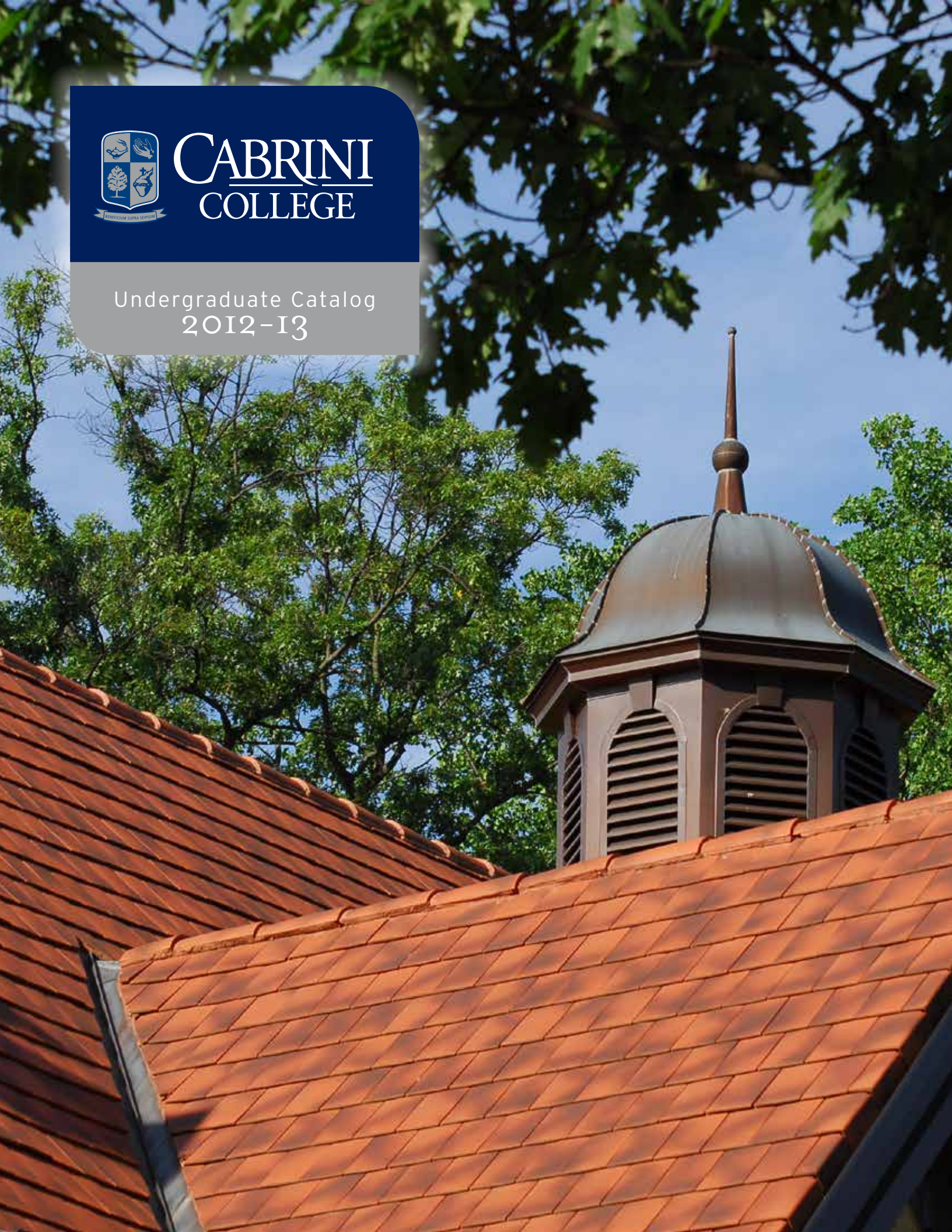




CABRINI
COLLEGE

Undergraduate Catalog
2012-13



TELEPHONE NUMBERS

College Telephone Numbers/Addresses

The College's area code is 610

Academic Affairs	902-8300	Cooperative Education and Career Services	902-8305
Academic Affairs Fax	902-8797	Dining Services	902-8505
ADA/504 Coordinator	902-8206	Dixon Center	225-3904
Admissions (Undergraduate)	902-8552	Faculty Support	902-8310
Admissions E-Mail	admit@cabrini.edu	Financial Aid, Scholarships	902-8420
Admissions Fax.	902-8508	Financial Aid Fax	902-8426
Affirmative Action.	902-8206	General Information	902-8100
Alumni Office	902-8226	The Office of Graduate Studies.	902-8500
Assessment of Prior Learning	902-8300	Holy Spirit Library	902-8538
Athletics	902-8387	Public Safety.	902-8245
Bookstore	902-8526	Registrar (Transcripts, Records).	902-8548
Business Office (Student Billing)	902-8164	Registrar Fax.	902-8309
Cabrini College website	www.cabrini.edu	Residence Life	902-8410
Campus Ministry	902-8225	Study Abroad Program.	902-8383
Cavalier Express Center	902-8580		
Cavalier Express Center Fax	902-8309		
Center for Student Engagement & Leadership.	902-8407	Snow Closing #: (KYW 1060 AM) Delaware County 523 (day classes) 2523 (evening classes)	
Children's School	964-6112		

Right to Modify

Information in this Catalog refers to the 2012–2013 academic year. The College reserves the right to change requirements and regulations, as well as dates, schedules, courses and programs.

Updated July 2012

PRESIDENT'S MESSAGE



Dear Students,

Welcome to Cabrini College! On behalf of faculty, staff, alumni and friends at Cabrini, I extend a warm greeting and best wishes for success on your college journey. This is an exciting time of life, but a time that goes by quickly. Therefore I encourage you to make the most of the abundant opportunities Cabrini College offers to satisfy your curiosity, develop your interests, challenge yourself academically and “Do Something Extraordinary.”

Embracing Saint Frances Xavier Cabrini’s belief that the best education is an “Education of the Heart,” Cabrini offers more than 30 majors and programs of study, all grounded in the Justice Matters Core Curriculum. Through this liberal arts core curriculum, you will learn about some of the world’s biggest problems and gain the knowledge and skills that empower you to address them. Combining rigorous academics with real-world problem solving, you will be thoroughly prepared to both advance your professional career and to advance the common good.

Involvement in campus activities is paramount to a fun, rewarding college experience, and helps build a strong network of friends while developing the leadership skills employers seek. As such, Cabrini College offers more than 50 student clubs and organizations in everything from student government, arts, ministry, athletics, and beyond. By getting involved with your classmates in these activities, your college experience will be one you will treasure for your entire life.

Under the sponsorship of the Missionary Sisters of the Sacred Heart of Jesus, Cabrini College is proud to provide, in a unique way, the richness of both the Catholic intellectual and social traditions. Your education— both inside and outside the classroom—is an intellectual experience to be understood, experienced and synthesized in the broader context of service to the community and solidarity with your neighbor. This commitment to community, to society and to the common good is at the heart of Cabrini’s mission, and I invite you to get the most out of your time at this extraordinary College.

In peace,

A handwritten signature in black ink that reads "Marie Angelella George". The signature is written in a cursive, flowing style.

Marie Angelella George, Ph.D.
President

TABLE OF CONTENTS

	College Telephone Numbers	35	Student Diversity Initiatives
	President's Message	35	Dining Services
4	Academic Calendar, 2011-2012	37	Costs and Expenses
6	General Information	37	Tuition and Fees for 2011-2012
7	The Mission of Cabrini College	38	Enrollment Deposits
7	Qualities of a Liberally Educated Person	38	Payments
8	Statement of Catholic Identity	38	Payment Plan Option
8	Charter of Core Values	38	Delinquent Accounts
9	The Wolfington Center	38	Late Fees
9	Public Safety	38	Refund Policy
9	Service Learning	39	Refund Policy for Summer Sessions
10	Accreditation	39	Refund Policy for Accelerated Courses
10	Memberships	39	Disbursement of Monies from Student Accounts
10	Policy on Student Consumerism	39	Property Damage Charges
10	Cabrini College Acceptable Use Policy	39	Auditing
10	Family Educational Rights and Privacy Act (FERPA)	40	Financial Aid
11	Equal Employment and Educational Opportunity and Affirmative Action Policy	40	Determining Financial Need
11	Physical and Health Record Forms	40	Financial Aid Budgets
11	Disability Resource Center	40	Financial Aid Academic Year
12	Cavalier Express Center	42	Types of Financial Aid
13	The College	42	Grants and Scholarships
14	A Brief History	44	Student Loans
18	Academic Programs	44	Payment Plans
18	The Campus	45	Student Employment
18	College Facilities	45	Financial Aid Refund Policy
23	Admission	45	Cabrini College Funds
23	Admission to Cabrini	45	PHEAA State Grant
23	First-Year Students	45	Financial Aid Satisfactory Academic Progress Policy
23	Transfer Students	46	Financial Aid Probation
24	International Students	49	Academic Policies, Procedures and Regulations
25	Adult Students	49	Requirements for a Degree
25	Non-Matriculated/Certificate/Visiting Students	49	Degrees
25	Veterans	50	Course Waivers
25	Re-Admission of Veterans	50	The Academic Program
25	Yellow Ribbon Program	50	Declaring a Major
25	Senior Citizens	50	Declaring a Minor
26	Deferred Admission	50	Credit Load
26	Advanced Placement	50	Registration
26	Three-Year Degree Option	50	Cancellation of Courses
26	Teacher Certification	51	Free Add/Drop Period
27	Post-Baccalaureate Students	51	Withdrawing and Adding a Course After the Free Add/Drop Period
27	Graduate Studies	51	Administrative Withdrawals
30	Student Development	51	Auditing
30	Student Development Mission Statement	51	Repeating Courses
30	Campus Ministry	51	Directed Study
30	Center for Student Engagement and Leadership	51	Independent Study
32	Campus Activities and Programming Board (CAP)	51	Undergraduate Research
32	Student Government Association (SGA)	51	Studying at Another College
32	New Student Orientation Program	51	Cross Registration with SouthEastern Pennsylvania Consortium for Higher Education (SEPCHE)
33	Counseling and Psychological Services	52	Class Attendance
33	Athletics and Recreation	52	Grading System
33	The Dixon Center	52	Warning Notices
34	Health Services	52	Change of Grade Policy
34	Health and Wellness Education	53	Enrichment Electives and Pass/Fail
34	Residence Life		

53	Examinations	119	Education
53	Academic Honesty	120	Educational Studies
53	Academic Honesty Board	123	English
54	Academic Honesty Violation Definitions and Penalties	131	Environmental Science
56	Charge, Hearing and Appeal Procedures	132	Environmental Studies
56	Academic Grievance Procedure	134	Exercise Science and Health Promotion
56	Classification of Students	137	Finance
57	Academic Progress	138	Fine Arts
57	Academic Review Board	141	French
57	Academic Warning, Probation and Dismissal	142	Graphic Design
57	Withdrawals	145	History
57	Leave of Absence and Voluntary Withdrawal	149	Honors Seminars
58	Involuntary Leave of Absence	152	Human Resources Management
58	Resumption of Study Policy	153	Individualized Major
58	Graduation Procedures	154	Information Science and Technology
58	Participation in Graduation Ceremonies	156	Information Systems
58	Conferring of Degrees	157	Italian
58	Transcripts	158	Language
59	Enrollment Verifications	159	Liberal Studies
59	Grading Standards for Undergraduate Courses	160	Marketing
60	Academic Services, Programs and Options	161	Mathematics
60	First-year Advising	164	Middle Level (4-8) Education
60	Academic Advising	170	Organizational Management
60	Support Services for Students with Disabilities	166	Philosophy
62	Office of Graduate Studies	169	Physical Education
62	Center for Teaching and Learning	171	Physics
62	Assessment of Prior Learning	172	Political Science
63	Honors Program	175	Pre K-4 Education
63	Academic Honors and Societies	176	Pre-Nursing
65	College Awards	177	Pre-Occupational Therapy
65	Special Studies Options	178	Pre-Pharmacy
66	Cooperative Education and Career Services	179	Pre-Physical Therapy
67	Summer School	180	Psychology
67	Graduate and Post-Baccalaureate Courses	183	Religious Studies
67	Affiliations	188	Secondary Education Certification
71	Justice Matters: General Education Program	190	Social Justice
74	Placement Policy for Cross-Cultural/Foreign Language Literacy	191	Social Work
75	Placement Policy for Quantitative Literacy	194	Sociology
77	Exploration Courses	197	Spanish
79	Student Progress Record on General Education Program	202	Special Education Pre K-8
82	Programs and Courses	204	Studio Art
82	Majors and Departments, Concentrations and Minors, Certifications and Options	205	Organization
83	Course Numbering, Prefix System	205	Members
84	Accounting	205	Presidents Emerita
85	American Studies	205	Board of Trustees
88	Biology	205	Administration and Staff
96	Business Administration	207	Faculty
102	Chemistry	210	Faculty Emeriti
105	College Success Seminar	211	Cooperating Teachers and Schools, 2010-2011
106	Communication	212	Cooperative Education Employers
114	Computer Information Science	215	Campus Map
115	Cooperative Education	216	Directions
116	Criminology	217	Index

