reference and the applicant.
4. At least one year of relevant work experience is preferred.

5. A personal statement from the applicant addressing the reasons you wish to enter the MSMOE program at Saint Vincent College.
6. Submission of curriculum vitae or résumé (evidence of work experience, community involvement, extracurricular activities, well-roundedness, etc.).
7. For international applicants, a TOEFL-ibt score of 90-91, 232 on the CBT, or 6.5 on IELTS or higher is required. Some exceptions may be made for those international students from English-speaking countries or who have completed undergraduate degrees in the United States.
8. All completed application materials for the Master of Science in Management: Operational Excellence should be submitted to the Office of Graduate and Continuing Education.
9. All admission decisions are at the sole and final discretion of the graduate director of the program. Under certain circumstances, students may be provisionally admitted. In their first semester, provisionally accepted students will be limited to registering for nine credits and must earn above a 3.33 GPA. Provisional acceptance will still allow a student to qualify for financial aid if applicable.

PROGRAM REQUIREMENTS

Once accepted into the program, all students must:

1. Complete the MSMOE Entrance Exam and Entrance Survey.
2. Meet with the graduate director to discuss the student's class schedule and overall academic plan.

Applicants will not be considered to be enrolled in the MSMOE program until the above requirements are met.

Graduation from the MSMOE program requires the following:

1. Completion of 36 credits of graduate course work (see the list of required courses).
2. Completion of two non-credit seminars (OE101 and OE102).
3. Completion of the "Business Core Competencies" required by the Accreditation Council for Business Schools and Programs (ACBSP). Students who possess an accredited undergraduate degree in a business-related discipline are likely to have completed these competencies prior to enrolling in the MSMOE program. The core consists of 12 business areas which can be completed by passing approved undergraduate courses and/or by passing a series of online assessments. If

these competencies are not complete prior to entering the MSMOE 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 ACBSP "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 Policy and Strategy
- i. Economics
- j. Quantitative Skills
- k. Global Dimensions of Business
- l. Information Systems

4. Completion of the MSMOE Exit Exam and Exit Survey during the student's final semester.

5. Meeting with the graduate director for an exit interview toward the end of the student's final semester.

6. (Recommended) Completion of a publishable research project.

DISMISSAL FROM THE PROGRAM

A student accepted on a provisional basis will be required to maintain a 3.33 GPA over the course of completing nine graduate credits. If the student is able to maintain a 3.33 grade point average she/he will be reviewed for regular admission. A student with provisional status will not be allowed to take more than nine credits of graduate course work per semester. If the student is not able to maintain a 3.33 GPA after completing nine credits of graduate course work, regular admission will be denied. Students will be removed from the program after two consecutive provisional semesters.

All students are required to maintain above a 3.0 cumulative grade point average. Students who fall below this average and/or receive two or more Cs throughout their program are placed on academic probation and are required to meet with the graduate director to discuss their status. Failure to meet with the graduate director will result in dismissal from the program. Students on academic probation will be treated in a similar manner as provisional students (see above).

Students will be removed from the program if their cumulative grade point average is below a 3.0 for two consecutive semesters. Students will be removed from the program if they receive an F as a final grade for any graduate course.

Students may appeal dismissal or academic probation formally in writing. These appeals will be considered by the dean of studies and graduate director who will meet to determine the student's status.

COURSES REQUIRED:

36 CREDITS – ALL CLASSES WORTH 3 CREDITS EACH

- | | |
|--|---|
| GCBA 607 | Organizational Behavior and Human Resource Management |
| GCBA 630 | Advanced Finance and Accounting in Operational Excellence |
| GCBA 665 | Management Information Systems |
| GCBA 686 | Organizational Culture |
| GCBA 690 | Quantitative Analysis |
| GCBA 692 | Operations Management |
| GCBA 695 | Strategic Management |
| GCBA 697 | Leadership and Ethics |
| 4 approved elective courses (12 credits) | |

Approved MSMOE elective courses include:

