

# GRADUATE BULLETIN

2018-19



SAINT VINCENT COLLEGE

## ACCREDITATIONS

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

## APPROVALS

American Chemical Society

## MEMBERSHIPS

American Association of Collegiate Registrars  
and Admissions Officers  
American Student Government Association (ASGA)  
Association of Catholic Colleges and Universities  
Association of Governing Boards of Universities  
and Colleges  
Association of Higher Education Parent/Family  
Program Professionals (AHEPPP)  
Association of Independent Colleges and Universities  
of Pennsylvania  
Association for Student Affairs at Catholic Colleges  
and Universities (ASACCU)  
C-Cue, Inc. (Consortium for Computing in  
Undergraduate Education, Inc.)  
College 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 Regional  
Chamber of Commerce  
Laurel Highlands, Inc.  
Ligonier Valley Chamber of Commerce  
Middle Atlantic Association of Colleges  
of Business Administration  
Middle States Association of Collegiate Registrars  
and Officers of Admissions  
Association of International Educators (NAFSA)  
National Association of Campus Activities (NACA)  
National Association of College Admissions Counselors  
National Association of College and University  
Business Officers  
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 College Admissions  
Counselors  
Pennsylvania Association of Student Financial Aid  
Administrators  
Pennsylvania Association of Colleges for  
Teacher Education

## AFFILIATIONS

### Argentina

Aden Business School

### China

Beijing Normal University  
East China Normal University  
Fu-Jen Catholic University  
Jiangnan University  
Qingdao Agricultural University  
Sanda University  
Shandong University  
Shanghai University of Electric Power  
Shanghai University of Finance and Economics  
Wuhan University  
The Embassy of the People's Republic of China

### France

Ircom-Institu Albert Le Grand

### Netherlands

Erasmus University College  
Hanzehogeschool Groningen/Hanze University  
of Applied Sciences, Groningen

### Spain

Universidad Pontificia Comillas, Madrid, Spain  
Ataturk Alatau University, Kyrgyzstan  
International Black Sea University, Georgia  
Ishik University, Iraq  
Kazakh-Turkish International Education Foundations  
(KATEV), Astana, Kazakhstan  
Butler County Community College  
Chatham University  
Duquesne University  
Lake Erie College of Osteopathic Medicine  
Lake Erie College, School of Dental Medicine  
Ohio College of Podiatric Medicine  
Pennsylvania College of Podiatric Medicine  
Pennsylvania State University  
Robert Morris University  
Saint Vincent Seminary  
Seton Hill University  
The Catholic University of America  
University of Pittsburgh  
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 Middle States Commission on Higher Education, 3624 Market Street, 2nd Floor West, Philadelphia, PA 19104, 267-284-5000, [info@msche.org](mailto:info@msche.org). 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 graduate admission, contact:

Office of Graduate and  
Continuing Education  
Saint Vincent College  
300 Fraser Purchase Road  
Latrobe, PA 15650-2690  
Phone 724-805-2933  
e-mail: [gradadmission@stvincent.edu](mailto:gradadmission@stvincent.edu)  
homepage: <http://www.stvincent.edu/academics/graduate-programs>

# 2018-2019 GRADUATE PROGRAMS CALENDAR

## FALL SEMESTER 2018

### DNAP

Aug. 19	DNAP First Year Student Orientation
Aug. 20	DNAP Fall term begins – no record for withdrawals – 95% refund
Aug. 21-24	Withdrawals receive W – 40% refund
Aug. 25	Withdrawals receive WF – no refund

### 15-WEEK GRADUATE PROGRAM

Aug. 27	Graduate term begins
Sept. 4	Last day to add 15-week graduate program courses
Sept. 10	Last day to drop 15-week graduate program courses without permanent record
Sept. 10	Last day for withdrawal with 95% refund
Sept. 11 – Nov. 16	Withdrawal from 15-week graduate program courses receive W
Sept. 25	Last day for withdrawal with 40% refund; after this date, no refund
Nov. 19	Withdrawal from 15-week graduate program courses receive WF

### 1ST 7-WEEK GRADUATE PROGRAM (8/27/18 THROUGH 10/15/18)

Aug. 27	First 7-week graduate term begins
Sept. 4	Last day to add or drop first 7-week graduate term courses without permanent record
Sept. 5-10	Withdrawal from first 7-week graduate term courses receive W
Sept. 10	Last day for withdrawal with 95% refund
Sept. 11	Withdrawal from first 7-week graduate term courses receive WF
Sept. 25	Last day for withdrawal with 40% refund; after this date, no refund

### 2ND 7-WEEK GRADUATE PROGRAM (10/16/18 THROUGH 12/13/18)

Oct. 16	Second 7-week graduate term begins
Oct. 23	Last day to add or drop 2nd 7-week graduate term courses without permanent record
Oct. 24-Oct. 30	Withdrawal from second 7-week graduate term courses receive W
Oct. 30	Last day for withdrawal with 95% refund
Oct. 31	Withdrawal from second 7-week graduate term courses receive WF
Nov. 14	Last day for withdrawal with 40% refund; after this date, no refund

### IMPORTANT COMMON DATES TO ALL GRADUATE PROGRAMS

Sept. 1	December 2018 Graduate Applications Due
Sept. 3	Labor Day; no classes
Sept. 27	Spring and Summer 2018 incomplete grades not changed become F
Oct. 31- Nov. 6	Registration for Spring Semester 2019
Nov. 1	May 2019 Graduation Applications Due
Nov. 15	Founders' Day (classes canceled 3:30 – 7 p.m.)
Nov. 21-25	Thanksgiving vacation begins after last class on Nov. 20
Nov. 26	Classes resume
Dec. 7	Last day of class
Dec. 8 and 9	Reading Days
Dec. 10-13	Final examinations
Dec. 13	Grades are due at noon for all students graduating this term
Dec. 15	December Commencement
Dec. 18	Final grades are due at noon

## SPRING SEMESTER 2019

### DNAP

Jan. 7	DNAP spring term begins - no record for withdrawals – 95% refund
Jan. 8-11	Withdrawals receive W – 40% refund
Jan. 12	Withdrawals receive WF – no refund