ACADEMIC CALENDAR



Fall Semester of 2012

August 23 (Th)	New Residents Report: New Resident Orientation; Matriculation Ceremony
August 26 (Sun)	Residence Halls open for returning students
August 27 (M)	First Day of Classes (8:15am)
September 3 (M)	Labor Day Holiday (no classes)
September 5 (W)	Last day to Add/Drop Classes or declare audit
October 12 (F)	Fall Holiday (no classes)
October 17 (W)	Semester Midpoint
October 29 (M)	Graduate student registration for Spring Semester 2013 begins
November 5 (M)	Senior priority registration for Spring Semester 2013 begins
November 7 (W)	Junior priority registration for Spring Semester 2013 begins
November 3 (Th)	Last day to withdraw from a course
November 12 (M)	Sophomore priority registration for Spring Semester 2013 begins
November 11-17 (Sun-Sat)	Cabrini Spirit Week
November 13 (T)	Cabrini Day
November 15 (Th)	First Year student priority registration for Spring Semester 2013 begins
November 21 (W)	Residence Halls close at 10:00am
November 21- 25 (W - Sun)	Thanksgiving Recess (no classes)
November 25 (Sun)	Residence Halls open at Noon
November 26 (M)	All Classes (day and evening) resume
December 7 (F)	Classes End; Last Day to Declare Pass/Fail
December 10 - 14 (M-F)	Final Examinations
December 15 (Sat)	Residence Halls Close at 10:00am

Spring Semester 2013

January 2 (W)	Last Day for Seniors to apply for August 2013 Graduation
January 14 (M)	Residence Halls Open at noon
January 14 (M)	All Evening Classes begin (4:30pm and after)
January 15 (T)	All Day Classes begin 8:15am
January 21 (M)	Martin Luther King Jr. Holiday (no classes)
January 23 (W)	Last Day to Add or Drop a course or Declare Audit
February Date TBD	Founder's Day
March 1 (F)	Last Day for Seniors to apply for December 2013 Graduation
March 2 (Sat)	Residence Halls close at 10:00am
March 3 - 10 (Sun - Sun)	Semester Break (no classes)
March 10 (Sun)	Residence Halls open at noon
March 11 (M)	All Classes (day and evening) resume
March 6 (W)	Semester Midpoint
March 18 (M)	Graduate student registration for Summer/Fall 2013 begins
March 25 (M)	Senior priority registration for Summer/Fall 2013 begins
March 26 (T)	Last Day to Withdraw from a course
March 28 (Th)	Residence Halls close at 10:00am
March 28-April 1 (Th-M)	Easter Holiday Break (after last class on March 27) (no classes)
April 1 (M)	Residence Halls Open at noon
April 2 (T)	All classes resume (8:15am)
April 3 (W)	Junior priority registration for Summer/Fall 2013 begins
April 8 (M)	Sophomore priority registration for Summer/Fall 2013 begins
April 11 (Th)	Freshmen priority registration for Summer/Fall 2013 begins
May 6 (M)	Last Day of Classes & Last Day to Declare Pass/Fail
May 7 - May 13 (T-M)	Final Examinations
May 14 (T)	Residence Halls close at 10:00am
May 14-19 (T-Sun)	Senior Week Activities
May 18 (Sat)	Graduation Mass
May 19 (Sun)	Commencement Exercises

Summer Sessions 2013

May 20 (M)	First Day of Summer I and 12-week session
May 27 (M)	Memorial Day Holiday (no classes)
June 12 (W)	Last day to withdraw from a Summer I course
June 28 (F)	Last day of Summer I
July 1 (M)	First Day of Summer II
July 1 (M)	Last Day for Seniors to apply for May 2014 Graduation
July 4 (Th)	Independence Day holiday (no classes)
July 9 (T)	Last day to withdraw from a Summer 12-week course
July 24 (W)	Last day to withdraw from a Summer II course
August 9 (F)	Last day of Summer II and Summer 12-week session

All dates are subject to change. Please check updated calendar of events on CABINIONE at <http://one.cabrini.edu/cp/home/loginf>



GENERAL
INFORMATION

General Information

The Mission of Cabrini College

Cabrini College, located in suburban Philadelphia, is a Catholic, coeducational, residential college that strives to be a leader in community service. Rooted in the heritage of Saint Frances Xavier Cabrini, the College is a vital part of the international educational ministry of the Missionary Sisters of the Sacred Heart of Jesus.

Linking theory to practice, the College offers programs of study in the liberal arts and professional studies. In providing for the educational needs of the area, the College has a strong commitment to commuter, graduate and adult students.

In its commitment to educate students of different backgrounds and abilities to lead and serve in a changing and culturally diverse world, the College believes in an educational philosophy that not only prepares students for careers, but enables them to live lives of dignity and purpose.

In all its academic and co-curricular programs, the College assists students in actualizing their potential—personally and professionally—so that they may better understand themselves, be more sensitive to the needs of the global community and contribute competently to society.

Education of the Heart

Cabrini College is a Catholic institution of higher education dedicated to academic excellence, leadership development, and a commitment to social justice. The College welcomes learners of all faiths, cultures, and backgrounds and prepares them to become engaged citizens of the world.

Goals

To provide an environment consistent with Saint Frances Xavier Cabrini's work in a pluralistic society by welcoming all qualified students in the enterprise of intellectual, spiritual, social and emotional growth.

To provide a Cabrinian "education of the heart" that teaches that intellectual competence cannot be divorced from values or a moral responsibility to the community.

To provide a strong liberal arts education enabling students to develop as critical thinkers, versed in communication and analytical skills, with the ability to apply knowledge to new and different problems and with the ability to continue to learn from life.

To provide academic programs that will educate students (a) as highly trained professionals who enter graduate studies and professional fields or (b) who continue their professional development for career advancement and change.

To provide a qualified faculty and staff dedicated to educational excellence and professional development and to

encourage personal and group interchange among students, faculty and staff.

To provide guidance to assist each student in developing a sense of values, a good self-image and responsibility to God, self and the world.

To provide a broad range of cultural, religious, social and recreational activities in order to carry the educational enterprises beyond classroom instructions.

To foster a community that treasures and respects its religious heritage while it recognizes it is enriched by differences in cultures and religious beliefs.

To develop programs, services and educational delivery systems that are responsive to the different goals and needs of all our students on and off campus: day and evening, resident and commuter, traditional and nontraditional, undergraduate and graduate.

To conduct ongoing evaluations of all campus programs, instructional and non-instructional, in order to improve their effectiveness and to create new programs consistent with the College's mission and its vision for the future.

To encourage all College personnel to participate in the total development of students by their actions, example and excellence in service.

To promote a spirit of cooperation and collaboration among faculty, students, staff, administrators, advisors, alumni, parents, and Board of Trustees in achieving the goals of the College.

Qualities of a Liberally Educated Person

Preamble

Cabrini College is part of the international network of the Missionary Sisters of the Sacred Heart created by the global vision of Saint Frances Xavier Cabrini. The apostolic priorities of the Missionary Sisters of the Sacred Heart include working for peace and justice, working against poverty and oppression, promoting personal and interpersonal growth, and increasing compassionate concern for all human beings. Based upon the mission of the College, Cabrini provides educational programs that recognize and seek to develop skills and values necessary to support and sustain a mature commitment to these objectives.

A. Cognitive Complexity

- Demonstrates analytic reasoning and critical thinking
- Demonstrates creative thinking
- Demonstrates scientific reasoning
- Demonstrates quantitative reasoning

B. Effective Communication

- Demonstrates effective written communication
- Demonstrates effective mediated communication
- Demonstrates effective oral presentation skills
- Demonstrates effective interpersonal communication
- Demonstrates effective small group communication skills

C. Understanding of Self and Beliefs as a Global Citizen

- Demonstrates sense of self
- Demonstrates knowledge of cultural diversity and American pluralism
- Demonstrates ability to interact cross-culturally

D. Propensity for Engaging in Life-Long Learning

- Demonstrates curiosity
- Demonstrates self-direction
- Demonstrates adaptability

E. Responsibility for Social Justice

- Demonstrates relevant knowledge
- Demonstrates relevant values
- Demonstrates relevant skills

F. Expertise in a Specific Area

- Demonstrates relevant knowledge
- Demonstrates relevant values
- Demonstrates relevant skills
- Statement of Catholic Identity

Cabrini College is a vital and distinctive element of the international educational ministry of the Roman Catholic Church and the

Missionary Sisters of the Sacred Heart of Jesus

As a Roman Catholic institution, Cabrini College affirms that God's love, expressed in the relationship among Creator, Redeemer and Spirit, invites all people to form vibrant, caring communities. The College manifests this belief by:

- respecting the dignity of the human person as created in the image and likeness of God;
- providing opportunities for prayer, reflection and the study of Sacred Scripture;
- celebrating liturgy and participating in the Sacraments;
- respecting the beliefs of those members of other religions

and spiritual traditions and inviting them to share the gifts they bring to the community;

- providing a liberal arts education rich in values and offering opportunities for spiritual, intellectual and ethical growth;
- demonstrating leadership in service to the community;
- standing in solidarity with those who are poor, forgotten and oppressed; and
- participating in the creation and development of societal structures that are humane, just and respectful of the rights and dignity of the human person.

Inspired by the example of Saint Frances Xavier Cabrini, who dedicated her life to making the love of Jesus Christ visible in the world, we, as a College community, continually strive to make this vision of Catholic identity a reality throughout the living and learning environment of the College.

Charter of Core Values

Our core values emanate from the life of Saint Frances Xavier Cabrini, the charism of the Missionary Sisters of the Sacred Heart and the Catholic educational tradition.

In response to Saint Frances Xavier Cabrini's desire to provide an "education of the heart"—a Catholic, Cabrinian education, centered in Christ and ever mindful of the dignity and contribution of each person—the members of this College community, through a collaborative process, have enunciated these values which exist as a standard for our activities and as a hallmark for all future development.

"Education of the heart" is achieved through the core values of:

Respect

We strive for a reverence of self and others manifested in trust and appreciation. Respect calls for care and compassion in regard to:

- diversity
- our environment
- social justice
- civility in resolving conflict

The College strives to promote the integrity of each person, thus serving the vital and vibrant good of all.

Vision

Inspired by the indomitable spirit of Saint Frances Xavier Cabrini, we strive to promote and foster innovation and creativity. Vision calls for:

- a spiritually based outlook when seeking solutions
- courage
- a pro-active stewardship of all present and future resources

We accept the challenge to live our lives according to the Cabrinian vision and values.

Community

We strive to strengthen community by uniting diverse individuals and their aspirations in shared endeavor. Community calls for:

- common mission
- ethical responsibility
- a sense of belonging
- dialogue in decision making
- enthusiasm for the enterprise
- participation in the celebration of our values and traditions

The Cabrini College community seeks to maintain an environment of receptivity and hospitality for all and create union while nurturing individual gifts and talents.

Dedication to Excellence

To maximize the potential of the individual and community we strive for the education of the whole person—intellectual, emotional, physical and spiritual. Dedication to Excellence calls for:

- positive attitude
- commitment to lifelong learning
- personal and professional growth
- pride in accomplishment
- fulfillment of common goals

At the heart of our dedication to excellence is the desire to be our best in the service of our students and all others.

Since we are an institution of process and constant development, what we are must always progress towards what we ought to be. It is our hope that in our constant effort to evaluate our growth, that we aim for a point of coincidence in which the values that determine what we are become one with what we ought to be.

The Wolfington Center

The Wolfington Center is the hub of community engagement, outreach and advocacy for Cabrini College. The Center focuses especially on serving those who are kept on the margins of society. The Center has five primary objectives in its role as a resource to faculty, staff and students: (1) to assist faculty in integrating service and community-based learning into academic coursework; (2) to create and coordinate volunteer opportunities for service and advocacy; (3) to strengthen partnerships with community groups involved in service; (4) to conduct retreats and educational forums to teach the practical applications of Catholic Social Teaching; and (5) to nurture a spirituality of serving others, especially those persons who are most in need.

Service Learning

Cabrini College was one of the first colleges in the country to incorporate service into the academic curriculum for credit. The coordinator of community partnerships assists faculty

and students with the logistics of community placements for courses and other academically related community service opportunities. Volunteer service activities are coordinated by the Wolfington Center.

Public Safety

The mission of Public Safety is to protect life and property, perform services as required and engender a shared responsibility for the protection and safety of the individual and the community.

To fulfill its mission, public safety officers patrol campus buildings and grounds 24 hours daily. The number of officers on duty varies during the time of day and expected level of activity. All officers are trained and experienced to assist the community in situations ranging from emergency response, escorts, and motorist assistance to general advice on crime prevention.

Cabrini fully complies with Pennsylvania Act 73, the College and University Security Act and the federal Student Right to Know and Campus Security Act of 1990 (Public Law 101-542). For specific statistical information concerning campus security, contact the director of public safety.

Identification Cards

Cabrini College identification cards for residential and commuter students are available through the Department of Public Safety. Cards may be picked up at the Department of Public Safety, Monday through Friday from 10 a.m. to 6 p.m. during the first week of school. Additional replacement IDs are available on an as-needed basis and can be picked up any weekday between 10 a.m. and 4 p.m. The initial ID is free. Replacement identification cards cost \$15 and must be paid for at the Business Office. Students with the residence hall access cards are cautioned to use them with care. Please do not store them near a computer or other electronic device or other card with a magnetic strip (i.e., credit cards, debit cards) or punch holes in the card as this will deactivate it.

ID processing is available at the Department of Public Safety, Monday through Friday from 10 a.m. to 6 p.m. and on Saturday from 8 a.m. to 4 p.m. Thursday evening processing will be available until 8 p.m. for the first two weeks of school. Please bring your College course schedule or a piece of photo identification with you for processing. Students are required to identify themselves to public safety officers or other College officials when requested.

Vehicle Registration

1. All vehicles operated and parked on College property by students must be registered with the College. Full- and part-time students may register their vehicles online by going to www.thepermitstore.com and typing in Cabrini. Permits are available at www.thepermitstore.com on a 24-hour-a-day basis beginning two weeks before school opens. A limited number of permits will be available at the Public Safety Office for those not able to obtain them online.