- | | |
|-----------|---|
| GCBA 693: | Supply Chain Management |
| GCBA 698 | Introduction to Research in Management and Operational Excellence |
| GCBA 700 | Advanced Statistical Process Control in Operational Excellence (prerequisite GCBA 690) |
| GCBA 705 | Change Management |
| GCBA 710 | Communication, Conflict and Diversity (prerequisite GCBA 607) |
| GCBA 750 | Independent Study (only available with approval of faculty mentor and graduate director; recommended prerequisite GCBA 698) |
| GCBA 751 | Graduate Level Internship (only available with approval of graduate director) |

COURSE DESCRIPTIONS

GCBA 607 Organizational Behavior and Human Resource Management

In today's dynamic business environment, an organization's human resources may represent their last sustainable competitive advantage because they influence a group's culture and continuous improvement initiatives. This course will provide an overview of some of the most important organizational behavior concepts related to managing human resources including: job commitment/satisfaction, emotions in the workforce, motivation, teams, communication, identity in the workforce, justice/fairness perceptions and knowledge management among others. These major concepts will be applied to practical human resource processes in order to highlight methods of creating and sustaining a productive employee population. Additionally, students in this course will explore the complex HR regulatory environment and the importance of integrating HR management with the business strategy. Required. Offered fall 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. Required. Offered spring semester. Three credits.

GCBA 665 Management Information Systems

This course has two primary focuses: management information systems and the development of measurable metrics around Operational Excellence. This course will discuss various business initiatives first and how technology supports these initiatives. The premise for this approach is that business initiatives should drive the technology choices that organizations make. Every discussion first addresses the business needs and then addresses the technology to support those needs. Secondly, we will focus on the development of measurable metrics around Operational Excellence. The SAP Business One ERP system will be utilized as a practical teaching aid throughout this course. Required. Offered fall semester. Three credits.

GCBA 686 Organizational Culture

This course will focus on the cultural characteristics that are common in successful and sustainable organizations including those useful in implementing Operational Excellence. During the course, we will explore more deeply what makes up culture, how culture can be modified and what characteristics are useful for a culture to support a continuous learning organization. This course will focus on understanding and applying the three levels of culture: assumptions, values and artifacts. Required. Offered spring semester. Three credits.

GCBA 690 Quantitative Analysis

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 the OE lexicon and learn conventional and outside-the-box approaches to improving organizational processes. In order to successfully implement a successful OE philosophy, a rigorous and systematic method for analyzing data is essential. As such, this course will focus on applying quantitative techniques to evaluate process capability and, through OE projects, supporting effective change in organizations, their customers and their suppliers. The specific focus of this course is the understanding of sources of variability and measuring that variability through various statistical techniques. The course will make use of Microsoft Excel as the base statistical tool in analytical work. Required. Offered summer semester. 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. Required. Offered fall semester. Three credits.

GCBA 693 Supply Chain Management

This course focuses on building an understanding of current Supply Chain Management practices being used by businesses as they compete to bring their products and services to the marketplace in a demanding global economy. Business functions of procurement, operations, distribution, logistics and customer relations are examined first as individual components and then in the framework of an integrated system that requires partnerships, organizational cohesion and decisional trade-offs. Industry-accepted quantitative techniques used in planning, forecasting, replenishment and distribution design are addressed. These concepts are then actively applied within a fully functional ERP business simulation environment involving team competitions. Collaboration, change management and the vital role of integrated information technologies are thus explored and also emphasized. Elective. Offered spring semester. Three credits.

GCBA 695 Strategic Management

Strategic management involves utilizing the tools and techniques of strategic analysis to craft, implement and execute organizational strategies. The central theme of this course is that an organization's chances for sustained success are greatly improved when managers (1) develop an astute and timely strategic "game plan" for running the organization 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 an organization's situation from the

perspective of its competitiveness and performance prospects and to draw sound conclusions about what actions an organization's management needs to take in light of all the relevant circumstances. Required. Offered fall semester. Three credits.