### 15-WEEK GRADUATE PROGRAM

Jan. 14	Graduate term begins
Jan. 21	Last day to add 15-week graduate program courses
Jan. 28	Last day to drop 15-week graduate program courses without permanent record
Jan. 28	Last day for withdrawal with 95% refund
Jan. 29-April 12	Withdrawal from 15-week graduate program courses receive W
Feb. 12	Last day for withdrawal with 40% refund; after this date, no refund
April 15	Withdrawal from 15-week graduate program courses receive WF

### 1ST 7-WEEK GRADUATE PROGRAM (1/14/19 THROUGH 3/1/19)

Jan. 14	First 7-week graduate term begins
Jan. 21	Last day to add or drop first 7-week graduate term courses without permanent record
Jan. 22-28	Withdrawal from first 7-week graduate term courses receive W
Jan. 28	Last day for withdrawal with 95% refund
Jan. 29	Withdrawal from first 7-week graduate term courses receive WF
Feb. 12	Last day for withdrawal with 40% refund; after this date, no refund

### 2ND 7-WEEK GRADUATE PROGRAM (3/11/19 THROUGH 5/9/19)

March 11	Second 7-week graduate term begins
March 18	Last day to add or drop second 7-week graduate term courses without permanent record
March 19-25	Withdrawal from second 7-week graduate term courses receive W
March 25	Last day for withdrawal with 95% refund
March 26	Withdrawal from second 7-week graduate term courses receive WF
April 9	Last day for withdrawal with 40% refund; after this date, no refund

### IMPORTANT COMMON DATES TO ALL GRADUATE PROGRAMS

Feb. 14	Fall 2018 incomplete grades not changed become F
March 2-10	Spring break; begins after last class on March 1
March 11	Classes resume
April 1	August 2019 Applications Due
April 3-9	Registration for fall semester 2019
April 18-22	Easter vacation begins after last class on April 17
April 23	Classes resume
April 24	Honors Convocation and Undergraduate Conference (classes canceled from 11:30 a.m. - 7 p.m.)
May 3	Last day of class
May 4 and 5	Reading Days
May 6-9	Final examinations
May 9	Grades are due at noon for all students receiving degrees this term
May 11	Commencement
May 13	DNAP summer session begins
May 14	Final grades are due at noon
May 20	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 advisor for help. If you are in the process of changing majors or career plans, a thorough discussion with your faculty advisor and with a member of the Career Center staff is more imperative. Finally, if you have unresolved problems and don’t know where to turn, stop to see the Vice President for Academic Affairs. The Vice President for Academic Affairs may know resources at the College or elsewhere with which you are not familiar.

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

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

In your college experience try to learn as much as you can about change: your personal and spiritual developmental change, social change, change we call failure, even the change we call death. Many of the courses

of the core curriculum are designed to help you think about change — from a chemical reaction to a political revolution or a religious experience. Secondly, it is 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 170 years the monks of Saint Vincent have worked to exemplify and to carry on this living tradition. From their ranks, men have established Benedictine colleges and schools in Minnesota, Kansas, North Carolina, New Jersey, Illinois, and Georgia, among other places.

In the words of a college catalogue of the 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.

## 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.

**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.

**Student Activities Center** (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.

**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 Dale P. Latimer 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. The periodical area displays approximately 200 current periodical subscriptions arranged alphabetically by title. A collection of audio tapes and a video and DVD collection 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 220,000 print volumes 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 29 online databases with an extensive list of bibliographic and full-text information. The Library currently houses a computer lab, and has wireless access throughout the building 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 through 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 POLICY

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 advisors and program director. The graduate program director reviews applications for admission to their respective programs.

### **GRADUATE APPLICANTS**

An applicant for graduate programs should submit the following to the Office of Graduate and Continuing Education:

- 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.)

Applications will not be reviewed until all materials are received and completed.

*\*\*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 school deans. 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 2018-2019

The following tuition and fees apply to graduate students:

Graduate course tuition (per credit)

Graduate programs in Criminology: \$659

Graduate programs in Education: \$659

Graduate programs in Business: \$682

Graduate programs in Health Sciences: \$811  
*M.S. Health Science students are enrolled in clinical hours in the second and third summers. The fee for clinical hours for summer 2019 is \$5,768.*

Doctorate of Nurse Anesthesia Practice: \$1,024

Technology fee (per semester)

0-8 credits \$87

9 or more credits \$226

Health Services Fee (full-time graduate students) \$58

Adding/Dropping class after first day of semester, per add/drop form \$20

Graduation Fee \$100

Late Graduation Fee \$35

Transcript \$5 (\$2.50 surcharge for mailed copies)

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

Parking and Vehicle Registration \$96

Insurance fee (Health Science students only, fall and spring only) \$198

*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 at Saint Vincent College are charged the Continuing Education tuition rate of one-half of the regular undergraduate tuition.

### Term

Fall 2018, Spring 2019

\$1,080 (Regular)

\$540 (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 Assistant Vice President for Student Success and Retention. 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. To receive federal financial aid, a graduate student must be enrolled in a degree-seeking program and complete the Free Application for Federal Student Aid (FAFSA) yearly. Graduate students are eligible for unsubsidized loans through and Graduate PLUS loans up to the cost of attendance through the Direct Loan Program. Graduate students may also qualify for work study. The College makes every effort to provide opportunities for employment which are both educationally valuable and financially rewarding. The College also encourages students to seek grant/scholarship aid from outside sources such as corporations and civic groups.

## 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 students must file the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.gov](http://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 Oct. 1 of each year. A student who does not file the FAFSA will not be eligible to receive federal aid.

## FEDERAL DIRECT STUDENT LOAN

Unsubsidized loans are awarded to students who wish to borrow. The maximum yearly amount for a graduate student in a degree-seeking program is \$20,500 per academic year, with a lifetime limit of \$138,500. Graduate students may also borrow a Graduate PLUS loan up to the total cost of attendance. First-time borrowers are required to complete the Federal Direct/PLUS Master Promissory Note and Federal Direct Entrance Counseling.