2. Registrations must be renewed at the beginning of each academic year after August 15.
3. Registration stickers must be affixed to the driver's side rear passenger window.
4. First-year students are not permitted to have their vehicles on campus. If there is a medical, financial or academic necessity for a vehicle, permission must be obtained from the Director of Public Safety.
5. Vehicle registration does not guarantee a parking space, but affords the registrant the opportunity to park in authorized areas where sufficient space is available.
6. Overnight visitors should obtain a temporary parking permit from the Department of Public Safety.
7. Parking permits may not be shared or transferred.

Accreditation

Cabrini College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA, 19104-2680 (telephone: 215-662-5606) and is approved by the Department of Education, Commonwealth of Pennsylvania.

Memberships

The College holds numerous memberships, some of which include:

- American Association of Colleges for Teacher Education
- American Association of Higher Education
- American Council on Education
- Association of Catholic Colleges and Universities
- Association of Collegiate Business Schools and Programs
- Association of Continuing Higher Education
- Association of Governing Boards
- Catholic Campus Ministry Association
- The College Board Council of Independent Colleges
- Colonial States Athletic Conference
- Council for the Advancement and Support of Education
- Council of Independent Colleges and Universities
- Council of Independent Colleges Tuition Exchange
- Council for Undergraduate Research Eastern Collegiate Athletic Conference
- Middle Atlantic Career Counselors Association
- Middle States Association of Colleges and Universities
- National Association of Campus Activities
- National Association of Colleges and Employers
- National Association of Independent Colleges and Universities
- National Association of Student Personnel Administrators
- National Catholic Educational Association

- National Collegiate Athletic Association
- National Collegiate Honors Council
- National Commission for Cooperative Education
- Pennsylvania Association for Internships and Cooperative Education
- Pennsylvania Association of Colleges and Universities
- Pennsylvania Campus Compact
- Policy on Student Consumerism

In accordance with student consumerism stated in Title IV.34 CRF (668.34 & 668.35), all accreditation and licensing documents of the College may be reviewed by contacting the Office of the President, Cabrini College, Radnor, PA, 19087-3698.

Cabrini College Acceptable Use Policy

Cabrini College is pleased to offer its users access to a variety of electronic communications systems. Our goal in providing this access to College users is to promote excellence in higher education by facilitating resource sharing, innovation and communication in support of the College's mission and values. Electronic communications systems include e-mail, computer systems, Internet access, voice mail and telecommunications systems.

Implicit in the use of these communications systems is the obligation to use these systems in an appropriate and ethical manner. Consequently, it is the responsibility of every Cabrini College user to read and follow the "Cabrini College Acceptable Use Policy" located on the College's web site, www.cabrini.edu/ITR/pol-com.htm.

Family Educational Rights and Privacy Act

Cabrini College affirms the right to privacy of each member of the College community in accordance with the Family Educational Rights to Privacy Act of 1974 as amended and any regulations which may be promulgated there. In accordance with this policy, present and former students at Cabrini have the right to inspect and review information in their educational records and challenge the contents of those records which they consider to be inaccurate, misleading or otherwise in violation of their privacy or other rights. (The provisions of the law protect the confidentiality of letters of recommendation filed prior to January 1, 1975 as well as letters for which students have formally waived their rights to access.) Procedures for inspecting, reviewing and challenging the contents of student educational records are available from the Office of the Registrar.

Only those within the College who have legitimate educational interest may have access to student records. Persons outside the College do not have access to the records of individual students unless the student gives permission for the release of specific records or unless the knowledge of such information is necessary to protect the health or safety of other persons.

The Family Educational Rights and Privacy Act (FERPA) indicates that certain information shall be considered as "Directory Information" and may be released without the student's consent. Cabrini College has designated the following information as "Directory Information:" name, major field of study, class level, anticipated date of graduation, dates of attendance, participation in officially recognized activities, degrees and awards received, and the most recent attended educational institution. It is Cabrini College policy not to release the student's campus or home address, e-mail address, telephone number or the student's class schedule.

Currently enrolled students may request that any or all of this information be withheld from the public by doing so in writing to the Office of the Registrar (in Grace Hall) no later than 10 days after the first day of classes for fall and spring semesters. This written notification must be renewed annually to be considered valid.

A complete copy of the College's FERPA policy is available by request from the Registrar's Office. Any questions related to this policy should be directed to the Registrar of the College.

Equal Employment and Educational Opportunity and Affirmative Action Policy

The Missionary Sisters of the Sacred Heart of Jesus have a deep commitment to promoting respect for the dignity of the person as an individual and to reaching out to those persons who are marginalized in the community.

Cabrini College is committed to the principle of equal employment and educational opportunity for all qualified persons, regardless of race, religion, color, gender, national origin, age, disability, veteran status, marital status, sexual orientation or any other occupationally irrelevant criteria.

The College does not discriminate against qualified individuals in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by applicable federal and state laws and regulations.

To ensure equality of opportunity in all areas of the College, the President of the College consults regularly with the appointed Affirmative Action officer for the College to develop and review Cabrini's affirmative action plan, approved by the Cabrini College Board of Trustees, Executive Committee on January 22, 1981.

The designated coordinator for College compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act and the College's Affirmative Action officer is the director of human resources. Anyone who has a question regarding discrimination or believes they have been the subject of discrimination should contact Cabrini College's Director of Human Resources at 610-902-8206.

Physical and Health Record Forms

All full-time undergraduate students must complete physical and health record forms to protect their health and that of others on campus, as prescribed by the American College Health Association. Physical and health forms are available on the health services section of the Cabrini College website.

All full-time undergraduate students are required to show proof of adequate immunization against the following diseases: Measles (Rubeola), German Measles (Rubella), Mumps, Diphtheria, Pertussis, Tetanus, Hepatitis B, Polio, and Chicken Pox (Varicella). Pennsylvania state law requires that students living in college residence halls be immunized for meningococcal disease. Resident students must show proof of immunization or sign a waiver indicating they have chosen not to be vaccinated. All full-time students also are required to verify annually that they have sufficient personal health insurance before they are admitted to classes. Information about Health Services is available on page 29.

Disability Resource Center

Cabrini College is committed to providing equal opportunities in higher education to academically qualified students with disabilities. The College welcomes the participation of all qualified students with disabilities in its programs, services and activities. The mission of disability resource center is to create an accessible environment where individuals are viewed on the basis of ability, not disability.

Support services and appropriate accommodations are available for students with identified and documented physical, psychological and learning disabilities and Attention Deficit/Hyperactivity Disorder. These services are intended to help students learn compensatory strategies and be successful in college. A learning specialist is available to provide individualized academic support. Classroom accommodations (such as extended time for tests and tape recording lectures) and course substitutions are arranged when appropriate. It is the student's responsibility to contact the coordinator of the disability resource center to request services and accommodations.

Disclosure of a disability is voluntary and does not adversely impact admission decisions. The coordinator of the disability resource center maintains all information regarding a student's disability on a confidential basis. To be eligible for support services, a student must provide a copy of a current, relevant and comprehensive evaluation performed by a qualified professional. The evaluation must verify the stated disability and the need for accommodation(s).

Students with disabilities who require assistance should contact the coordinator of the disability resource center as early as possible. Some appropriate accommodations may require significant advance planning, so early notice is essential to ensure that specific accommodations are in place when needed.

The complete document, Policies for Accommodating Students with Disabilities, is available from the coordinator of the Disability Resource Center (DRC) located in Founder's Hall or at 610-902-8572 and the ADA Coordinator at 610-902-8206. In addition, this document is available on the Cabrini web site. Alternate formats of this or any other documents are available upon request.

For additional information about services, accommodations and requirements for documentation, please contact the coordinator of the disability resource center at 610-902-8572.

Grievance Procedure For Students With Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (ADA), Cabrini College is committed to providing equal educational opportunity and participation for qualified students with disabilities.

In the event that students believe discrimination has occurred on the basis of disability, the College has developed a procedure for addressing grievances. Students who have concerns about disability discrimination under Section 504 and ADA should take the following steps:

1. Students have the option of using an informal method of resolving their concerns whenever possible by approaching the person who is the focus of their concern or contacting the coordinator of the disability resource center at 610-902-8572 to discuss the matter and seek resolution. If documentation is not on file, the coordinator may require the student to submit current, relevant documentation of disability.
2. If students prefer, they may contact the Affirmative Action officer for Cabrini College directly. The Affirmative Action officer is the director of human resources in the Widener Center at 610-902-8206. Students contacting the Affirmative Action officer must do so in writing, explaining the nature of the dispute and the actions taken previously, if any, to resolve the issues. The student also will have the opportunity to present witnesses and other evidence. The Affirmative Action officer may ensure that an adequate, reliable and impartial investigation of the complaint is conducted and may consult with the parties involved to gather additional information and, when indicated, may convene a meeting of appropriate individuals to seek resolution of the dispute. The student will be informed, in writing, of the outcome of this process.
3. If the student is not satisfied with the outcome achieved through Step 2, the student may appeal the decision by contacting the dean for academic affairs in Grace Hall at 610-902-8302. The appeal must be made in writing within 30 days of the date of the Affirmative Action officer's response, and include an explanation of the nature of the dispute, the actions previously taken to resolve it and the response received at the conclusion of Step 2. The

dean will review relevant information, consult with the appropriate parties, which may include the provost and vice president for academic affairs, when necessary and render a decision on the student's appeal. The student will be informed, in writing, of the outcome of this complaint.

All grievances will be processed in a timely manner, with final disposition not to exceed 180 days from the time the complaint is filed in writing with the Affirmative Action officer. Students are encouraged to initiate a grievance within a reasonable period and preferably in the same semester in which the matter arose.

Cabrini College guarantees the rights of students to initiate good faith disability discrimination grievances. Retaliation, reprisal or harassment directed against any student because he/she has filed a complaint, or participated in a complaint investigation, is strictly prohibited.

The complete document outlining the policies and procedures for students with disabilities is available from the the Disability Resource Center and the Human Resources Offices. Alternate formats of this or any other documents are available upon request.

Cavalier Express Center

The Cavalier Express Center was designed to deliver efficient and effective services to students as they seek to address their course registration and financial needs at the College. The Center centralizes the traditional services of the Registrar's Office, Financial Aid, and Accounts Receivable into a comprehensive center to serve students' needs. Students who have questions about any of these areas can come to the Cavalier Express Center where staff have been trained to assist them. For convenience, they can also contact staff by phone or through the website.



THE
COLLEGE

THE COLLEGE

Cabrini College, a coeducational Catholic college, is committed to a liberal education, excellence in teaching and the development of students who can meet the challenges of a professional career and enhance the common good. The College's dedication to academic excellence is evident from its rich and varied curriculum. Its academic program is flexible, enabling students to pursue their personal interests and to examine the infinite possibilities of education.

Cabrini's curriculum provides students with a broad-based education combined with skill development in a specific field. The College aims to prepare its graduates to think critically, care about others, appreciate culture and communicate effectively. The College is committed to the principles of integrity, honesty and dedication to the community-at-large—truly an "education of the heart."

A Brief History

Cabrini College was established in 1957 by the Missionary Sisters of the Sacred Heart of Jesus, a worldwide institution of educational, medical and social service facilities. Cabrini College was named for the founder of the Missionary Sisters of the Sacred Heart, Saint Frances Xavier Cabrini, America's first immigrant saint. Cabrini College shares that name with Cabrinian institutions in 17 countries and on six continents. The

College strives to instill in its students a sense of responsibility toward their environment and service to others.

Over several decades, the College has experienced significant changes: the growth of the student body, the development of academic programs and the expansion of campus facilities. Enrollment has increased substantially during the College's 50 years. In 1957, 43 students were enrolled in four majors offered by Cabrini College. In 2010-2011, Cabrini's total full-time undergraduate enrollment numbered 1,309. Its part-time undergraduate and graduate students brought the total enrollment of the College to 3,440. Students now major in more than 30 programs. Cabrini College, founded as a women's educational institution, became coeducational in 1970.

College Presidents

Sr. Ursula Infante, MSC (1957-67)
 Sr. Gervase Lapadula, MSC (1968-69)
 Sr. Regina Casey, MSC (1969-72)
 Sr. Mary Louise Sullivan, MSC '63, Ph.D. (1972-82)
 Sr. Eileen Currie, MSC '66 (1982-92)
 Antoinette Iadarola, Ph.D. (1992-2008)
 Marie Angelella George, Ph.D. (2008-

The Student Body

Undergraduate enrollment in all divisions of the College

numbers 1,366 men and women, representing a variety of cultural and religious backgrounds. Cabrini students come from 20 states and 15 different international backgrounds (country of origin). The percentages of students receiving Bachelor of Arts, Bachelor of Science, Bachelor of Social Work, and Bachelor of Science in Education degrees are approximately as follows for the class of 2011:

Bachelor of science (sciences, mathematics, business administration, computer information science)	34%
Bachelor of arts (liberal arts, humanities, communication programs, social sciences)	45%
Bachelor of science in education	16%
Bachelor of social work	5%

Approximately 58 percent of Cabrini's full-time students are Catholic, and 20 percent are racial/ethnic minorities.

Academic Programs

Cabrini College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA, 19104-2680 (telephone: 215-662-5606) and is approved by the Department of Education, Commonwealth of Pennsylvania.