GCBA 697 Leadership and Ethics

This seminar examines the dimensions of business activities commonly referred to as "leadership" within the context of a market-based system. Throughout the course, the following topics will be discussed: leader/follower relations (fairness, trust and ethical behavior); personality traits and the role of leaders; the role of courageous followers and effective/ethical leadership; leadership and the role of gender; leadership and the role of influence and power; behavioral theories of leadership; cross-cultural forces and leadership; the role of participation in leadership; substitutes for leadership; the role of leadership in teams; charismatic and transformational leadership; and dysfunctional leadership. The course will examine a wide range of topical areas through the reading of selections from original works. As well as providing knowledge concerning business leadership, this course is designed to nurture your skills in critical thinking as well as the written and oral expression of ideas. Required. Offered spring semester. Three credits.

GCBA 698 Introduction to Research in Management and Operational Excellence

Research enables us to make informed decisions. Research in management and Operational Excellence allows leaders 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. Students are expected to produce their own polished research proposal at the end of the course and work with each other throughout the semester in developing and refining their research skills. Elective. Offered summer semester. Three credits.

GCBA 700 Advanced Statistical Process Control in Operational Excellence

Statistical Process Control (SPC) focuses on the use of statistical methods to ensure 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 emphasizes using acceptable statistical methods for analysis. Statistical Process Control seeks to prevent process errors before they occur. By focusing on proper data gathering and interpretation, Statistical Process Control seeks the reduction of waste and cost in the operations of the firm. Elective. Prerequisite: GCBA 690. Offered summer semester. Three credits.

GCBA 705 Change Management

In this class, proven models and techniques for creating organizational change will be addressed. Additionally, discussions will focus on specific skills needed by managers, innovation, creating excitement for change and effective communication. Elective. Offered summer semester. Three credits.

GCBA 710 Communication, Conflict and Diversity

This course is focused on integrating scholarly studies in the areas of communication and interactions; stereotyping and diversity; and conflict and intergroup tension. Students will understand how these three fields of study are interrelated. Example course discussions will focus on discourse-based approaches to communications, the communication process, social identity and self-categorization theories, types and implications of diversity, causes of conflict and the ARIA conflict engagement model, among others. Students will

apply course concepts to their own interactions and current events. Elective. Prerequisite: GCBA 607. Offered summer semester. Three credits.

GCBA 750 Independent Study

This course is designed for those students wishing to work on a focused or unique area of management or OE 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 faculty member and graduate director prior to registering for the course. This course is recommended to be used to collect data and perform the research proposal developed in GCBA698. This course has limited availability. Permission of graduate director. Elective. Prerequisite: GCBA698 (suggested). Offered every semester. Duration and credits are variable.

GCBA 751 Graduate Level Internship

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. This course has limited availability. Permission of graduate director. Elective. Offered every semester. Duration and credits are variable.

**MASTER’S DEGREES
IN EDUCATION**

- Curriculum and Instruction
(Optional K-12 Curriculum Supervisor)
- Special Education (PreK-8 or 7-12 Special Education)
- Counselor Education (PreK-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, B.A., M.A., M.Ed., Ed.D.
Chairperson, Graduate director

Kathleen Beining; Janet Franicola; Mary Ann Hazer; Philip Kanfush, O.S.B.; Tracy McNelly; Robert Michalow; C. Richard Nichols; Kathleen Ramos

Adjunct Graduate Faculty: Allison Arendas; Nick Ashley; Courtney Baum; Samantha Fecich; Lisa Maloney; William Rullo; Aaron Sams; Cindy Soltys; Briana Taylor

**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.

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-round 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:
“MASTER’S-CERT” STUDENTS**

Candidates may earn certification in a specialty area from the Education Department while taking graduate courses. Most “master’s-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 adviser determines the additional courses.