## SUPPLEMENTAL BORROWING

Private alternative credit-based loans are available to students to help cover the remaining cost of attendance after other forms of financial aid have been applied. This type of loan may require a credit worthy co-signer.

## VETERANS BENEFITS

The Financial Aid Office assists veterans, guardsmen, reservists, spouses and dependents in receiving military educational benefits. Saint Vincent College participates in the VA Yellow Ribbon Program which will cover up to 100 percent of tuition costs for eligible veterans or their dependents.

## 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-percent tuition discount is awarded to Saint Vincent College alumni. Students in our graduate business, criminology, and education programs are eligible for a Good Neighbor Discount, which is a 10-percent discount off their tuition if they live or work in Westmoreland County. The Good Neighbor Discount may not be combined with other discounts.

## EMPLOYEE WAIVERS

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

## SATISFACTORY ACADEMIC PROGRESS POLICY

Federal law (Higher Education Act of 1965, as amended) mandates that institutions of higher education establish minimum standards of satisfactory academic progress for students receiving any federal financial aid. Eligibility for Saint Vincent College institutional grants and scholarships will follow the regulations for federal aid. In addition, the Pennsylvania State Grant program and programs from other states also have their own established academic progress standards.

Students must meet these standards of academic progress to continue to receive federal loan funds.

The academic records of all students will be reviewed annually after each spring semester to calculate the percentage of attempted credits the student has successfully completed and to determine the cumulative grade point average the student has earned. Any student not meeting the standards set by this policy will be ineligible for aid until the deficiencies have been made up. An appeal process is available to students who have experienced personal illness or accident, death of an immediate family member, or other extraordinary circumstances.

*Note: The FAFSA must be filed yearly to receive federal Direct Unsubsidized and Graduate PLUS Loans.*

Federal Student Aid for Graduate Students Direct Unsubsidized Loans and Graduate PLUS Loans

Requirement: 3.0 cumulative GPA  
Credits Earned Requirement: All students must have earned at least 67% of the cumulative number of credits attempted, including all credits attempted at Saint Vincent and all credits transferred in from other institutions that count toward the degree.

Total credits attempted cannot exceed 150% of the credits required of the published length of the program. All courses with a grade designated as G, IP, W, and WF and repeated course are considered attempted

## 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” grades (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 deadline noted on the Academic Calendar 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

## STUDENT IDENTITY VERIFICATION

Upon paid commitment to enroll in the College, each student is issued a unique ID, username, and password by the Information Technology Office. Students are encouraged to change their password upon the first login. This information is required to access the campus network which includes the portal, email, and the learning management system. This process is followed for enrollment in onsite, hybrid, and online courses. There are no additional fees for student identity verification.

## REGISTRATION

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

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

## ACADEMIC TERMS

The academic year is separated into fall, spring, and summer semesters. Fall and spring semester-length classes are 15 weeks in length with an additional week for final examinations. Summer classes are three weeks or six weeks in length. Graduate Education classes run for seven weeks each semester. All semester-length classes and summer sessions adhere to the college credit hour policy as verified by the Registrar.

## CREDIT HOURS

All courses are recorded in terms of credits or semester hours. A semester hour for lecture classes is defined as one lecture, recitation, or class period of 50 minutes duration per week for one semester. Recommended out-of-class study is twice in-class time. A semester hour for laboratories is defined as three (3) contact hours per week for one semester.

## 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.*

### TRANSFER CREDIT EVALUATION

Transfer credit evaluation is completed by the program director and based on course content regardless of mode of delivery (onsite, hybrid, or online). Evaluation of a course requires the student provide a course description and/or course syllabus. Final determination of acceptance or denial of transfer credit is the responsibility of the program director.

### 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 Registrar after consultation with the instructor.

P - Acceptable work for courses graded on the pass-fail basis.

W - Withdrawal

### REPETITION OF COURSES

A student may repeat a course in which a C+, 2.30, or lower, has been earned if the student registers for the same course number a second time. The last grade shall replace the first in computing the grade point average even if the second grade is lower. The previous grade remains on the transcript, but noted as a repeat. Only the credits earned in the repeated course count toward completion of the graduate program requirements.

### 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. Please refer to the specific academic department for additional requirements. *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 Assistant Vice President for Student Success and Retention. The College's Graduate Study Committee reviews all appeals of dismissals and may recommend readmission to the Assistant Vice President for Student Success and Retention. *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 Graduate Program Directors, 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 Coordinator of Graduate and Continuing Education (*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 course work or new requirements may be necessary and are at the discretion of the graduate program 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 email); 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 Assistant Vice President for Student Success and Retention, 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 Parchment Exchange to provide an electronic transcript request and fulfillment process. This online process, available 24/7, offers advanced security features and improved efficiency that includes access to real-time, end-to-end tracking.

To order a transcript, go to [www.stvincent.edu](http://www.stvincent.edu) and click on the Academics Tab. The link will connect to Parchment exchange where you will submit your request and payment and receive tracking information. Transcript orders to electronic destinations are \$5 and paper requests are \$7.50. Additional fees for expedited mailing may apply.

# 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; Terrance Smith; Michael Urick

*Adjunct Faculty:* David Adams; Steven Leuschel; Pankaj Mehrotra; Matthew Miller, Thomas McKee

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 coursework per semester. If the student is not able to maintain a 3.33 GPA after completing 9 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 assistant vice president for student success and retention and graduate director who will meet to determine the student's status.

## ONLINE ACCESS

At the discretion of the instructor, students have the option to take for-credit GCBA courses either via a traditional face-to-face classroom setting (recommended) or "virtually" if the need arises. Please refer to each instructor's policy for online access. If logging in, students will be expected to virtually attend the entirety of the class session, share their camera, meet all course deadlines, and participate in class discussions.

If an international student would like to take components of courses via web-enabled resources AND Saint Vincent College has assisted the student with obtaining a visa, the student must first consult the director of international education for approval. International students with Saint Vincent-sponsored visas are expected to take at least one traditional face-to-face course per semester which will require them to be physically present on campus.