The College has 32 academic majors (and French and Italian through the Consortium), and offers the bachelor of arts, bachelor of science, bachelor of science in education and bachelor of social work degrees. Cabrini also has a number of minor programs and concentrations available. (For a complete list of undergraduate programs, see pages 48, 82.) For additional information on Cabrini's academic programs, see the Programs and Courses section (beginning on page 82).

Cabrini also has established programs to meet specific needs of adult and/or part-time students.

The Campus

Cabrini College's beautiful 112-acre campus is located just 30 minutes from Philadelphia in suburban Radnor Township.

The property was owned by the Lewis family and then the Brooke family during the 19th century. It was sold around the turn of the century to the late James William Paul Jr., a partner in the Drexel Company, prosperous Philadelphia bankers. Paul

named his estate "Woodcrest," because of its location on the crest of Radnor Hills.

Horace Trumbauer, a leading Philadelphia architect, designed the original estate buildings in the early 1900s.

Paul sold Woodcrest in 1925 to Dr. John T. Dorrance, inventor of the formula for condensed soup and past president of the Campbell Soup Company. Dorrance's family occupied the estate until 1954, when it was sold at auction to the Missionary Sisters of the Sacred Heart of Jesus.

College Facilities

Antoinette Iadarola Center for Science, Education and Technology

Chemistry laboratories are equipped with a molecular fluorescence spectrophotometer, a Fourier transform infra-red spectrophotometer, a high-performance liquid chromatograph, gas chromatographs, ultraviolet-visible spectrophotometers, digital pH meters, electronic melting point apparatus, and electronic balances. In addition, laboratory microcomputers are available with molecular modeling and student tutorial programs as well as direct data interfaces for collection of experimental data. Labs are equipped with Smartboard and LCD projector.

Biology laboratories are equipped with monocular and binocular light microscopes, and two demonstration binocular microscopes equipped with video cameras and monitors. Experiments analyzing DNA and protein are performed using the latest electrophoresis equipment and supplies for agarose gels and Southern, northern and western blots. An automated DNA sequencer is also available. The laboratories also contain digital and analytical balances, ultraviolet and visible spectrophotometers, centrifuges (tabletop, large capacity and microfuge), Beckman OptimaMax Ultracentrifuge with three high-speed rotors, ultra-low temperature freezers, animal/human and computer interfacing systems for studies of cellular and systems physiology, an extensive collection of anatomical models and slides, ecology field study computer interfacing systems, incubators, five thermal cyclers for PCR assays, cell culture equipment including five biosafety cabinets, a FASCS Calibur flow cytometer, MACS Select system, ELISA plate reader and four CO₂ incubators, six inverted phase contrast microscopes, a DNA electroporator, a fluorescence microscope equipped with a digital camera, gel documentation system, fluorometer, electric, manual and multichannel micropipettors, and autoclave. Computers, interactive CD-ROM and molecular software programs are also available for student use. Audio-visual materials include Smartboards, LCD projectors, charts, films and CD-ROMs. Hallway display cabinets contain a number of models and preserved anatomical specimens. Deciduous forests, subhabitats and streams provide sites for ongoing ecosystem studies. Labs are equipped with Smartboard and LCD projector.

Physics laboratories are equipped with spectrum tubes, quantitative analysis spectrometer, mirror optics systems, Science Workshop interfaces, dynamics systems, electric

field mapping kits and field hockey packs, DC-regulated power supplies, ammeters, motion sensors, rotational motion apparatus and accessories, density sets, string vibrators, friction pulleys, force sensors, voltage probes, Crooke's tube, resonance tube, parallel beam light source, Hartl disk, electrostatics kits, waves kits, Van deGraaf generators and Waveport software. Laboratory is equipped with Smartboard and LCD projector.

The **Information Technology Classrooms** are accessible to students enrolled in a variety of courses. The classrooms are equipped with microcomputers (running Microsoft Windows operating system) with access to the campus network and the Internet. Available software includes Microsoft Office Professional for word processing, spreadsheet, database management, presentation, and Web design.

The **Information Systems Laboratory** also is available for use by IST department majors to perform software design and development work. This lab is equipped with 23 high-end multimedia computer workstations. Available software includes programming language compilers (Visual C++, Visual Basic, Java, etc.), multimedia authoring tools, relational database systems (Oracle, etc.), Windows XP and a variety of Internet technologies. The human performance laboratory is accessible for Exercise Science and Health Promotion majors on the first floor of this building.

Students receive one-on-one coaching across all fields of study (science, language, computer science, humanities) with a special emphasis on math and writing in the Center for Teaching and Learning. Professional tutoring and peer tutoring services also are available.

The Children's School

The Children's School of Cabrini College is located a short distance from the campus. State licensed and nationally accredited by the National Association for the Education of Young Children (NAEYC), The Children's School offers child-centered preschool and kindergarten programs for children aged 3 to 6 years. Staffed by teachers certified in early childhood education, The Children's School has been serving the needs of Cabrini students, staff, faculty and the surrounding community for more than 35 years. The School offers education majors the opportunity to develop their skills in a nurturing environment. Learning at The Children's School is both individual and social and takes place within a social/cultural context (community of learners). The School's unique structure allows learners to actively construct their own understanding of the world through guided instruction and interactions with others. Play is an integral part of this quality program. Throughout the day at The Children's School, small group, age-specific activities challenge children to develop at an appropriate pace with their peers. In addition, multi-age groupings provide an opportunity for children to learn from each other in a family-like setting.

Contact The Children's School director at 610-964-6112 for registration procedures and information about work-study and work-grant opportunities.

The Dixon Center

The **Dixon Center** houses the Nerney Field House, 25-yard competitive pool, three full-length basketball courts and one court for NCAA Tournament play, suspended jogging track, two squash courts, fitness center, an aerobic dance studio, athletic training room, locker rooms, multipurpose classroom, a board room and seven administrative/faculty offices. Hours of operation are posted.

Founder's Hall

Instruction and Research Center is used by students and the social science faculty for a variety of instruction, learning and research activities. The Center has resources for multimedia presentations, computing, lab simulations and communications via the Internet.

Students use these resources to facilitate and augment their learning and research needs.

The **Hamilton Family Communication Center** unifies in one location the curricular activities of the Communication and Graphic Design Departments. The Center is designed to promote the interaction of more than 250 students in journalism, video, radio, graphic design and other communication courses. Students are encouraged to gain practical experience in these fields by working in a state-of-the-art facility, built to accommodate digital, interconnected media. The department's focus on media convergence brings together in the center common projects, such as the journalism students' work on Loquitur, the radio students' work on WYBF, video students' work for Loquation, and photography students' work. Converged media products are the culminating experiences for communication students. All courses emphasize ethical values, teamwork and strong communications skills of analysis, writing, presentation and visual impact. The Center is designed to promote collaborative work among students and faculty. All areas are interconnected by an advanced digital network, linking all computers with the campus and beyond.

The Center contains:

- The **Graphic Design Studios** which offer students the opportunity to produce advanced computer graphics and multimedia presentations by integrating graphic design work with collaborative work from the video studio, the radio station, and from writers. This integration of graphic design with communication technology gives students realistic work experience, such as they will find in the communication industry. Students work on advanced equipment, learning the software most commonly used in the graphic design and communication fields.
- The **Newsroom** is where Cabrini students produce the award-winning campus newspaper, Loquitur, the magazine, Woodcrest, and websites.
- The **Radio Studios** contain professional-level equipment for work on the campus radio station, WYBF 89.1-FM, which broadcasts from these studios and is streamed on the Internet at www.wybf.com.
- The **Video Control Room and Studio** house the latest

digital video equipment, which students use to produce projects for actual clients as well as for class assignments. Ample space is provided for digital video acquisition and post-production in individual off-line editing rooms and for video feed for campus and Internet distribution.

- **Demonstration/Observation Classroom Suite** includes a one-way window between the two rooms and related audio-visual equipment.
- The **Cav Corner** is located on the lower level of Founder's Hall and offers several different meal plans for both fall and spring semesters. More information is available by contacting Dining Services at 610-902-8505.

The Education Resource Center contains:

- The **Center for Assistive Technology** which is outfitted with computers and an extensive collection of K-12 software and is used by education majors in courses that deal with the integration of technology and teaching.
- The **Education Curriculum Library**, located on the lower level, contains a circulating collection of instructional materials for education majors and Teacherworks with tools and craft supplies where education majors create instructional materials.

Facilities are provided for faculty/student interaction in a resource room/library and in faculty offices.

Information Technology Facilities include the Office of Information Technology and Resources personnel plus:

- The **General Student Computing Lab** is located in the Library and is available to all students during the extensive library open hours. This lab offers students a facility for completing coursework, preparing reports, and practicing lessons. The lab has 23 microcomputers (running Microsoft Office Professional, Scientific Workplace and the SPSS statistical software), interconnected to the campus network and to the Internet. Each semester a number of students work in the center as monitors and tutors.
- The **Humanities Technology Classroom** is outfitted with computers for use by students taking foreign language and other humanities courses.
- The **Business Administration Technology Classrooms** are used for business administration courses and are equipped with computers to afford hands-on instruction to business applications.

Most classrooms are equipped with ceiling LCD projectors, Interactive SmartBoards, combination VCR/DVDs, as well as podiums for laptops with connections to the campus network and Internet. Many classrooms also have enhanced sound systems, document cameras and podium resident microcomputers equipped with presentation software.

Counseling and Psychological Services are located on the first floor of Founder's Hall as well as the Health Services, Health and Wellness Education and the Disability Resource Center. The Wolfington Center, Campus Ministry and the Institutional Research Office are located on the third floor.

George D. Widener Campus Center

The Bookstore, Studio Arts, Human Resources Office, Mailroom, Residence Life, Center for Student Engagement and Leadership, and the Student Development offices, as well as Jazzman's Café and Sandella's are located here.

Grace Hall

Academic Affairs, Admissions, Cooperative Education and Career Services, Co-Curricular Programming, Faculty Offices, Faculty Support, Financial Aid, First-Year Advising, the Office of Graduate Studies, the Registrar's Office, and the Theater are located in this building.

Holy Spirit Library

Holy Spirit Library collaborates in the teaching, learning, and service mission of the College as it seeks to prepare students for a lifetime of learning. Developing, organizing, maintaining, and preserving collections that support the College's curriculum and Cabrinian heritage, the Library provides physical and electronic access to information and helps members of the Cabrini College community find and integrate the resources they need. While seeking to fulfill the academic and intellectual needs of the community, the Library provides a location for intellectual exchange and an environment conducive to study and research. Relying on its knowledgeable staff, the Library forges effective partnerships, maximizes existing technologies, capitalizes on emerging technologies, and demonstrates excellence in customer service.

Through the Library's homepage (www.cabrini.edu/library) students, faculty, and staff of the College can access many of the Library's resources including Cavalog, electronic databases, e-reserves, and many helpful instructional guides. Cavalog is the Library's online catalog which allows users to search and access records of over 100,000 books, over 150 journal titles, DVDs, and other Library materials. Over 50 electronic databases are available anywhere Cabrini community members have an Internet connection and provides a gateway to over 40,000 full-text electronic periodical titles. Professors often make use of the Library's reserve system to make resources available to a particular class. Students can access e-reserves through the web site or can visit the Library in person for print reserves.

The three-floor Library includes two computer labs, three classrooms, Library Conference Room, smaller "Fishbowl" conference room, The Grace and Joseph Gorevin Fine Arts Gallery, FDR study room, a large student lounge, the College Archives, and the Cabriniana Room. The Library is an important campus facility serving as a meeting place for many groups from registered classes to student group meetings to informal study groups. Events are also regularly scheduled in the Library including rotating art shows.

Library staff members pride themselves on offering excellent customer service and will gladly assist patrons with any

campus-related question. Librarians are available 70 hours a week and offer specialized help in any library-related area from finding a particular book to in-depth research assistance.

Holy Spirit Library also maintains memberships with the Tri-State College Library Cooperative (TCLC) and Southeastern Pennsylvania Consortium for Higher Education (SEPCHE). These relationships with over 50 area libraries allow Cabrini College students, faculty, and staff to access those libraries' resources in addition to those of Holy Spirit Library.

Mansion

The Office of the President, Alumni Affairs, Business Office, Institutional Advancement, Marketing and Communications, and Public Safety are located in this historic building. Cabrini's Woodcrest Estate Mansion was named to the National Register of Historic Places in 2009.

Residence Facilities

A variety of residence facilities are available. All are connected to the campus computer network via a high speed T1 connection.



ADMISSION

Admission

Admission to Cabrini

The Cabrini College Admissions Office evaluates applications for full-time first-year and full-time transfer undergraduate applicants.

Admissions accepts students who will benefit from the College's academic environment and educational experience and who will make a meaningful contribution to the College community.

Admissions carefully selects students on the basis of their educational preparation, scholastic ability, personal qualities, intellectual promise, and potential to meet the academic standards of the College.

Applications are reviewed without regard to gender, race, creed, color, national origin, age, or disability. All application materials are maintained in complete confidence.

First-Year Students

Admission Requirements

Applicants in high school or who have never attended another college are considered for first-year admission.

Emphasis is placed on the first-year applicant's high school transcript, including course selection, grade-point average in traditional academic subjects, and class rank. The Admissions Office also considers letters of recommendation, standardized test scores, outside interests, and activities.

Applicants who meet the following minimum requirements are considered:

1. Expected graduation from an accredited secondary school (or its equivalent), with the student having accumulated between 17 and 21 units of credit in a college preparatory curriculum, distributed as follows:

English	4
Languages	2
Mathematics	3
Science	3
Social Studies	3
Arts, Humanities and Electives	2-6
2. The Admissions Office also considers applications from students whose high school preparation varies from this pattern, but whose record gives evidence of ability and promise.
3. Satisfactory academic grade/quality point average and secondary school rank in class.
4. Satisfactory Scholastic Assessment Test (SAT) or American College Testing (ACT) scores. (SAT2 subject exams are not required.)