ED 101	Observation and Interaction Lab	or	
ED 207	Practicum in Education		1
ED 205	Strategies and Techniques of Instruction		3
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 adviser, course may be substituted with a similar graduate course offering.*

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

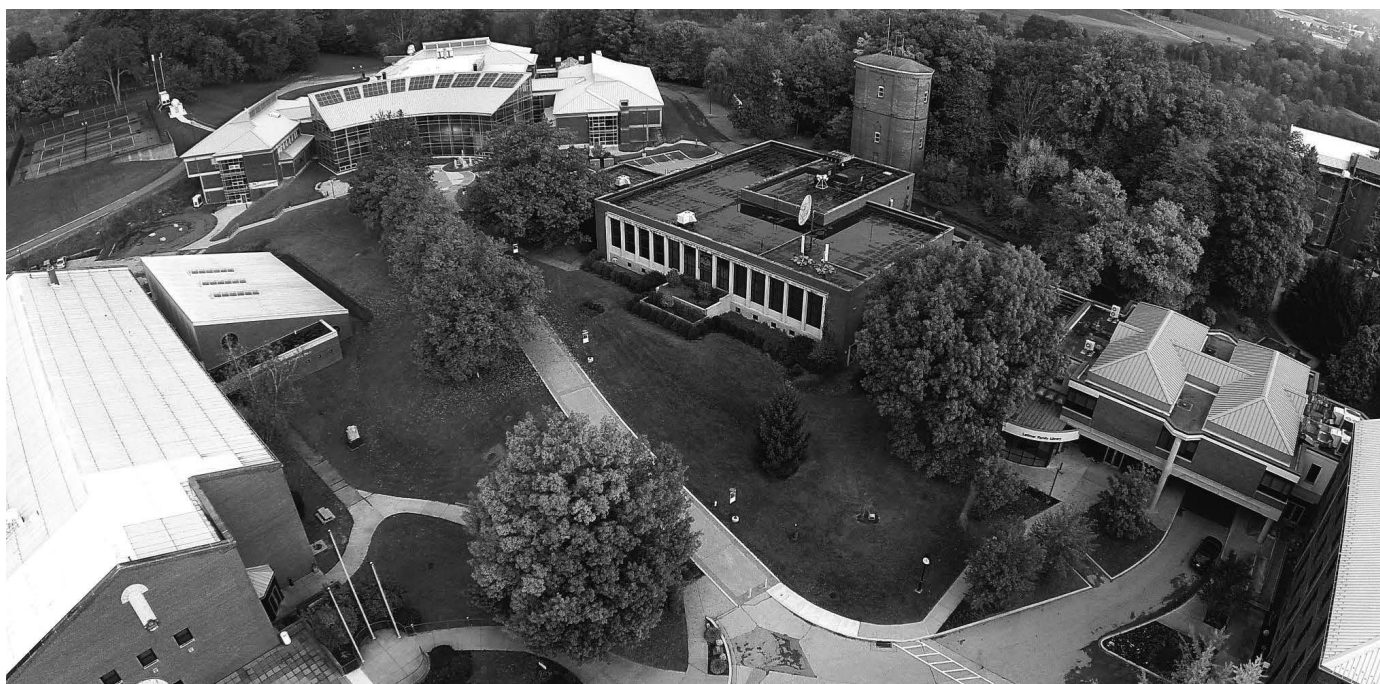
The Special Education Master's degree is traditionally designed to be an accelerated 36-credit hours that can be completed in approximately 21 months (12 required courses). The courses are conducted year-round, allowing students to enter the program each term. Most students take two courses per term, 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-round.

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-round 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 three-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 in 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 may be required.

OBTAINING PENNSYLVANIA TEACHING CERTIFICATION WITH A MASTER OF SCIENCE IN SPECIAL EDUCATION

Students may add Pennsylvania 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 who 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 who 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-12, prepares candidates for a career as a professional counselor 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-6-12) 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 at the K-12 level.
- 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-round 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-round. 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 and 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	Pre-Practicum in School Counseling	2
GCCE 661	Practicum in Counselor Education	1
GCCE 671	Internship in Counselor Education	1

OBTAINING PENNSYLVANIA K-12 SCHOOL COUNSELOR CERTIFICATION WITH A MASTER OF SCIENCE IN COUNSELOR EDUCATION

Students will be eligible for PreK-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 Pennsylvania certification test for K-12 School Counselor.

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 and one elective course. The on-campus courses are held year-round 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-round.

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

GCIT 614	Emergent Information Management and Instructional Technologies	3
GCIT 624	Usability, Engagement and Assessment Systems for Online Education	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 Pennsylvania 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-round 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-round.