## **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 686 Organizational Culture
- GCBA 690 Quantitative Analysis
- GCBA 692 Operations Management
- GCBA 695 Strategic Management
- GCBA 697 Leadership and Ethics
- 5 approved elective courses (15 credits)

#### **Approved MSMOE elective courses include:**

- GCBA 665 Management Information Systems
- GCBA 693 Supply Chain Management
- GCBA 698 Introduction to Research in Management and Operational Excellence (only available with approval of Graduate Director)
- GCBA 700 Advanced Statistical Process Control in Operational Excellence (prerequisite GCBA 690)
- GCBA 705 Change Management
- GCBA 710 Communication, Conflict, and Diversity
- GCBA 720 Project Management
- GCBA 730 Graduate SAP Business One Program
- GCBA 725 Six Sigma Lean Green Belt Certification Prep Course
- 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 fall 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. Elective. Offered spring 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 the student's 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. This course is intended for those who hope to continue to pursue an academic career as it will prepare them for doctoral-level academic research. Permission of graduate director. Elective. Offered fall 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. Offered summer semester. Three credits.

### **GCBA 720 Project Management**

This course introduces students to the fundamental elements of effective project management. The required tools and techniques used to plan, measure, and control projects and the methods used to organize and manage projects are discussed. The course also introduces the fundamental concepts of scope, time management, human resource planning, and project communications as presented in the Project Management Institute's Project Management Body of Knowledge. Emphasizing both theory and practical application, students are provided with an opportunity to apply these concepts using real-life exercises, examples, and software tools. Elective. Offered summer semester. Three credits.

### **GCBA 725 Six Sigma Lean Green Belt Certification Prep Course**

This course is designed to give a solid understanding of Lean Six Sigma principles and teach students how to effectively work within a Six Sigma team. The course is also designed to teach Lean principles to improve quality and reduce defects within an organization. Students will develop a good understanding of the DMAIC process and how process changes can be implemented. The goal of the course is to provide students with a thorough understanding of how to apply the Six Sigma and Lean tools and interpret the results. They will learn the key competencies required to function in the role of a Six Sigma Lean Green Belt and to successfully pass the certification exam. Elective. Offered spring semester. Three credits.

### **GCBA 730 Graduate SAP Business One Program**

This graduate-level hybrid course will prepare students for a career working with SAP Business One, the world's leading Enterprise Resource Planning (ERP) system for the small-to-medium-sized business (SMB) segment. The class will meet once per week and will include lectures, online videos, exercises and a workshop. Topics covered in detail include: Business Processes (Revenue, Expenditure and Production processes); Structured Query Language (SQL); Data Transfer Workbench (DTW); and Crystal Reports. 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 whom 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 OF SCIENCE IN CRIMINOLOGY**

Bruce A. Antkowiak, B.A., J.D., *Director*  
Sarah Daly; Kayla Jachimowski; Eric Kocian  
*Adjunct Faculty*: Shavonne Arthurs

This program is designed to prepare practitioners in the area of criminology to prepare candidates to serve as leaders and innovators in the system dedicated to the just enforcement of the law and to prepare professionals who are able to facilitate systematic improvements in the delivery of services and justice in the Commonwealth and in the United States.

The curriculum will employ a “think tank” philosophy to focus students on an assortment of issues, challenges, and viable solutions in the field of law enforcement, corrections, probation and parole, juvenile counseling, and the administration of justice in the court systems. The student will be able to understand, critique, and integrate the principles of sound research to address and guide future study and sound policy recommendations in these areas.

Upon completion of the master’s level criminology program, students will be able to expand upon and further cultivate a solid background in the major theoretical perspectives in criminology, develop an appreciation and mastery of the scientific process, analyze and evaluate how globally diverse contexts affect beliefs and behaviors of individuals, groups, organizations, and human institutions, and demonstrate in-depth understanding of a range of ethical issues to foster cooperation and respect for diversity, which characterize and define the different facets of criminology and criminal justice.

### **PROGRAM REQUIREMENTS**

Total credits: 30

### **CURRICULUM:**

Graduates of Saint Vincent College with a degree in Criminology, Law, and Society will be afforded six advanced placement credits toward this 30-credit curriculum based upon their successful completion of courses which are currently taught at the graduate level by the Department:

Ethical Decisions  
Criminological Theories  
Criminology Capstone

Candidates who have not received a CLS bachelor’s degree from Saint Vincent College may still qualify for the six advanced placement credits. To do so, the student must successfully complete the Ethical Decisions course offered by Saint Vincent and either the Criminological Theories course or the Criminology Capstone course offered by the College. If a student opts to complete the Ethical Decisions Course and the Criminological Theories Course, he/she must also present evidence of completing a capstone project in the discipline of his/her major of sufficient depth and quality to earn the six advanced placement credits. This option will also be open to students from other institutions who complete the Saint Vincent courses outlined above.

Students who do not complete the requirements for advanced placement credit will take the Ethical Decisions course from Saint Vincent and a second course over the summer prior to the fall term of master’s core courses.

Each summer, two or more elective courses will be available along with Ethical Decisions. Other elective courses may be available with the approval of the Department Chairperson. During the fall, all master’s candidates will take three core courses:

- Research Methods
- Policy Analysis
- Advanced Criminological Theories

While it is not recommended that candidates take a fourth course in the fall, the candidates may choose to take an elective course if it is offered during that term. These courses will be taught for both undergraduates and graduates and any graduate candidate taking these courses will be required to complete an additional project at the discretion of the instructor.

In the spring, all master’s candidates will take three core courses:

- Legal Issues
- Statistics
- Professional Seminar

Again, while it is not recommended that a candidate take a fourth course in the spring, an elective course may be chosen from any that are offered that term.

In the summer following the first academic year of the master’s program, the candidate will have the option of either writing a thesis to be awarded six additional credits or taking two elective courses from among the courses offered that summer. A number of nationally recognized master’s programs in criminology do not present a thesis option for the students but require academic course work in satisfaction of the degree. Other institutions suggest the thesis option to candidates who intend to go on for the Ph.D. We will take a similar posture and advise that the thesis option is preferred for those students who intend to complete their doctoral studies in the area.

All courses, in whatever term, will be offered at night. Many of these courses will be taught over seven weeks, especially two of the three required courses in the fall and spring terms. This will allow candidates to be on campus only two evenings per week over the 14-week term to complete the three courses in each term.