Specific information on the dates and fees for the SAT or ACT can be obtained from the high school guidance counselor or by visiting www.collegeboard.com.

Application Procedures

The Cabrini College Admissions Office counselors acquaint students with the College and its programs, and assist students in applying to the College. The Admissions staff encourages students to ask questions and to share interests and career goals with them.

To apply to Cabrini College, students should:

Submit the application for admission, with the non-refundable application fee of \$35, to the Cabrini Admissions Office. To apply online, visit www.cabrini.edu/apply, or request an application by calling 610-902-8552 or 800-848-1003.

Request that their high school send an official transcript to the Cabrini Admissions Office.

Request that their SAT or ACT scores be sent to Cabrini College. The Cabrini College SAT code number is 2071; the ACT code number is 3532.

Applicants may be asked to submit a personal essay and/or two letters of recommendation to support their application for admission.

Request an individual on-campus interview and tour which is highly recommended.

Admission Notification

The Admissions Office acts on an application when all necessary credentials are on file; therefore, students are encouraged to apply early in the senior year. Through this rolling admissions procedure, qualified applicants receive early notification of acceptance. All acceptances are contingent on the satisfactory completion of the high school graduation requirement.

Some students may be asked to begin on a provisional/part-time basis until evidence indicating likelihood of success in full-time degree studies is presented. According to the National Association of College Admissions Counselors (NACAC) regulations, September 15 is the earliest date for alerting students of the status of their admission.

Early Admission

Students with superior abilities and outstanding academic backgrounds may file for early admission at the end of their junior year in high school. Admissions bases acceptance on a strong three-year high school record, junior year SAT or ACT scores, and the recommendation of the principal or guidance counselor. Admissions also considers maturity, motivation, and personal qualities.

All early admission candidates must include with their application a statement of their reasons for pursuing an accelerated program and written endorsement from their parents. Students applying for early admission must arrange an on-campus interview with a member of the Admissions staff.

Transfer Students

Admission Requirements

Admissions accepts students transferring from regionally accredited colleges in the fall or spring semester. Students can only pursue part-time status in the summer sessions.

Transfer applicants are considered on the basis of their college performance and final high school transcripts are required if a student has less than 15 college credits depending on the academic major. Admissions gives thoughtful, individual review to each applicant's credentials and supporting materials.

Generally, Cabrini prefers a grade C or higher.) Some academic majors follow state and academic requirements. Each case is determined individually and students are encouraged to contact Charlie Spencer, Director of Transfer Students, at 610-902-8556 or 800-848-1003 cspencer@cabrini.edu regarding questions about the application process. Instant admission decisions and credit evaluations can be done in person or over the phone.

All candidates for traditional undergraduate degree programs are required to complete a minimum of 45 Cabrini credits and their last 30 credits must be taken at Cabrini. (See page 49, Requirements for a Degree.) In addition, all students must meet all major and general education requirements. Some programs may have additional requirements.

Articulation Agreements

Cabrini College welcomes students from community colleges and other two year colleges into our community of learners. We understand the needs of transfer students and we are committed to serve those needs. Students who have earned an Associate in Arts or Associate in Science from a regionally accredited college will be guaranteed admission into one of our Bachelor's Degree programs. Cabrini College will accept the general education embedded in all Associate in Arts or Associate in Science degree programs as meeting all of the requirements in our undergraduate core curriculum, except for three to six Cabrini College credits. Students will need to take ECG300, Engagements in the Common Good, at Cabrini College. Also, if not already completed at another regionally accredited college, students will need to complete three credits

of Religious Studies. Core-to-Core transfer does not alter the requirements of the student's major field of study, or the admission or graduation standards as identified in the Cabrini College Undergraduate Catalog.

Cabrini College signed core-to-core and dual admissions agreements with Delaware County Community College, effective fall 2000, ,Montgomery County Community

College, Valley Forge Military College summer 2011 Community College of Philadelphia, effective fall 2002. For more information, students should contact their transfer coordinator/ advisor at the two-year college or the Admissions Office at Cabrini.

Certain departments also may require specific courses or grades in the major field. Students should contact Charlie Spencer, Director of Transfer Students, at 610-902-8556 or email him at cspencer@cabrini.edu for further information.

Application Procedures

Students transferring to Cabrini College may apply online at www.cabrini.edu/apply or complete a paper application for admission with the following records for evaluation:

Final, official high school transcript and SAT or ACT scores (if fewer than 15 college credits depending on the class level), and

Official transcripts from each post-secondary college or university attended.

International Students

Cabrini College welcomes applications for admission from well-qualified students who are citizens of other countries.

Application Procedures

Submit the Application for Admission and enclose the non-refundable \$35 undergraduate or \$35 graduate processing fee. The application form may be obtained from the Admissions Office, Cabrini College, 610 King of Prussia Road, Radnor, PA, 19087-3698, USA. Students may apply online at www.cabrini.edu/apply .

International students must submit the official score report of the Test of English as a Foreign Language (TOEFL). Students from English-speaking countries must submit the SAT or ACT exam scores.

Information may be obtained from: Test of English as a Foreign Language, Educational Testing Service, Box 899, Princeton, NJ, 08540, USA or by accessing www.toefl.org.

All official transcripts must be translated through World Education Services Comprehensive course-by-course reports at www.wes.org/fees/evaltypes.asp. Cabrini College will not accept official transcripts unless translations are provided.

After a student is accepted and before an I-20 can be issued, a notarized affidavit of financial support is required. This

document must show that the student has the financial resources necessary to fund tuition, room and board, and cost of living. While financial aid is not available to international students who do not have United States citizenship, one academic scholarship is available if the student qualifies.

Application Timeline

Because it may take several weeks before all credentials are received, it is important that prospective international students apply as early as possible before the intended time of entrance to Cabrini College. It is advisable that the application be submitted by February 1 for students applying for the fall semester, or by October 15 if applying for the January semester. Admission decisions usually take one to two weeks.

Adult Students

Cabrini College is committed to meeting the needs of adult students, and offers a wide array of support services designed specifically for adult learners.

Cabrini's adult students are representative of all age groups and have returned to an academic environment for a variety of reasons. Many are completing or beginning a first or second degree, working toward Pennsylvania teaching certification, or simply completing a few courses to help identify or pursue a new career path.

Adult students may take any combination of day, evening, weekend, or online courses and may register for the fall, spring, or summer semester.

Application Process

Prospective adult students who wish to attend on a part-time basis are encouraged to make an appointment with an Office of Admissions staff member. During this visit, students will have the opportunity to learn about degree requirements, assess the potential for transfer credit, officially apply and, if applicable, initiate the development of a tentative program of study.

Adult students who decide to enroll as a part-time undergraduate at Cabrini are required to complete an application for admission and return it, with the appropriate fee, to the Admissions Office. Students who wish to be part-time undergraduate teacher certification candidates also must submit transcripts from all high schools and colleges attended. (Students seeking teacher certification should note additional admission requirements on page 26.)

Non-Matriculated/Certificate/ Visiting Students

A non-matriculated student takes courses (fewer than 12 credits) but does not wish to earn a Cabrini College degree. (Students seeking teacher certification are required to complete the full admission requirements described on page 26.) A visiting student plans to transfer credits back to another college.

In the above cases, students do not need to formally apply for admission to Cabrini College. However, students who have

earned 12 credits must matriculate into a program before continuing at Cabrini. Contact the Registrar's Office for more information or visit www.cabrini.edu/registrar.

Veterans

The Commonwealth of Pennsylvania's Department of Education approves Cabrini College for veterans' education. Veterans' applications are evaluated on an individual basis. Veterans should contact the Registrar's Office for information about application procedures and requirements. Information on veterans' benefits may be obtained from any Veterans' Administration Office. After serving in the military, veterans will be readmitted to the College with the same academic status they had when last in attendance. However, the length of absence may not exceed five years.

Re-Admission of Veterans

Cabrini will re-admit veterans who left Cabrini to perform military service with the exact academic status they had their last semester. Length of absence cannot exceed five years. Exceptions may be made for those with bad conduct discharges or sentenced in a court martial.

Yellow Ribbon Program

Cabrini welcomes and encourages all veterans to apply for full- and part-time admission. Veterans can apply for financial assistance through the Yellow Ribbon GI Education Enhancement Program. Cabrini and the Veterans Administration will help fund tuition expenses. Visit www.gibill.va.gov to determine benefit eligibility and for more information about the program. Interested students should contact Charles Spencer, Director of Transfer Admissions for general questions at cspencer@cabrini.edu or Joe Palmer, Veterans Liaison, at jgp38@cabrini.edu.

Senior Citizens

For a single non-refundable registration fee of \$45 per semester, older adults (65+) may register for courses on a space-available basis (non-credit special programs for which a special admission fee is published are not included). Senior citizens are classified as non-matriculated auditors and their transcript will reflect this status. Previous college experience is not required for admission to the program. Contact the Registrar's Office for more information at www.cabrini.edu/registrar or call 610-902-8580.

Deferred Admission

Accepted students who cannot attend the College for some reason may qualify for deferred admission. If a student request is received, the Admissions Office will defer admission for up to one year. If the student attends another college or university during the deferred admission period, transfer student status applies and official transcripts must be submitted.

Advanced Placement

The Admissions Office considers for advanced placement incoming students who have taken the College Board Advanced Placement exams.

College credit is granted as indicated below. Subjects not listed will be individually reviewed by the academic department chair for appropriate placement.

Students seeking advanced placement should be certain that they have asked the College Board to send their scores to Cabrini's Academic Affairs Office. Cabrini's code number is 2071.

Subject Awarded	Score	Credit	Course Equivalent
Art (all areas)	3	3	"A" exploration
Biology	4	8	BIO 101/102
Calculus AB	3	4	MAT 130
Calculus BC	3	8	MAT 130/131
Chemistry	4	8	CHE 111/112
Chinese Lang. and Culture	3	3	Language literacy
	4	6	Language literacy
Computer Science (all areas)	3	3	IST 195
Economics - Macroeconomics	4	3	BUS 132
Economics - Microeconomics	4	3	BUS 131
English Lit. and Comp.	3	3	ENG 201
English Lang. and Comp.	3	3	ENG 201
Environmental Science	3	3	"S" literacy - lab based
French Language	3	3	FRE 201 or equivalent
	4	3	FRE 202 or equivalent
	5	6	FRE 203/204
French Literature	3	3	FRE 301, 302, 307 or 308
	4	6	FRE 301/302 or 307/308
German Language	3	3	Language literacy
	4	6	Language literacy
Government and Politics (all areas)	3	6	POL 205 + 3 cr. 200-level POL elective
History - European	3	6	HIS 105/106
History - United States	3	6	HIS 107/108
History - World	3	3	HIS 103/104/105/106
Italian Language	3	3	ITA 201 or equivalent
	4	3	ITA 202 or equivalent
	5	6	ITA 203/204

Japanese Language	3	3	Language literacy
	4	6	Language literacy
Latin (all areas)	3	3	Language literacy
	4	6	Language literacy
Music Theory	3	3	"A" exploration
Physics B	4	8	PHY 101/102
Physics C - Mechanics	4	4	PHY 101
Physics C - Electricity & Magnetism	4	4	PHY 102
Psychology	4	3	PSY 101
Spanish Language	3	3	SPA 201 or equivalent
	4	3	SPA 202 or equivalent
	5	6	SPA 203/204
Spanish Literature	3	3	SPA 301, 302, 307 or 308
	4	3	SPA 301/302 or 307/308
Statistics	3	3	MAT 118

Three-Year Degree Option

Motivated high school seniors, who come to Cabrini College with significant Advanced Placement and/or CLEP credit, may be able to complete their baccalaureate degrees in three years. Full-time students at Cabrini may take up to 18 credits a semester under normal full-time tuition costs. Depending on the requirements of particular majors, if students earn 15 or more credits of AP, CLEP and/or summer session courses, they could complete their degree in three years and save a year of college costs. Students interested in this option should notify their academic advisors when registering for their first semester courses or contact the Academic Affairs office.

Teacher Certification

Students may fulfill both the requirements of a baccalaureate degree and Pennsylvania teaching certification in their chosen field at the same time.

In addition, graduates who already possess a bachelor's degree in fields other than Education from Cabrini or other institutions may earn their teacher certification through Cabrini's Education Department, although completion of certification requirements at the graduate level is routinely recommended.

Teacher certification candidates must take and pass the required PRAXIS/NTE Exams. The PRAXIS/NTE tests follow a prescribed sequence. These required tests are posted outside the Education Department Office, as well as outside the Office of Graduate Studies and are distributed frequently by the Education faculty. Please see an advisor for questions regarding individual requirements.

Students who seek certification in Pre K-4, Middle Level, Special Education Pre K-8, or secondary education must, if applicable,

have their previous college transcripts evaluated by an advisor. Previous college coursework must have been completed in the past seven to 10 years. Some programs may require more recent coursework. Students must complete a minimum of 12 credits at Cabrini before student teaching. Once a student enrolls in a teacher certification program, all courses required for the teaching certificate must be completed at Cabrini College. Evaluation and advising appointments are available through the Education Department at 610-902-8327.

Course requirements will vary depending on previous coursework and certification area. Students who elect to prepare for a second certification may be required to participate in a practicum in education, EDU 492 (see course description elsewhere in this Catalog). To enroll in 300- or 400-level education courses, students must attain a minimum 3.0 quality point average and be admitted to the Education Department.