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 Pennsylvania 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 Pennsylvania 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 Pennsylvania 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 Pennsylvania 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	3
ED 206	Field Experience II: Strategies and Techniques of Instruction	1
ED 208	Classroom Partnerships in Inclusion	3
ED 311	Field Experience III	3
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-round 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-round.

Master of Science in Science Education (36 Credits):

GCSC 608	Introduction to Integrated STEM 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 Pennsylvania 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-round 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-round. 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.

GRADUATE-LEVEL ENDORSEMENT ADD-ON CERTIFICATION PROGRAMS

The Saint Vincent Education Department offers three short programs that lead to an add-on certification endorsement: Early Childhood Leadership (director credential), Online Instruction and English as a Second Language. These Pennsylvania Department of Education programs are offered in new and emerging areas where initial formal certification does not exist. Having a program or specialist endorsement improves a teacher's skills in dealing with complex classroom settings and can increase employment options. These endorsements can be added to an existing Level I or Level II certificate through the completion of credits and required fieldwork. All courses taken toward an endorsement can be counted toward a master's degree program. See the graduate adviser for more information on how you can specialize in one of these areas while completing a graduate degree.

REQUIREMENTS FOR THE EARLY CHILDHOOD LEADERSHIP: DIRECTOR CREDENTIAL

In order to meet the accreditation demands for area early childhood professionals, Saint Vincent College offers courses that are required for early learning center directors. Through the Pennsylvania Office of Child Development and Early Learning, guidelines have been established to certify directors. Nine credits

of graduate coursework are offered to deepen and expand director performances and have been aligned and approved by the PA Key. Candidates interested in the director credential should contact the graduate education adviser upon admittance to inquire to the offering schedule and available tuition assistance.

Required courses (select 3 courses, see adviser):

GCEL 602	Design and Management of Early Learning Settings	3
GCEL 612	Early Learning Leadership	3
GCEL 622	Creative Programs and Workshop Development for Early Educators	3
GCED 670	Visual Thinking and Learning	3
GCED 615	Curriculum Systems Design	3

REQUIREMENTS FOR THE ONLINE INSTRUCTION ENDORSEMENT

The Online Instruction 12-Credit Program Endorsement is designed to offer the opportunity for certified and in-service teachers to enhance their professional capacity to respond to the increasing demand for expertise in teaching and learning within technological and e-learning settings. Offering the Online Instruction Program Endorsement reflects Saint Vincent College's well-established commitment to providing today's teachers with the knowledge, skill set and competencies to leverage digital tools to meet the needs of 21st-century students and school districts alike. Completing the Online Instruction Program Endorsement will strengthen the instructional expertise and employability of newly certified teachers and present in-service teachers with a unique professional development opportunity.

Required courses:

GCED 625	Instructional Technology	3
GCIT 614	Emergent Information Management and Instructional Technologies	3
GCIT 624	Usability, Engagement and Assessment Systems for Online Education	3
GCIT 684	Advanced Instructional Design for Online Education	3

REQUIREMENTS FOR THE ENGLISH AS A SECOND LANGUAGE PROGRAM SPECIALIST

The English as a Second Language (ESL) Program Specialist Certificate 15-credit coursework will prepare today's educators to effectively teach and advocate for PreK-12 English Language learners (ELLs) with diverse cultural, linguistic and educational histories. The coursework in this program will prepare teachers to address ELLs' knowledge from their home and community social, cultural, language and literacy practices and will strengthen teachers' capacity to build bridges between ELLs' homes and communities and their schools. The K-12 ESL Program Specialist Certificate coursework is designed to prepare teachers with PreK-4, middle grades and secondary-level teaching certificates to design and deliver culturally responsive instruction that supports ELLs at all levels of English language proficiency to simultaneously learn standards-based content and develop academic literacy and language practices.