While a few courses may be presented in a hybrid manner using in-class and online components, we value the in-class experience most highly. The use of technology such as Skype may be employed for students who have difficulty being present for one or more class sessions.

At the conclusion of their course work, all candidates will be required to pass a comprehensive exam prepared by the full-time faculty. The comprehensive examination will test the student’s overall knowledge of the core requirements for the master’s program. It will be an extended examination, in an essay format, and will be graded jointly by all the professors in the department.



The comprehensive exam will be identified in the catalog as GCLS 700 Comprehensive Examination and will be a requirement for the granting of the degree.

## COURSE DESCRIPTIONS

### Core Graduate Courses

#### GCLS 600 Research Methods

This course focuses on research designs for criminology-related topics and the social sciences. Special attention is given to data collection, reliability and validity threats, the rules for causation, and ethical issues concerning research in the field. Three credits.

#### GCLS 610 Policy Analysis

This course focuses on the development of legislative, judicial, and social policies in the United States and the impact these policies have on society. Particular attention is given to the interaction between the various parts of the criminal justice system and how these components operate independently and cooperatively with each other. Three credits.

#### GCLS 620 Advanced Criminological Theories

Covers the major theories used in criminology and criminal justice-related fields. Special attention is given to the theory's history, hypothesis, assumptions, empirical validity, and policy recommendations. Classical, biological, sociological, and integrated theories are critiqued and examined in great detail. Three credits.

#### GCLS 630 Legal Issues

This course will undertake a critical analysis of issues of ongoing relevance in the prosecution and defense of criminal cases. Beyond a basic criminal law or procedure course, the material covered here will examine issues of greater complexity about matters currently confounding courts and legislatures. Three credits.

#### GCLS 640 Statistics

This course focuses on the use of statistical techniques in criminology. Special attention is given to data entry, coding, and output. Descriptive statistics and regression analyses are discussed. Three credits.

#### GCLS 645 Special Topics

This course will focus on the investigation and prosecution of a specific genre of crime, such as capital murder, child molestation, narcotics trafficking or fraud. Legal, tactical and ethical issues in each will be explored in depth. Scheduling of this course may be at various times with approval of the director. Three credits.

#### GCLS 660 Professional Seminar

This course provides an overview of various important and relevant issues in the field in terms of research and the administration of justice. It is designed to help students develop master's-level academic skills in criminology and introduces students to various skills needed to become leaders in the professional world. Three credits.

### Master's Course Electives

#### CLS 420 and GCLS 605 Criminology of Hate

This course will explore the phenomenon of hate crimes and the laws' response to them. Consideration will be given of the legislative changes made to deal with hate-crime scenarios and how the courts and law enforcement seek to respond to them. A discussion of the psychological basis for hate crimes will also be entertained. Three credits.

#### CLS 415 and GCLS 615 International Criminal Systems

This course will be conducted largely as a seminar in which the students will focus on the criminal system of a given country, explore it thoroughly, and present it in the contrast to the comparable systems in the United States. All phases of the criminal system in these countries will be explored including the determination of what is made criminal, the kinds of investigation use, the forms of adjudication and the forms of sanction and punishment. General course work will discuss the different systems of law used in various countries to contrast them with the system developed in the United States. Three credits.



### **CLS 425 and GCLS 625 Survey Of Cybercrime**

The phenomenon of cybercrime has created serious challenges both for those in the cybersecurity field and the criminal justice system. This course will analyze how crimes of various types and potential national security threats are or may be committed by use of the internet and/or other cybertechnologies. Ethical considerations in the use of such technology as a weapon to combat crime and terrorism will also be discussed, along with the statutory framework under which prosecutions of such crimes may take place. Three credits.

### **CLS 430 and GCLS 635 Public Sector Management**

This course will provide an extended discussion of management techniques for government agencies and programs. It will concentrate on formulation of a mission for the agency, organize strategies to accomplish that mission and budgetary and political dimensions that would affect the capacity of the managers to carry out the mission. Three credits.

### **GCLS 645 Special Topics**

This course will focus on the investigation and prosecution of a specific genre of crime, such as capital murder, child molestation, narcotics trafficking, or fraud. Legal, tactical, and ethical issues in each will be explored in depth. Scheduling of this course may be at various times with approval of the Director. Three credits.

### **CLS 375 and GCLS 655 International Criminal Law**

This course will focus on the structures used for the prosecution of international criminals in multinational venues. Examination of international law as it impacts the substantive definition of crimes as well as the political and social dynamics of this expanding area of law will be developed. Occasional offering. Three credits.

### **CLS 355 and GCLS 665 Sentencing**

A true understanding of the criminal justice system requires the recognition that the vast majority of cases that enter the system are resolved without a trial. A huge percentage of the cases are either diverted into alternative, rehabilitative programs or are the subject of guilty pleas and the imposition of a sentence. The matter of sentencing is thus a focal point for much of the theory and practice of the criminal law. This course will discuss the process of sentencing, the various goals that sentencing is supposed to achieve, the interplay between courts and legislatures in the sentencing process, and the various schemes that federal and state systems use to achieve some predictability and consistency in the sentencing process. Consideration will be given to the phenomenon of mandatory minimum sentencing as well as the guideline schemes that are used in various jurisdictions to direct (and sometimes constrain) the traditional discretion of the trial judge in fixing a just sentence. Three credits.

### **CLS 360 and GCLS 670 Prediction/Prevention of Criminal Conduct**

This course presents an analysis of high-profile criminals and showcases the empirical and theoretical data to support theories of criminality. Criminal behavior will be viewed through biological, psychological, social, and environmental perspectives. Violence and criminal behavior will be viewed on a developmental continuum. Contemporary issues will be discussed highlighting recent current criminal events that include competence, eyewitness testimony, criminal profiling, jury selection, false memory, and interrogation strategies. Students will be provided with the tools necessary to understand assessment procedures, determine preventative factors, and current treatment models that may help mitigate the causes and outcomes of crime and violence. Three credits.