Students majoring in other fields who wish to take education courses must have special permission from their department chair, as well as permission from the Education Department chair. Each certification applicant must meet all requirements outlined by the Pennsylvania Department of Education.

All teacher certification students will be subject to both Pennsylvania and FBI criminal history checks at various points throughout the teacher certification program. The results of these checks may impact a student's ability to progress through the program and/or to be recommended for certification by Cabrini College.

Post-Baccalaureate Students

Graduates of other colleges who wish to complete a second baccalaureate degree must fulfill the general education core of Cabrini College as well as all major and related course requirements of the second degree. This coursework can be met by transfer credits from the first degree, CLEP, DANTES, Assessment of Prior Learning, or credit by exam, as well as completion of additional Cabrini coursework. A minimum of 30 credits at Cabrini is required for non-Cabrini graduates to earn a second degree.

Cabrini alumni working toward a degree in a second major must complete all of the major courses, related requirements and any general education courses required in the second degree that were not required at the time of graduation from the first degree.

Persons in post-baccalaureate work in Education, including teacher certification, should be aware that certification is offered on the undergraduate and graduate levels. At least 12 Cabrini credits are required in addition to student teaching/field experience requirements to be recommended for certification. Contact an admissions counselor regarding the best options available.

Application Procedures:

1. Submit the undergraduate application for admission and the \$35 nonrefundable application fee for full-time and part-time (less than 12 credits) undergraduate study to the Office of Admissions.
2. Have final, official transcripts from each post-secondary school attended sent to the respective office.

Graduate Studies

Cabrini College offers studies at the graduate level in Education, Teacher Certifications, and Organization Leadership. Graduate programs assist students to:

- Gain competence in their chosen field
- Establish methods of inquiry, research, and problem solving
- Gain confidence as a leader in a select profession
- Serve others having received an "education of the heart"

Prospective students should contact academic program directors in the Office of Graduate Studies to receive more information about these programs and to learn about the admissions requirements and procedures. The Office of Graduate Studies is located in Grace Hall, Room 135, or call 610-902-8500.

All teacher certification students will be subject to both Pennsylvania and FBI criminal history checks at various points throughout the teacher certification program. The results of these checks may impact a student's ability to progress through the program and/or to be recommended for certification by Cabrini College.

Master of Education and Teacher Certifications

Several graduate Education programs are offered including:

Master of Education (M.Ed.)

This option includes a series of three core courses and seven electives for a total of 30 credits. The M.Ed. and teacher certification programs are stand-alone, but have three common courses. An M.Ed. alone does not certify an individual for teaching.

Teacher Certifications

- Pre-kindergarten through Grade 4
- Secondary Education (grades 7-12) in content areas including:
 - Biology
 - Chemistry
 - Communication
 - English
 - Mathematics
 - Social Studies (History)
- Reading Specialist (grades K-12)
- Principal/Administrative I (grades K-12)

MASTER OF EDUCATION WITH TEACHER CERTIFICATION**MASTER OF EDUCATION WITH THESIS**

This option requires a minimum of three core courses, four or - five electives, and six or nine credits of research, including a thesis. This option is designed to prepare graduate students for doctoral studies.

ACT 45/FOR PENNSYLVANIA SCHOOL ADMINISTRATORS

Due to Pennsylvania's requirements of ACT 45, state-certified school administrators must complete six credits of appropriate continuing education every five years in order to maintain state certification. As an approved ACT 45 provider, the College offers Pennsylvania Inspired Leadership Professional Development Programs. ACT 45 classes are offered on campus but programs also may be offered off campus. For details, please contact the Office of Graduate Studies at 610-902-8500.

ACT 48/CONTINUING PROFESSIONAL ENRICHMENT PROGRAM

This option supports the ongoing professional needs of state certified teachers who must complete six credits of appropriate education courses every five years to maintain their state certification. It allows the professional an abbreviated enrollment process to take the classes they choose and also permits students who have already earned a bachelor's or master's degree to pursue professional enrichment in the field of education.

MASTER OF SCIENCE IN ORGANIZATION LEADERSHIP

The Master of Science in Organization Leadership (MSOL) is intended for current leaders, or those with leadership potential, working in organizations which encourage an entrepreneurial environment.

The emphasis of the MSOL program is on psychosocial and interpersonal skills as well as the ability to understand and apply the basic tenets of organizational behavior. The program imparts theory in addition to "how to's."

This program will benefit small to medium, rapidly growing companies, larger companies that foster entrepreneurship and leaders in burgeoning and evolving not-for-profit, government or educational institutions.

Today's fast-growing businesses rely on teams whose members have collective expertise that exceeds those of even the most competent manager with an MBA.

Students are required to complete 33 (11 three-credit courses) semester credit hours to complete the MSOL program. The MSOL program can be completed in two or less years, with students being allowed up to six years to complete the program.



STUDENT
DEVELOPMENT

Student Development

Student Development Mission Statement

The mission of Student Development is to develop students as socially responsible leaders prepared to promote positive change and be engaged citizens of their communities.

Student Development Departments

The Student Development Division consists of the following Departments:

Campus Ministry

Mission Statement: Inspired by the mission of St. Frances Cabrini

Cabrini College's Campus Ministry provides an inviting atmosphere where students can experience a sense of belonging. Working with students' unique God-given strengths, we strive to provide opportunities for their personal, professional, and spiritual development as faith-filled members of society.

Campus Ministry offers students a wide variety of opportunities for exploration of their faith and spirituality, regardless of what religious tradition they belong to or where they are on their personal faith journey. Through on- and off-campus retreats, domestic and international service immersion trips, small group faith-sharing communities and leadership development, Campus Ministry encourages students to ask challenging questions in their search for meaning, consider what it means to be Catholic and Cabrinian, and test their leadership skills by organizing events, collaborating for community outreach and serving as a peer mentor.

Mass is celebrated on-campus in the Bruckmann Memorial Chapel of St. Joseph every Sunday evening and on weekdays. As active members of the Cabrini faith community, students have the opportunity to participate in Liturgy as Eucharistic ministers, lectors, choir members and servers. The Chapel is also open daily for community members to enter into private prayer and Campus Ministry staff members are also always available to speak to or pray with all interested students. The offices of Campus Ministry are located on the third floor of Founder's Hall.

Center for Student Engagement and Leadership

The Center for Student Engagement and Leadership serves the mission and the core values of Cabrini College by creating involvement opportunities that encourage students to become active members of the campus community. Working in collaboration with faculty and staff, the Center offers a wide array of educational, cultural, social and recreational programming that fosters student learning, development and growth. The office is responsible for leadership development

initiatives, overseeing all registered student organizations, campus wide programming, New Student Orientation, Family Weekend, the Commuter Student Program, special events (Welcome Week, guest speakers,

Campus Activities And Programming Board (Cap)

The Campus Activities and Programming Board is the major student programming organization at Cabrini. CAP is responsible for planning and presenting a wide array of educational, cultural and social activities, such as comedians, concerts, dances, themed dinners, cultural speakers, concerts, off-campus trips and much more.

Student Government Association (Sga)

The Student Government Association (SGA) is the official voice of the student body, representing issues of concern and importance to Cabrini students with faculty and administration that range from academic, cultural and social matters to civic responsibility both on and off campus. SGA also oversees the budgeting process for all student organizations and allocates funds to support a wide variety of programs.

Committees

The College encourages student participation in matters that impact them directly. SGA student representatives serve with administrators, faculty, staff and alumni on College committees such as:

- Academic Honesty Board
- Academic Planning Committee
- Alumni Advisory Board
- College Council
- Dining Services Food Committee
- Planning & Budget Committee
- Safety Committee
- Student Development Committee of the Board of Trustees
- Student Grievance Board

Student Organizations

Cabrini offers a wide variety of co-curricular involvement opportunities for students, including the following registered student organizations:

- Active Minds
- Black Student Union (BSU)
- Body Image Coalition
- Cabrini Steppers
- Campus Activities and Programming Board (CAP)
- Catholic Relief Services (CRS) Ambassadors
- Cavaliers for Life

Commuter Crew
 Cheerleading Squad
 Community Service and Outreach Club
 Dance Team
 Habitat for Humanity
 International Club
 La Raza
 Men's Club Lacrosse
 Microfinance Club
 Moda dal Vivo (Fashion Club)
 National Wellness Institute
 Promoting Alcohol Responsibility Through You (P.A.R.T.Y.)
 Roller Hockey Club
 Sanctuary
 Student Athletic Advisory Committee (SAAC)

ACADEMIC STUDENT ORGANIZATIONS

The Accounting Association
 A.I.G.A. - Graphic Design Organization
 Alpha Lambda Delta (First-Year Student National Honor Society)
 Alpha Kappa Delta (International Sociology Honor Society)
 American Advertising Federation
 Cabrini Contemporary Dance Company
 Cabrini World Ambassadors
 Council for Exceptional Children (CEC)
 Delta Epsilon Sigma (National Scholastic Honor Society)
 The Finance Association
 History and Political Science Club
 Marketing Association
 Math Club
 Pennsylvania State Education Association (PSEA)
 Phi Beta Delta (International Education Honor Society)
 Philosophy Club
 Pre-Law Society
 Psi Chi (National Honor Society in Psychology)
 Psychology Club
 Science Club
 Sigma Rho Chapter, Kappa Delta Pi (Educational Honor Society)
 Sigma Zeta, Beta Zeta Chapter (National Science & Mathematics Honor Society)
 Social Work Club
 Society for Collegiate Journalists
 Society for Human Resource Management
 Sociology and Criminology Club
 Students in Free Enterprise (SIFE)

NEW STUDENT ORIENTATION PROGRAM

The Center for Student Engagement and Leadership sponsors Cabrini's New Student Orientation Program and Welcome Week activities, which are designed to assist new students and their families with their transition to the College community.

The New Student Orientation program features academic, advisement about College services and resources, and programs relevant to college life. New students are accompanied during the program by upperclassmen serving as Orientation Leaders, who are available to answer questions,

provide assistance and begin the process of helping students connect with each other and the College community. Welcome Week activities are sponsored by the Center for Student Engagement and Leadership and the Campus Activities and Programming Board to provide new and returning students with an opportunity to socialize and learn more about opportunities for campus involvement.

FAMILY WEEKEND

Family Weekend is an annual fall event that invites students, friends, family and alumni to visit the campus and participate in a variety of festive events and activities designed to celebrate the diversity of programs and traditions that make Cabrini College such a special community. Activities include Fall Honors Convocation, Hall of Fame Induction Ceremony, athletic events, campus picnic, academic department faculty and staff "meet and greets," Sunday liturgy and a kite festival.

OFF-CAMPUS ACTIVITIES

Cabrini is located on Philadelphia's Main Line, just 30 minutes from Center City Philadelphia, and about a mile from a local station that runs hourly trains into the city, and makes entertainment, cultural and historical activities and resources easily accessible to students. Among the most popular sites in Philadelphia are the Philadelphia Museum of Art, the Pennsylvania Academy of the Fine Arts, the Academy of Natural Sciences, the Franklin Institute, the African-American Museum, Independence Hall, the Liberty Bell Pavilion, and Penn's Landing. Other points of interest nearby the campus include Valley Forge National Historical Park, Fairmount Park, the Schuylkill Valley Nature Center and Longwood Gardens.

Philadelphia is home to the Wells Fargo Center, where major concerts are held and sports teams like the Philadelphia Flyers, the 76ers and local Division I college basketball teams play. Students enjoy attending Eagles football and Phillies baseball games at each team's sports stadium, and cultural events at the Mann Music Center, the Kimmel Center, and the Pennsylvania Convention Center.

The Pennsylvania Ballet and the Philadelphia Dance Company perform at area locations, and theatergoers can enjoy the latest productions at the Forrest, Merriam and Walnut Street theaters, the Society Hill Playhouse, the Philadelphia Drama Guild, and the People's Light and Theater Company in Malvern.

Within easy driving distance of Cabrini are a number of national recreation areas, including the Poconos for skiing and the New Jersey shore for swimming and boating. Cabrini is located near a host of shopping centers along the Main Line and is only minutes away from King of Prussia Mall, the largest mall in the East.

The Center for Student Engagement and Leadership sponsors a variety of excursions to off-campus programs and activities throughout the year that serve to connect students to the Philadelphia region's rich array of social, cultural and historical resources. For additional informational about these trips, please

contact the Center for Student Engagement and Leadership at 610-902-8755.

Counseling and Psychological Services

Counseling and Psychological Services (www.cabrini.edu/counseling) offers free and confidential counseling and psychological services to all Cabrini students during the fall and spring semesters. Individual, group and outreach services are available to address a wide variety of student concerns. Appointments can be made by calling 610-902-8561 or in person at Founder's Hall, Room 95.

Athletics and Recreation

INTERCOLLEGIATE ATHLETICS

Cabrini welcomes student participation in its intercollegiate athletic program as a team member, manager, videographer, statistician or, just as importantly, a supportive fan. The Cavaliers belong to the National Collegiate Athletic Association (NCAA) Division III, the Eastern College Athletic Conference (ECAC) and the Colonial States Athletic Conference (CSAC). Many of the teams are well-respected throughout the country for their competitiveness and performance level. In recent years, members of the men's and women's lacrosse, golf, field hockey, volleyball, softball, men's and women's basketball, men's and women's soccer, women's tennis and men's and women's cross-country teams have appeared in national championship tournaments. The 67,000-square-foot Dixon Center, opened in 1998, serves as the home of Cabrini's athletic teams.