Required courses:

GCSE 697	Teaching Culturally Diverse Students with Limited English Proficiency	3
GCLC 609	Developing Grammatical Competence in a New Language and Culture	3
GCLC 619	Applying Cultural and Linguistic Integrative Methodologies	3
GCLC 629	Formative and Summative Assessments in ESL Instruction and Programs	3

GCLC 639	Professional Advocacy for ELs and their Families in Schools and Communities	3
GCLC 649	Practicum in English as a Second Language	1

The GCLC 649 practicum experience is to be completed under the guidance of ESL teacher mentor(s) with at least three years of teaching experience in local public school(s) that serve K-12 ELLs. The practicum experience requires 60 hours that can be completed while working in the schools or around a working schedule.

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 who 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 adviser(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 14-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.

GCAD 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 adviser(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 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 nontraditional 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 media 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 STUDENTS 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 Pennsylvania 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.

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

(email, 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 online 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 AND 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 PRE-PRACTICUM IN SCHOOL COUNSELING

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 PRACTICUM IN COUNSELOR EDUCATION

Fall internship experience as a counselor (PreK-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 internship experience as a counselor (PreK-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 likeliness for success in the desire 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 online 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 of a strong school library program. Three credits.

GCLS 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 624 USABILITY, ENGAGEMENT AND ASSESSMENT SYSTEMS FOR ONLINE EDUCATION

This course prepares candidates for assessment of both learners and online systems. Topics related to human-computer interaction, website usability, app interface development for mobile devices and online learner assessment are covered. Students will develop skills in designing and assessing user interfaces that will support greater achievement and interaction with technologically delivered instruction. Assignments in the course will be project-based around competencies of online assessment, prototyping and heuristic evaluation. 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 INTRODUCTION TO INTEGRATED STEM EDUCATION

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

GCSC 618 FORESTRY AND WILDLIFE MANAGEMENT AND FIELD TECHNIQUES

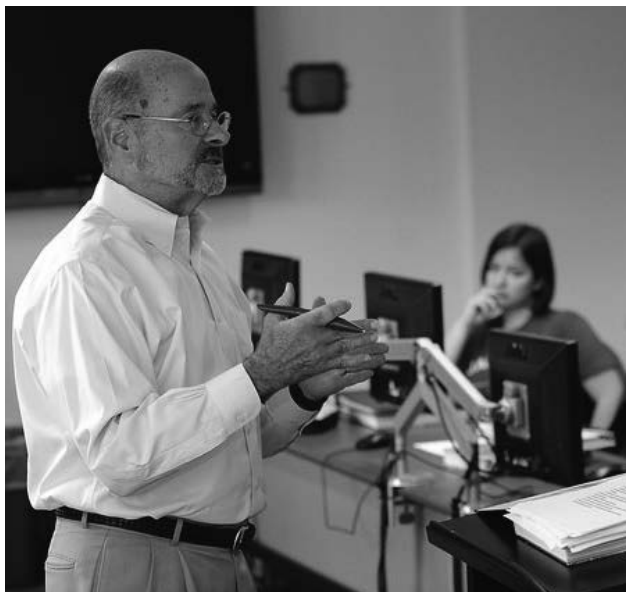
This course explores the concepts and theories of sustainable forestry and wildlife management practices. Topics include temperate forest ecology and conservation, roles of wildlife in forest ecosystems, key concepts in forest and wildlife conservation, impacts of forestry practices and landscape modification 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 ensure that project segments are completed in the time imposed. Three credits.

GCLC 609 DEVELOPING GRAMMATICAL COMPETENCE IN A NEW LANGUAGE AND CULTURE

In this course, students will build their knowledge about the way that the English language functions to allow speakers and writers to communicate effectively for social and academic purposes. Students will learn to use a functional language approach to analyze the genres that ELLs and other learners are expected to comprehend and produce across grade bands in schools. Students will develop an understanding of the connection between syntax and semantics, or form and meaning, and the way that language functions to create meanings in school-based texts. This investigation of language as a meaning-making tool will be linked to explicit reading, writing, speaking, listening and language expectations embedded in the CCSS for K-12 learners. In addition, students will examine the interrelatedness of language and culture and build their capacity for responding to the challenges ELLs face when learning to use a new language appropriately in social and academic contexts in a new culture. The course will also address intercultural awareness and communication with ELLs and their families. Three credits.