### **CLS 344 and GCLS 675 Financing Criminal Organizations**

Large-scale international criminal organizations require financing in the same way as any substantial legitimate business activity. This course is designed to analyze the ways in which large scale criminal organizations finance themselves, try to hide their sources of income and assets, and convert those assets into the means through which they continue to carry out their criminal activities. Consideration of law enforcement strategies to interdict and disrupt those financing channels will be considered. Three credits.

### **CLS 361 and GCLS 680 Urban Street Gang Prosecution**

An examination of the complex sociological, psychological, and criminological dimensions of criminal street gangs, gang membership, and the problems of law enforcement in prosecuting these entities. This course will cover a wide spectrum of topics that interrelate to this complex issue in law enforcement. Three credits.

## **Undergraduate Advanced Placement Courses**

### **CLS-504 Ethical Decisions and Dilemmas In Criminal Justice**

This course examines the major ethical dilemmas that confront criminal justice professionals throughout their careers. Students are exposed to the philosophical principles of ethical decision making. Students also examine issues-based, practical approaches to ethical issues found in all three branches of the criminal justice system - police, courts, and corrections. Policy issues are reviewed and students are encouraged to engage in discussions of key topics in professional ethics and the delicate balance between law and justice. Students enrolled in this course will begin to think about the impact and importance of ethical decision making by criminal justice professionals. Three credits.

### **CLS 510 Criminological Theories**

This course focuses on the study of crimes, criminals, causes of criminal behavior, and victimization issues. Students explore how the classical, psychological, sociological, economic, biological, and political theories of crime explain criminal behavior, and the impact of these theories on the work of the criminal justice system. Prerequisite: CLS 101. Three credits.

### **CLS 590 Capstone for Justice**

This is the capstone course for justice studies students. It will focus on the integration of information learned from different courses with special focus on criminal law and legal issues, theories of crime, juvenile delinquency, law enforcement, corrections, ethics, forensic science, and research methods. This course will be offered to justice studies students in their final semester in which they receive their degrees. Prerequisite: Student must be in the last semester of their Criminology, Law, and Society course work, or receive permission of instructor. Three credits.

# MASTER'S DEGREES IN EDUCATION

Curriculum and Instruction

Special Education

Counselor Education (PreK-12 School Counselor)

Instructional Design and Technology (Optional Instructional Technology Specialist)

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; Linda Jukes; Philip Kanfush, O.S.B.; Tracy McNelly; Aaron Sams; Dawn Turkovich

*Adjunct Graduate Faculty:* Allison Arendas; Courtney Baum; Chris Colbert; Dennis Clawson; Leann Downs; Jason Hilton; Briana Keith; Lisa Maloney; C. Richard Nichols; Brooke Pierce; William Rullo; Robert Thomas

## MASTER OF SCIENCE IN CURRICULUM AND INSTRUCTION

The Master of Science Degree in Curriculum and Instruction 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 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, districts, and 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, business, health care, and human services endeavors, to assume leadership roles in stimulation, planning, managing, and evaluation of educational change.

### SEQUENCE AND SCHEDULING

The Curriculum and Instruction master's degree is designed to be an accelerated 30-credit hours that can be completed in approximately 18 months inclusive of seven required courses and three elective courses. The courses are conducted year around in the same one-night-a-week-for-seven-weeks fashion. Thus, students can take two courses per term while being on campus one evening per week. At the close of the course work, 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 certification exams for one specialty area. The student's Education Department academic advisor determines the additional courses.

ED 101	Field Experience I: Observation and Interaction 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 Non-native and Culturally Diverse Students*	3

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

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

### 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 advanced scholarship and training in educating students with disabilities. The program is designed for special educators who desire to learn more about the field to become master teachers or leaders. Candidates will explore advanced theory in assessment and instruction strategies and techniques for high incidence, low incidence, and emotional disabilities; in addition to life-span transition, behavior analysis, autism, and related areas of special education (i.e. hearing impaired, etc.).

## GOALS

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

- To provide scholarship and advanced studies for working with students with disabilities that are consistent with today's classrooms and technological resources.
- To offer opportunities to utilize research-based instructional strategies and diagnostic tools to meet the needs of various exceptionalities including low-incidence and hearing-impaired.
- To provide a convenient, advanced study program that can be completed in timely fashion designed for working professionals.

## MASTER OF SCIENCE IN SPECIAL EDUCATION SEQUENCE AND COHORT SCHEDULE

The Special Education master's degree is traditionally designed to be an accelerated 30-credit hours that can be completed in approximately 18-20 months (10 required courses) starting each fall. The courses are conducted year around. Most students take two courses per term, one or two evenings per week. At the close of the course work, students take a comprehensive exam.

### Courses Required for Master's Degree in Special Education (30 credits):

GCED 605	Statistics and Research Design	3
GCSE 647	Advanced Topics in Clinical Application of Applied Behavior Analysis	3
GCSE 617	Assessment of Individuals with Disabilities	3
GCSE 607	Family and Professional Collaboration	3
GCSE 667	Advanced Intervention Strategies in Reading, Writing, and Mathematics	3
GCSE 687	Teaching Students with Autistic Spectrum and Developmental Disorders	3
GCSE 717	Typical and Atypical Growth and Development	3
GCSE 727	Methods and Assessment for Life-Span Transition	3
GCSE 737	Special Education Law and Ethics	3
GCSE 749	Mental Health Issues in Special Education	3
GCED 800	Comprehensive Exam	

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

Students may add Pennsylvania certification in special education through a post-baccalaureate program taken concurrently with the M.S. in Special Education. Candidates will choose between 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 special education-certified can take the following courses or transfer equivalent courses upon advisor approval.