The College sponsors the following teams in their respective seasons:

FALL

Cross-Country (M and W)
Field Hockey (W)
Soccer (M and W)
Tennis (W)
Volleyball (W)

WINTER

Basketball (M and W)
Swimming* (M and W)

SPRING

Golf (M)
Lacrosse (M and W)
Softball (W)
Tennis (M)

**Members of Allegheny Mountain Collegiate Conference (AMCC)*

Individual Cabrini student-athletes have been recognized on All-American teams, as well as, All-Conference and All-Region teams. Cabrini has won the prestigious CSAC President's Cup, a conference record 21 times since its inception. The President's Cup is awarded to the female, male and overall athletic department program based on winning percentage each year. Tryouts for each intercollegiate team are open to all full-time Cabrini students and are conducted each season.

The Dixon Center

The Dixon Center, Cabrini's sports and recreation complex, is located on the north side of campus and houses squash courts, a gymnasium with three full-length basketball courts, a 25-yard

competitive pool, a fitness center and strength training area, a dance/aerobic room, an indoor track and locker rooms.

FITNESS CENTER

The Fitness Center has 18 pieces of cardiovascular equipment, more than 25 pieces of strength training equipment and more than 5,000 lbs. of free weights. Activ-Trax, an on-line personal training service which generates fully customized workouts, is available at no cost to students. A full schedule of group exercise classes is offered including yoga, step aerobics, Pilates, P90x, Bootcamp, Spinning, and Zumba. The Fitness Center offers free health screenings for blood pressure and body fat, free programs for students and personal fitness contests. Center hours are Monday through Thursday, 6 a.m. to 11 p.m.; Friday, 6 a.m. to 9 p.m.; Saturday, 9 a.m. to 5 p.m.; Sunday, 9 a.m. to 5 p.m. For further information about the Fitness Center or group exercise classes, contact the Fitness Director at 610-902-8318.

SWIMMING

The Dixon Center's 25-yard competitive pool has six lanes with an access ramp and is equipped with kick boards, aqua-jogging belts and resistance equipment. The pool is staffed by a certified lifeguard at all times. A variety of water classes are offered from Monday through Friday. For further information on swimming activities, contact the Aquatics Director at 610-225-3913.

RECREATIONAL SWIMMING HOURS

Monday through Thursday, 8 a.m. to 10 p.m.
Friday, 8 a.m. to 8 p.m.
Saturday, 9 a.m. to 4 p.m.
Sunday, 9 a.m. to 4 p.m.

Note: The pool is closed weekdays from 3 p.m. until 8:30 p.m. beginning the end of October through the middle of February for swim practices and 11 a.m. until 4 p.m. for camps beginning mid June through August.

INTRAMURALS

Cabrini College offers intramural programs ranging from one-day events to team sports leagues. Intramurals are designed to allow students a chance to get involved in friendly competition with other students. Intramural activities are a great place to continue a sport that you enjoy or to try your hand at something new. Limitations and restrictions apply to participation by varsity athletes. For further information on Intramurals and Recreation call 610-225-3909.

Sport leagues are offered throughout the year as a round-robin league culminating with a single or double elimination playoff.

Leagues offered may include:

- Basketball
- Five-on-five Indoor Soccer
- Flag Football
- Kickball
- Seven-on-seven Outdoor Soccer

Softball
Volleyball

There are many one- and two-day tournaments offered throughout the year, including:

Floor Hockey
Dodgeball
Wallyball

Outdoor Recreational programming allows students to expand their interests and experiences in other areas including:

Canopy Tours
Hiking
Kayaking
Rock Climbing
Skiing
Whitewater Rafting
Windsurfing/Sailing

Indoor leagues and tournaments are held in the Dixon Center Sunday through Wednesday from 6 p.m. to 11 p.m. Outdoor leagues and tournaments are held on campus fields and open spaces in the afternoons and on weekends. Recreational activities take place at a number of off-campus locations, depending on the activity (local ski areas, rivers, climbing gyms, etc.), weekday evenings and weekends.

SPORT CLUBS

Cabrini offers a number of club sports programs. These allow students to organize athletically related clubs, participate in a competitive environment, and/or compete against other college club programs. Current club sport programs include:

Baseball
Cheerleading (Co-ed)
Dance Team (W)
Lacrosse (M)
Roller Hockey (M)
Ski and Outdoor (Co-ed)
Wrestling

Health Services

Health Services offers professional nursing and medical care for all Cabrini students. A registered nurse with experience in college health is available weekdays during regular office hours. Nurses provide emergency first aid, treat minor illnesses and provide health education and counseling. The college physician is available twice a week by appointment.

Health services provides the convenience of low cost physicals, basic lab services and low cost medications. Seasonal flu vaccine and tuberculin skin tests also are available at reasonable costs. In case of serious illness or injury, students are referred to a local hospital emergency room. Health services maintain an extensive referral list of off-campus health care providers. Doctor and hospital bills are the responsibility of the individual student. All full-time students are required to have personal health insurance, and must submit completed physical and immunization records upon enrollment for their own protection and that of others on campus. These forms are available at www.cabrini.edu/healthservices. For more

information, call Health Services at 610-902-8531 or visit the office on the first floor of Founders Hall.

Health and Wellness Education

The Office of Health and Wellness Education promotes a healthy campus living and learning environment by emphasizing holistic well-being and positive lifestyle choices for all members of the Cabrini community. Programs and information are offered on a wide variety of health issues, such as stress management; nutrition and fitness; body image; healthy relationships; and alcohol, tobacco, and other drug abuse. Educational programs and information are presented with the assistance of the Cabrini College Peer Educators, a student leadership group that promotes overall health and wellness through a variety of initiatives, including the Health Hut. Peer Educators can be paid as work study or work grant students if eligible. The Office of Health and Wellness Education also advises the student organization: P.A.R.T.Y. (Promoting Alcohol Responsibility Through You) which sponsors social activities on Thursday evenings throughout the academic year. Additionally, the office collects information about student attitudes, perceptions, and behaviors as they relate to personal health matters, particularly alcohol and other drugs. Assessments utilized by the office include Alcohol-Wise, surveys, the National Collegiate Health Assessment, and the Core Alcohol & Drug Survey. The collected data is used for the development of social norms marketing campaigns, which highlight the positive and health-enhancing behaviors practiced by the majority of Cabrini students.

Residence Life

With two-thirds of all full-time undergraduates living on campus, Residence Life is an integral part of the Cabrini experience. On-campus living offers students countless opportunities to become actively involved in the College. First-year students have the opportunity to be involved in several exciting Living Learning Communities (LLCs). Xavier and Woodcrest Halls are traditional residence halls, housing first-year students. East Residence Hall houses first-year students and sophomores, as well as first-year students participating in the Honors learning community. The residential houses offer a unique living experience for upper class students. West Residence Hall, the College's newest residence hall, provides students with the opportunity to live in suite-style accommodations. Cabrini's modern apartment-style residence hall offers more independent living to more than 115 upperclassmen. Each residence hall has a peer Resident Assistant assigned to a floor or living area, who are trained to serve as a resource for their residents and to provide programs which facilitate the development of friendships and sense of community within the residence halls. Cabrini provides on-campus housing to full-time undergraduates on a space-available basis.

Student Diversity Initiatives

The Office of Student Diversity Initiatives strives to empower students of all backgrounds and walks of life. We welcome differences in age, race, ethnicity, gender, religion, sexual orientation, socio-economic background and geographic origin.

The department works with members of the Cabrini community to sponsor programming, training and events that promote a welcoming and inclusive campus environment, and that celebrate diversity for ALANA (African-American, Latino, Asian, & Native American) International and LGBT (Lesbian, Gay, Bisexual, & Transgender) students. The office is also responsible for advising the student organizations La Raza, Sanctuary, International Club, the Black Student Union, the Cabrini Step Team and Fashion Club. We provide safe zone and student ally training and sponsoring various heritage celebrations.

Dining Services

Food service is available in the Cavs Corner in Founder's Hall, as well as Jazzman's Café and Sandella's in the Widener Center. Additional information can be obtained by contacting Dining Services at 610-902-8505.

The following meal plans are available:

- 19 meals per week with \$100 in flex

- 14 meals per week with \$200 in flex

- 50-meal block plan with \$275 in flex
(Cabrini Apartment Complex residents
and commuter meal plan only)

- 5 meals per week with \$200 flex
(Cabrini Apartment Complex residents
and commuter meal plan only)

With the exception of Cabrini Apartment Complex residents, all resident students are required to select a 19- or 14-meal plan. Residents of the apartment complex may select any meal plan. Meal plans vary in price and are available with a choice of "flex dollars" which are used similar to cash. Meal plans are available for all Cabrini students and required for resident students.

Commuter students may sign up for the 50-meal block plan or the 5-meal plan. These plans are catered to commuter students; however, commuters may sign up for any of the meal plans offered. Commuter students also have the option of purchasing a Cavalier Card which works as a declining balance card. The Cavalier Card offers students bonus dollar options based on the amount of dollars that are purchased.

The bonus scale is as follows: Purchase between \$25 and \$75 and receive a 5 percent bonus on your card. Purchase between \$100 and \$175 and receive a 10 percent bonus on your card. Purchase between \$200 and \$275 and receive a 15 percent bonus on your card. Purchase \$300 and up and receive a 20 percent bonus on your card.



**COSTS AND
EXPENSES**

Costs and Expenses

Tuition and Fees for 2012-2013

Cabrini College's Board of Trustees reserves the right to adjust tuition, room and board, fees and expenses. Students pay on a per semester/session basis.

FULL-TIME UNDERGRADUATE STUDENTS

Tuition (maximum of 18 credit hours) per year Please note: 12 credits constitute full-time status. Fewer than 12 credits constitute part-time status.	\$28,090
General Fee per year (Registration, library, health services, publications, testing)	\$550
Student Activities Fee per year	\$250
Computer/Technology Fee per year	\$110
Room and Board per year (average)	\$11,859
Orientation Fee (first-year students only)	\$220
Application Fee	\$35
Enrollment Deposit (all first-time, readmitted, full-time students)	\$300
Graduation Fee	\$150

PART-TIME UNDERGRADUATE STUDENTS

Tuition (per credit hour for 11.5 or fewer credits or for each hour over 18 credit hours)	\$495
Application Fee	\$35
Registration Fee per semester/session	\$45
Graduation Fee	\$150

GRADUATE STUDENTS

Tuition (per credit hour)	\$595
Application Fee	\$50
Registration Fee per semester/session	\$45
Graduation Fee	\$150
COURSE FEES	
SPE 221 and SPE 222	\$25
Fine Art Fees (for specified fine art courses)	\$25, \$30, \$35

Laboratory, per course (biology, chemistry, environmental science, physics)	\$80
3+3 B.S./D.P.T. programs, Doctor of Podiatric Medicine 3 + 4 program and Dentistry 3 + 4 program	\$550
Directed Study Fee (in addition to tuition per course)	\$50
Independent Study Fee (in addition to tuition per course)	\$50
Private Music Lessons (per semester, 1/2 hour weekly)	\$275

OTHER FEES

Study Abroad/Elsewhere Fee (per semester, non-Cabrini programs only)	\$500
Parking Permit Academic Year	\$95
Semester Permit (fall or spring)	\$55
Summer Only	\$20
Late Tuition Payment Charge (per semester)	\$50
Assessment of Prior Learning Portfolio Development Fee (per course, in addition to 1/3 cost of credits earned)	\$200
CLEP, Dantes, and Departmental Challenge Examinations (per exam, in addition to 1/3 cost of credits earned)	\$88
Non-Collegiate Sponsored Course Transfer Evaluation Fee (per course)	\$65
Transcript Fee (official)	\$3
Same day official transcript requests	\$12
Expedited official transcript requests	\$18
Uncollectible Check Fee (per check)	\$35
Excess Paper Fee	\$25
Replacement Identification Card	\$20
IST 125 Assessment	\$100

MISCELLANEOUS EXPENSES PER SEMESTER

Textbooks and Supplies (estimate)	\$1,050
-----------------------------------	---------

Enrollment Deposits

Deposits are required for all full-time students who are accepted for admission into the College.

FULL-TIME UNDERGRADUATE STUDENTS

Commuter Students

The entire enrollment deposit is credited to the student account in the first semester of attendance.

Resident Students

The amount of \$150 is credited to the student account in the first semester of attendance. The amount of \$150 is held by the College until the student graduates or officially withdraws from housing. See Property Damage Charges on the next page for further information.

Deposits are non-refundable unless a written request for a refund has been received by May 1 for the fall semester or September 1 for the spring semester. Deposits submitted after these dates are non-refundable.

Payments

Students are billed in advance of each semester through electronic billing on their CabriniOne account. Student accounts must be paid in full or financial arrangements made with Tuition Management Systems (TMS), Cabrini's third-party payment plan provider, before the semester payment due date. If payment-in-full or financial arrangements are not made by the payment due date, a student's courses may be cancelled for non-payment. Students who enroll after the semester payment due date require no formal statement to settle their account and must pay all charges at the time of registration.

Payment Plan Option

Cabrini College offers payment plan options administered by Tuition Management Systems (TMS). Students enrolled on campus in undergraduate or graduate courses can enroll in a 5-, 10- or 12-month plan. The 10- and 12-month plans are for the full academic year and the 5-month plan is for a semester only. Payment plans are not available for the summer sessions.

Delinquent Accounts

A student who is financially delinquent will not be permitted to register for future semesters or receive their official transcripts, diplomas or certification paperwork. In addition students will not be able to participate in commencement exercises or other College activities. Student accounts that are not resolved by the end of the semester will be placed with a collection agency. All collection costs (collection agency costs, attorney fees, etc.) incurred by the College in the collection of tuition, fees, and room and board are the responsibility of the student and will be assessed at a minimum of 33 1/3 percent of the balance due.