GCLC 619 APPLYING CULTURAL AND LINGUISTIC INTEGRATIVE METHODOLOGIES

Students in this course will strengthen their capacity for using research-based methods and techniques to design and implement culturally responsive Tier 1 instruction for preK-12 ELLs. Particular attention will be paid to designing instruction that simultaneously supports ELLs in the development of academic literacy practices and attainment of grade-level Pennsylvania Core and Academic Standards in tandem with WIDA English Language Development Standards across content areas. Thus, students will expand the instructional expertise gained in GCSE 697 for utilizing the WIDA Amplified Frameworks and culturally responsive teaching practices to plan and apply appropriate scaffolds and adaptations to instruction and formative assessments for ELLs from varied educational, cultural and linguistic backgrounds with differing levels of English language proficiency. Students will be introduced to the analysis of data on the K-12 WIDA ACCESS standardized test for ELLs and to application of this analysis to the design of differentiated instruction that meets each ELL's specific needs. This course will include ample opportunities for micro-teaching in order to prepare student for success in the field experiences embedded in the practicum course. Prerequisite: GCSE 697. Three credits.

GCLC 629 FORMATIVE AND SUMMATIVE ASSESSMENTS IN ESL INSTRUCTION AND PROGRAMS

In this course, students will gain a deeper understanding of the issues involved with both formative and summative assessment of ELLs. Students will expand their capacity to design and embed a variety of useful formative assessments, linked to content and language objectives, in lessons across grade levels and content areas and to make instructional decisions based on these formative data. In addition, students will build an understanding of the way that both the standardized WIDA-APT placement test and WIDA ACCESS annual assessment measure ELLs' social and instructional language proficiency as well as proficiency of the academic English of ELA, math, science and social studies. Students will closely examine and interpret summative data from these grade-band assessments and apply these data to instructional and programmatic decisions, including monitoring ELLs who have exited the ESL program. Broader issues associated with standardized testing (e.g., appropriate accommodations and communicating results to ELLs and families) will also be addressed. Prerequisite: GCSE 697. Three credits.

GCLC 639 PROFESSIONAL ADVOCACY FOR ELLS AND THEIR FAMILIES IN SCHOOLS AND COMMUNITIES

Students will delve deeply into issues concerning advocating for ELLs and their families within schools and communities. These issues include identifying and addressing the negative effects of ethnocentrism on ELLs' academic success and promoting culturally responsive dispositions, policies and practices within schools that ensure ELLs' full access to curricula, school programs and resources. Students in this course will complete a well-articulated educational philosophy for responding to ELLs' social, cultural and instructional needs within the classroom and the broader school context. Students will also create a concrete, individual professional development plan that identifies further areas of growth for supporting ELLs and their families in schools and in communities. The professional development plan will identify professional resources and articulate specific actions for strengthening these skills. The capstone portfolio will also be finalized during this course. Prerequisite: GCSE 697. Three credits.

GCLC 649 PRACTICUM IN ENGLISH LANGUAGE AS A SECOND LANGUAGE

Upon completion of the other courses in the K-12 ESL Program Specialist Certificate program, students will complete a practicum experience comprising a minimum of 60 hours with ELLs in public schools under the supervision of an ESL teacher mentor. During this practicum, students will complete a scope and sequence of performance-based field activities. The practicum also requires the development of complete grade-band specific lesson plans, appropriately adapted for ELLs at various English language proficiency levels. Two formal observations of implementation of these lessons, conducted by the ESL mentor teacher and the college supervisor or program coordinator, will occur to document teaching effectiveness. In addition, students will meet online on selected dates throughout the practicum to discuss the performance-based field experiences in a professional learning community. Prerequisites: GCLC 609, GCLC 619, GCLC 629 and GCLC 639. One credit.

GCEL 602 DESIGN AND MANAGEMENT OF EARLY LEARNING SETTINGS

This course instructs how to design and manage early learning settings within all urban, suburban and rural demographics. Students investigate how to properly design classrooms and learning settings that meet the needs of 21st-century early learners. Current 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 early learning settings are addressed. Last, students are expected to consider their own settings and devise plans to improve learning and management. Course may require visits to model PreK settings. 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 Pennsylvania Director Credential/Credential Renewal. Three credits.