ED 290	Psychology/Education of the Exceptional Student	3*
ED 205	Strategies and Techniques of Instruction	3*
ED 208	Classroom Partnerships and Inclusion	3*
ED 250, ED 220, ED 237, ED 320	Reading Methods	3*
ED 242, ED 235, ED 303	Mathematics Methods	3*
ED 335	Instructional Interventions for Students with High-Incidence Disabilities	3
ED 360	Strategies and Assessment for Students with Significant and Multiple Disorders	3
ED 362	Classroom Approaches for Students with Behavioral and Autism Spectrum	3
ED 390	Teaching Non-native Speaking and Culturally-Diverse Students	3*

ED 412	Special Education Consultation, Transition, and Law	3
ED 413	Internship in Special Education (PreK-8 or K-12)	3

\*Already taken by SVC education graduates

## 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.

## 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 failure.

## MASTER OF SCIENCE IN COUNSELOR EDUCATION

The Master of Science in Counselor Education, certifying in Pennsylvania 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-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 PreK-12 level.
- To offer resources, professional contacts, and tools that 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. Most 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-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 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 660	Adult 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	Creative Message Design and Motivation or	
GCED 670	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 (9) credits 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 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 course work 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 course work 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 two short programs that lead to an add-on certification endorsement: Early Childhood Leadership (director credential) and Online Instruction. 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 advisor for more information on how to 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 course work are offered to deepen and expand director performances and have been aligned and approved by the Pennsylvania Key. Candidates interested in the director credential should contact the graduate education advisor 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

## COURSE DESCRIPTIONS

**GCAD-676 INTERNSHIP IN SCHOOL ADMINISTRATION: FALL TERM**

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

**GCAD-686 INTERNSHIP IN SCHOOL ADMINISTRATION: SPRING TERM**

Interns perform 140 hours of shadowing and performing duties in curriculum supervision or K-12 administration (all levels: central office and school building) under a mentor advisor(s) from the sponsoring K-12 school district. Candidates seeking supervision of curriculum certification may be asked to perform different fieldwork duties than those seeking K-12 school principal certification. Students are required to complete journal entries and assignments as well as attend seven (7) campus meetings during the 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 advisor(s) from the sponsoring K-12 school district. Candidates seeking supervision of curriculum certification may be asked to perform different fieldwork duties than those seeking K-12 school principal certification. All 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.

**GCCE-601 ORIENTATION TO COUNSELOR EDUCATION, SERVICES AND TECHNOLOGY**

This course provides candidates with the technical skills and theoretical knowledge needed to integrate technology into their work with today's students and their families. Topics for the course include: locating, interpreting and using internet information (e-mail, www, news groups, mailing lists, chats); using databases to monitor student progress and promote academic achievement; creating and maintaining a school counseling web site; creating and hosting on-line forums for students and families; creating evaluations 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-6 or 7-12) in an elementary or secondary school under the mentorship of an experienced certified school counselor and college supervisor. A total of 150 clock hours are required. Prerequisite: GCCE 651. One credit.

#### **GCCE-671 INTERNSHIP IN COUNSELOR EDUCATION**

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

#### **GCED-600 EDUCATIONAL LEADERSHIP AND PROFESSIONAL DEVELOPMENT**

The primary focus of professional development and instructional leadership is the enhancement of classroom learning 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 the 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 testing 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 lectures, 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 settings 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 various 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 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.

### **GCED-700 INDEPENDENT STUDY**

### **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 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.

### **GCED-800 COMPREHENSIVE EXAM**

### **GCED-602 DESIGN AND MANAGEMENT OF EARLY CHILDHOOD SETTINGS**

This master-level course focuses on the design and implementation of ECE programs as well as room spaces and buildings. Best practice, trends, and stability are explored. Practice incorporating laws, codes,

licensure, and accreditation are incorporated. Marketing and implementation are explored through experiential opportunities. Course requirements include an inclusive design of an ECE setting that can be implemented.

#### **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 PROGRAM AND WORKSHOP DEVELOPMENT FOR EARLY EDUCATION**

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.

#### **GCIT-604 DESIGNING FLIPPED LEARNING ENVIRONMENTS**

This online course is designed for students interested in deepening strategies that incorporate the Flipped Learning and other similar techniques. The course requires students to attend and participate in the annual FlipCon conference, attend to instruction presented asynchronously, and submit a final project related to engaging learners with media content. Elective. Two credits.

#### **GCIT-614 EMERGENT INFORMATION MANAGEMENT AND INSTRUCTIONAL TECHNOLOGY**

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 ASSESMENT 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, working 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: GCEL 615 and GCEL 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 corequisite: GCIT 684. Three credits.

#### **GCSC-608 INTRODUCTION TO INTEGRATED STEM EDUCATION**

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

#### **GCSC-618 FORESTRY AND WILDLIFE MANAGEMENT AND FIELD TECHNIQUES**

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

#### **GCSC-628 MATERIALS SCIENCE AND ENGINEERING**

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

#### **GCSC-638 CELL SYSTEMS AND FUNCTIONS**

This course examines cellular regulation with a focus on macromolecular events and themes centered on: cellular communication, homeostasis, and response to stress. Topics cover receptor function, cell adhesion and migration, dynamics of the cellular cytoskeleton, intracellular transport, and regulation of endocrine responses. Emphasis is placed on regulation of these processes with a focus on basic properties, mechanisms, historical discoveries where relevant, and current models and controversies. Three credits.

### **GCSC-648 SCIENCE CLASSROOM MANAGEMENT AND LABORATORY EXPERIENCES**

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



### **GCSC-658 SCIENCE PRACTICUM**

The practicum provides students with a research experience of working on a large project emphasizing the synthesis of material covered in previous courses. The practicum is an off-campus field experience/laboratory-based course where students work independently or in a small group on a project of realistic magnitude. The project involves the following: problem definition and design, implementation, validation, documentation, written and oral communication. Although each project will be supervised, the students are to manage their project in an independent atmosphere to ensure that project segments are completed in the time imposed. 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 for use with students who have high-incidence disabilities. The use of formal and informal assessment tools in areas specific to reading, writing, and mathematics are emphasized. Students acquire knowledge of various assessment procedures used to identify students for special education and for individual education program designs implemented within the traditional or non-traditional classroom. This course requires students to perform simulated hands-on and practical implementation of assessment tools to monitor students' academic progress. Three credits.

### **GCSE 647 ADVANCED TOPICS IN THE CLINICAL APPLICATION OF APPLIED BEHAVIOR ANALYSIS**

This course builds upon the basic principles of learning and applied behavior analysis presented during previous coursework in Applied Behavior Analysis. The course will offer advanced coverage of special topics, including: the analysis of verbal behavior, practicing behavior analysis in applied settings such as schools and hospitals, conducting parent training; assessment and treatment procedures for improving communication skills of individuals with developmental disabilities, managing problem behaviors such as self-injury, Pediatric Feeding disorders, noncompliance and oppositional or antisocial behavior, enuresis and encopresis; and for dealing with special populations such as children with autism. Three credits.

### **GCSE-657 TECHNOLOGICAL APPLICATIONS FOR DIFFERENTIATED INSTRUCTION**

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

### **GCSE-667 ADVANCED INTERVENTION STRATEGIES IN READING, WRITING, AND MATHEMATICS**

This course provides an advanced application of recent research and reviews of interventions for individuals with disabilities, including mild disabilities and learning disabilities. Topics include the following: recent intervention research, effective instructional practices, learning strategies approaches, attention interventions, motivation interventions, reading instruction strategies, written expression strategies, mathematics 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 culture, perspectives and products of the 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-687 TEACHING STUDENTS WITH AUTISTIC SPECTRUM AND DEVELOPMENTAL DISORDERS**

This course is an overview of autism-spectrum disorders and methods for teaching students with these disorders. The course examines the psychological, physiological, social, and educational characteristics of individuals who have been identified as having autism, pervasive developmental disorder, Rett's disorder, Asperger's Syndrome and childhood disintegrative disorder. In addition, the course will focus on teaching, diagnosis, and intervention strategies to prepare the special educator. Three credits.

### **GCSE-697 TEACHING CULTURALLY DIVERSE STUDENTS WITH LIMITED ENGLISH PROFICIENCIES**

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.

### **GCSE 717 TYPICAL AND ATYPICAL GROWTH AND DEVELOPMENT**

This course will explore the variety of differences in typical and atypical growth of children. Often, educators begin to notice that a child is not making typical progress in a setting. This course will help candidates recognize signs that may indicate a concern and realize that some developmental differences are merely differences. Culture, gender, and age factors influence some of these similarities and differences and will be explored at length. In addition, candidates will be required to do a project comparing children and their growth similarities and differences. Three credits.

### **GCSE 727 METHODS AND ASSESSMENT OF LIFE-SPAN TRANSITION**

Special Education transitions occur from Early Intervention to Kindergarten, from elementary to middle school to high school, and from high school to post-secondary life. This course reviews various assessment tools used at each level of transition. In addition, it explores best-practice and research-based strategies to assist students from various disability categories and various age ranges to meet the goals of transition throughout their school experiences. Three credits.

### **GCSE 737 SPECIAL EDUCATION LAW AND ETHICS**

During this course, candidates will examine the Individuals with Disabilities Education Act, Pennsylvania Chapter 14, and past and current case law regarding students with disabilities. Students will be required to reach out to local administrators to garner practical knowledge of how Special Education laws affect the day-to-day administrative efforts within public education. Three credits.



# MASTER OF SCIENCE IN HEALTH SCIENCES

## NURSE ANESTHETIST PROGRAM

John M. Borza, DNP, MBA, CRNA, *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, DNAP, MHS, CRNA, *Education Coordinator*  
(Excelsa Health School of Anesthesia)

James Barnett; Daryle Fish; Michael Rhodes  
Adjunct Graduate Faculty: Beth Grabiak; 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 Health 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 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 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. 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, CO<sub>2</sub> absorption, Archimedes principle, flow meters, diffusion, acidbase, and a review of chemistry. Three credits.

### **HSC 515 ADVANCED HEALTH ASSESSMENT**

This course in health assessment provides the nurse anesthesia student with the needed skills and knowledge to perform both a thorough admission assessment and a thorough preoperative assessment and evaluations of the surgical patients. History taking and physical examination across the life span 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. Body systems and particular target populations are analyzed with particular attention to anesthetic implications. Anesthesia approaches for particular surgeries are discussed. 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. Anesthesia for specialized surgeries and high-risk populations are studied. 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 health care 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 health care organizations. Leadership models and their effects on health care 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.

## **DOCTOR OF NURSE ANESTHESIA PRACTICE**

John M. Borza, DNP, MBA, CRNA, *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, DNAP, MHS, CRNA, *Education Coordinator*  
(Excelsa Health School of Anesthesia)

Adjunct Graduate Faculty: John Borza; Renee Harvey, Nancy Rottler

This program is designed to prepare Certified Registered Nurse Anesthetists (CRNAs) to serve in leadership roles within the health care 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 doctoral project that will build as the learner progresses through each consecutive class. Projects will focus on anesthesia clinical practice, educational presentation, or management improvement strategies. Saint Vincent College, in cooperation with Excelsa Health School of Anesthesia, works collaboratively to offer this program. The small class size will allow for individualized instruction. A one-on-one advisor will assist the learner in developing scholarly work that will build skills for future projects. The advisors will be seasoned faculty 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
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**Fall: Year Two**

DNAP 900 Doctoral Project 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 Doctoral Project II	2
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**Fall: Year Three**

DNAP 920 Doctoral Project III	2
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## 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 or 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 DOCTORAL PROJECT I**

The Doctorate of Nurse Anesthesia Practice (DNAP) will culminate in the successful completion of a faculty-approved doctoral project relevant to the field of health care and anesthesia. The doctoral 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 DOCTORAL PROJECT II**

The Doctorate of Nurse Anesthesia Practice (DNAP) will culminate in the successful completion of a faculty-approved doctoral project relevant to the field of health care and anesthesia. The doctoral 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 DOCTORAL PROJECT III**

The Doctorate of Nurse Anesthesia Practice (DNAP) will culminate in the successful completion of a faculty-approved doctoral project relevant to the field of health care and anesthesia. The doctoral 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.





**SAINT VINCENT COLLEGE**  
300 Fraser Purchase Road  
Latrobe, PA 15650  
724-532-5600



**PARKING**  
Areas identified  
by letters A-S

Winnipah Nature Reserve

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# SAINT VINCENT COLLEGE

Office of Graduate and Continuing Education

724-805-2933

[gradadmission@stvincent.edu](mailto:gradadmission@stvincent.edu) • [www.stvincent.edu](http://www.stvincent.edu)