GCEL 622 CREATIVE PROGRAMS AND WORKSHOP DEVELOPMENT FOR EARLY EDUCATORS

This course concentrates on how to prepare, fund and conduct creative early learning programs for children from birth through 12 years. The course prepares students on methods to enhance family relations and encourage children and teens to seek life-long learning opportunities beyond the classroom. Students will develop skills for aligning standards to summer programs, camps, field trips and outdoor ventures in addition to incorporating STEM learning and the arts. Management of interdisciplinary and enrichment learning events during wrap-around, after-school and summer periods will be a focus of this course. The course will address sponsoring clubs, competitions, securing grants and fundraising, as well as other promotions that early learning centers can employ to cultivate support from families, children and caregivers. Three credits.

MASTER OF SCIENCE IN HEALTH SCIENCES

NURSE ANESTHETIST PROGRAM

Stephen M. Jodis, Ph.D., *Interim Director* (Saint Vincent College)
Michael DeBroeck, CRNA, MHS, DNP, *Director*
(Excelsa Health School of Anesthesia)
Susan Tranchine, CRNA, Ph.D., *Assistant Director*
(Excelsa Health School of Anesthesia)
Danielle Gray, MHS, CRNA, *Education Coordinator*
(Excelsa Health School of Anesthesia)
James Barnett; Daryle Fish; Matthew Hillwig; Michael Rhodes
Adjunct Graduate Faculty: Howard Armour; Renée Harvey; Nancy Rottler; Linda Stumpf

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 ensure 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 70 credits of courses taken in the following sequence:

Fall: Year One		
HSC 001	Professional Aspects of Anesthesia Practice	0
HSC 500	Advanced Pharmacology I	3
HSC 503	Organic and Medicinal Chemistry	3
HSC 505	Introduction to Principles of Anesthesia	2
HSC 515	Advanced Physical Assessment	2
HSC 521	Advanced Human Anatomy, Physiology and Pathophysiology I	5
Spring: Year One		
HSC 501	Advanced Pharmacology II	3
HSC 506	Biochemistry	2
HSC 522	Advanced Human Anatomy, Physiology and Pathophysiology II	5
Summer: Year One		
HSC 510	Research Methodology I	3
HSC 513	Medical Physics	3
HSC 751	Clinical Hours	3

Fall: Year Two	
HSC 612 Research Methodology II	3
HSC 530 Anesthesia Didactics I	6

Spring: Year Two	
HSC 655 Advanced Theory and Practice of Anesthesia	4
HSC 700 Leadership and Management for the Nurse Anesthetist	3
HSC 752 Clinical Hours	2

Summer: Year Two	
HSC 660 Simulation: Anesthesia Crisis Management	3
HSC 753 Clinical Hours	6

Fall: Year Three	
HSC 630 Anesthesia Didactics II	6
HSC 754 Clinical Hours	3

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, acidbase 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 an 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.

- HSC 751 Clinical Hours. Three credits.
- HSC 752 Clinical Hours. Two Credits.
- HSC 753 Clinical Hours. Six Credits.
- HSC 754 Clinical Hours. Three Credits.

DOCTORATE OF NURSE ANESTHESIA PRACTICE

Stephen M. Jodis, Ph.D., *Interim Director* (Saint Vincent College)
Michael DeBroeck, CRNA, MHS, DNP, *Director* (Excelsa Health School of Anesthesia)
Susan Tranchine, CRNA, Ph.D., *Assistant Director* (Excelsa Health School of Anesthesia)
Danielle Gray, MHS, CRNA, *Education Coordinator* (Excelsa Health School of Anesthesia)
William Hisker; Nancy Rottler
Adjunct Graduate Faculty: John Borza; Renee Harvey

This program is designed to prepare Certified Registered Nurse Anesthetists (CRNAs) 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 adviser will assist the learner in developing scholarly work that will build skills for future projects. The advisers will be seasoned faculty who 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	U.S. 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 his/her 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 on 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 health care 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 health care 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 health care 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.





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