Late Fees

All charges must be paid in full, when due, to complete the registration process and avoid late payment fees.

Refund Policy

A student who withdraws receives a tuition refund based on the following attendance schedule during the semester:

1st day of semester to end of add/drop period	100%
11 to 13 calendar days	80%
14 to 20 calendar days	60%
21 to 34 calendar days	.30%
35 calendar days or more	no refund

Calendar days for the refund period begin on the first day classes are scheduled, not the first day the actual class is held. The amount of a refund is based on the official date of withdrawal from a course and not the date the student stops attending a class. Students must officially withdraw for the refund policy to be honored (See page 51). Refunds are not issued to students who register for but fail to attend a course or courses. Registration, lab and course fees are not refundable if the student withdraws from the course after the one-week add/drop period.

A resident student who withdraws from housing receives a refund of room and board charges based on the refund policy attendance schedule. The amount of the refund is based on the official date of withdrawal from resident housing. Withdrawals from housing must be done in writing to the director of residence life. The student must vacate the residence hall on the official date of withdrawal, or charges will continue to incur.

Refund Policy for Summer Sessions

A student who withdraws from the 12-week summer session receives a tuition refund based on the following attendance schedule during the session:

1st week of class	80%
2nd week of class	60%

Students who withdraw after the second week of class will receive no refund of tuition. Registration, lab and course fees are not refundable during the 12-week summer session. Students must officially withdraw through the Registrar's Office for the refund policy to be honored. The summer I and summer II sessions, other than the 12-week session, follow the refund policy for accelerated courses.

Refund Policy for Accelerated Courses

A student who drops an accelerated course receives a full refund based on the following attendance schedule during the course:

Before the second meeting of the class	100%
--	------

Students who withdraw after the timeframe noted above will receive no refund of tuition, registration, lab and course fees. Students must officially withdraw for the refund policy to be honored (See page 51).

Disbursement of Monies from Student Accounts

All disbursements from student accounts will be made payable to the student. Exceptions to this policy include the refund of student loan monies to the lending institution, compliance with federal regulations -or a refund to a parent when a credit is a result of a parent plus loan.

Property Damage Charges

In accordance with the housing agreement, resident students are responsible for any loss or damage to College property within student rooms and other parts of the residence halls. Students will be billed on a semester basis for these charges. When a student graduates or withdrawals from housing, the damage deposit will be refunded after all damage charges have been assessed.

Auditing

The fee for auditing a course is two-thirds of the applicable credit cost.



FINANCIAL
AID

Financial Aid

Financial assistance is available to qualified students. To qualify, all applicants and returning students must file a Free Application for Federal Student Aid (FAFSA). This form is used to determine eligibility for all financial aid that requires a measure of a student's financial need. It must be submitted annually for each school year's determination of financial aid eligibility. The form can be accessed at www.fafsa.ed.gov.

Determining Financial Need

Most financial aid is determined using a Congressionally approved need-based formula called "Federal Methodology." Data supplied on the FAFSA is measured by the Federal Department of Education using this formula to determine how much a family can pay to send one member to school during the given academic year. When this amount, called the Expected Family Contribution, is subtracted by a college-determined budget, the remaining amount is the student's financial need.

Financial Aid Budgets

For the 2012-2013 academic year, student aid will be calculated using the following budget figures (subject to change):

	Residents	Off-Campus	Commuters
Tuition	\$28,080	\$28,090	\$28,090
Fees	\$910	\$910	\$910
Room and Board	\$11,860	\$11,421	\$2,430
Books and Supplies	\$1,050	\$1,050	\$1,050
Origination Fees	\$68	\$68	\$68
Indirect Costs	\$3,263	\$2,205	\$1,989
Total Budget	\$45,341	\$43,744	\$34,537

Financial Aid Academic Year

The Financial Aid Office uses a standard academic year that spans two enrollment terms (semesters). These two terms total at least 30 weeks of instruction. A full-time student is expected to complete at least 24 credits during an academic year.

The standard academic year starts with the fall semester and finishes with the spring semester. Summer sessions may be added to the end of the standard academic year.

The 2012-2013 standard academic year begins on August 27, 2012 and ends May 13, 2013. The summer 2013 session begins May 20, 2013 and ends August 9, 2013.

Types of Financial Aid

GRANTS AND SCHOLARSHIPS

Grants and scholarships may be based on academic merit or financial need or both. These awards are considered "gift aid" and do not need to be repaid by the student.

Federal Pell Grants

Pell Grants are determined by the Department of Education based upon demonstrated financial need and full- or part-time enrollment at Cabrini College. Pell Grants may only be used toward the student's first undergraduate degree. FAFSA required.

Federal SEOG Grant SEOG grants are determined for students through a combination of significant need as demonstrated on the FAFSA and the availability of funds. SEOG grants are disbursed in accordance with Federal guidelines. Students who are eligible for Pell Grants are considered first for these awards.

PA State Grant

Administered by the Pennsylvania Higher Education Assistance Agency (PHEAA), Pennsylvania State Grants are awarded to eligible PA residents pursuing their first undergraduate degree. Awards are based upon demonstrated financial need and enrollment (full-time, half-time) status. FAFSA is required.

Continued eligibility (up to eight semesters) is based upon academic progress, housing status, and cost of attendance. PHEAA measures academic progress based upon attempted/completed credits during an academic year (fall, spring, summer).

Cabrini Merit Awards

Cabrini College offers a variety of academic merit awards given to eligible incoming students based in part on high school GPA and SAT scores. Some merit awards are also available for incoming transfer students. All applicants to the College are considered.

Students must be taking 12 credits minimum per semester and be billed the College's full-time fee. Students must also maintain a cumulative 2.0 GPA each year to continue to be eligible.

Honors Scholarship

The Honors Scholarship recognizes students who are candidates for the freshman class with a minimum 1030 SAT (critical reading and math) or higher, or 22 ACT composite score or higher, with a minimum 3.5 GPA in academic courses. Candidates must also maintain a minimum cumulative GPA of 3.0 at Cabrini, and must be enrolled in the Honors Program. The Honors Scholarship is awarded in addition to other academic scholarships.

Catholic High School Scholarship

This grant is based on the student's records showing graduation from a Catholic high school. It is renewable up to four years, based on the student maintaining full-time status (twelve credits minimum per semester) and a GPA of 2.0 or higher.

Out of State Grant

This grant is for students who are not Pennsylvania residents and enroll at Cabrini College in campus housing. The grant is renewable up to four years, based on the student maintaining full-time status (twelve credits minimum per semester), a GPA of 2.0 or higher, and continues to live in on-campus housing.

Cabrini Grant

This grant is determined by a combination of financial need as demonstrated on the FAFSA and the availability of funds. It also may be used for students with documented special circumstances.

Cabrini Work Grant Program

Cabrini work grants are awarded to eligible students based on financial need. Work grants are \$1,100 and require six hours per week (up to 144 hours for the full academic year) of service to the College during the school year.

Cabrini Endowed Scholarship and Awards

The following is a list of scholarships endowed through private donors to Cabrini College. Unless otherwise noted, these are need-based scholarships and eligibility is determined by a combination of academic performance and financial need as measured by completion of the FAFSA.

Adult Learner Scholarship

This scholarship was established by Judith M. Bradley, former Director of Adult Academic Services, and Stephen M. Highsmith CE '88, former Cabrini College trustee, to assist matriculated students 25 years or older in completing a higher education degree.

John J. Barclay Memorial Scholarship

This scholarship was established by the Barclay family in 1997 after the untimely death of John J. Barclay, who served as vice president of finance and administration since 1989 at Cabrini. This scholarship helps further the education of deserving students.

Michael Beauchemin Scholarship for Mathematics/Robert McGee Scholar

This scholarship was endowed in 2007 through donations by Dr. Katherine Domenick in memory of her son, Michael Beauchemin '03; several alumni of the Mathematics Department; and with contributions to honor Professor Emeritus Robert McGee on the occasion of his retirement in 2004. This award is made annually to a full-time junior or senior mathematics major who demonstrates dedication to and excellence in mathematics.

Jane Schwartz Benjamin Memorial Scholarship

This scholarship was established in 1972 by the late Dr. Edwin R. Benjamin to honor his wife, Dr. Jane Schwartz Benjamin. Benjamin made many significant contributions to perpetuate high academic goals as chairwoman of Cabrini's History Department. The scholarship is awarded to a full-time history/political science student.

Daniel J. and Mary D. Bergen Communication Scholarship

Because of their strong passion for and commitment to the field of journalism, this scholarship was established in 1999 by Daniel and Mary Bergen to assist students who have selected journalism as their field of study.

The Rebecca H. Bradbeer Social Work Scholarship

This scholarship was established by Rebecca H. Bradbeer '94, a social work alumna, whose intention is to recognize outstanding students who are preparing for careers in social work.

Cabrinian Endowment Scholarship

This scholarship was created in 1992 for the 35th anniversary of the founding of Cabrini College. The Missionary Sisters of the Sacred Heart of Jesus gifted the College with funds to establish a scholarship to assist deserving students who would otherwise be deprived of a higher education.

Mother Cabrini League

Through the generosity of the Missionary Sisters of the Sacred Heart of Jesus, this scholarship was established to assist deserving students.

Dr. John E. DeTurck Scholarship

This scholarship was established by biology alumni to honor Dr. John DeTurck's 26 years of teaching at Cabrini. It is awarded to an upperclassman majoring in biological sciences.

Edith Robb Dixon Scholarship

This scholarship was established by Cabrini College in 1999 to honor Edith Robb Dixon's years of service as she retired from the Board of Trustees. It is awarded to a junior or senior who has a sports or fitness related major.

Denise Edwards Memorial Scholarship

Established by her parents, George and Carol Anne Edwards, and sustained by the family, friends and classmates of the late Denise Edwards '92, this scholarship was named in memory of

Denise and the spirit she exemplified. The award is made to a worthy and deserving senior.

The Felicia Falcone Memorial Scholarship

Established by her parents, Joe and Angie Falcone, and sustained by family and friends, this scholarship was named to remember the late Felicia Falcone '91. Felicia is remembered for her dedication to Cabrini student government, campus ministry, yearbook, newspaper, and radio station, and for the many hours she volunteered in the community. It is awarded to a junior or senior English and Communication major, who demonstrates Felicia's same enthusiasm and commitment.

Barry D. and Rebecca E. Freedman Memorial Scholarship

Rebecca Freedman established this scholarship award in recognition of her late husband, Barry D. Freedman, to honor his love and interest in graphic design. It is awarded to a junior or senior graphic design major who demonstrates a strong concentration or interest in web design and a strong involvement in extracurricular design or arts related activities.

The Thelma Gardinier Arts Scholarship

This scholarship was established in 2000, through the generosity of Thelma Gardinier, who has a love of the arts. Preference in awarding this scholarship is given to a junior or senior enrolled in the studio arts program.

The William Randolph Hearst Scholarship

This scholarship was established through a grant received in 2001 by the William Randolph Hearst Foundation for the purpose of endowing a scholarship to broaden educational access for African-American, Hispanic-American, Asian/Pacific Islander, or Native American students with the subsequent result of increasing minority teachers nationwide.

Mother Ursula Infante Scholarship

This scholarship was established in 1987 to honor Mother Ursula's 90th birthday and is awarded to a student majoring in chemistry.

The Andrew and Patricia Litavec Education Scholarship

This scholarship was established by Andrew and Patricia Litavec after Andrew retired from 36 years of teaching at Cabrini College. The scholarship is awarded to a junior or senior enrolled in elementary education, early childhood education or special education, in good academic standing, and demonstrates financial need.

Patience Cavanagh McFadden Memorial Scholarship

This scholarship is in memory of Patience Melville Cavanagh McFadden '63, and was established by the Cavanagh family. It is awarded to a student who shows a sincere concern for the well-being of others and who demonstrates academic excellence.

The Marilyn Meola Mazzarulli Scholarship

Marilyn Meola Mazzarulli '59 established this scholarship in 1999. It was the first named scholarship funded by an alumna. It provides financial aid for deserving students.

The Mastronardi Service and Leadership Award

Margaret Mastronardi '61, Ruth Mastronardi Baldovin '67, and funding from the Charles A. Mastronardi Foundation established this scholarship. The prestigious Mastronardi Service and Leadership Award, which is presented on Cabrini Spirit Day, creates new opportunities for current students to acquire the intellectual skills to succeed in chosen professions, as well as the experience to learn the importance of caring for one another and promoting the common good.

Peter S. and Catherine G. Mozino Scholarship

This scholarship was endowed through the Peter S. and Catherine G. Mozino Foundation by Catherine G. Mozino. It is awarded to a student of Italian descent who presents a financial need.

The Thomas P. and Jill Nerney Leadership in Community Service Scholarship

This scholarship was established by Thomas P. Nerney '77 and Jill Chambers Nerney '77 to promote an "education of the heart." It recognizes a student who, by the end of his or her first year, has exhibited active and sustained leadership in service and outreach programs, which are sponsored by the Center for Service and Leadership at the Wolfington Center.

The Agnes Bosco Orsatti Memorial Scholarship

The late Arnold Orsatti, father of Cabrini alumna Agnes Orsatti Armao '63, established this scholarship in 1998 in memory of his wife, Agnes Orsatti. This scholarship is awarded to a full-time, female student in good academic standing, whose financial need might not allow her to complete her education.

The Michelle Perna '75 English and Communication Scholarship

This scholarship was established through the generosity of Michelle Perna '75 and her husband, Dr. James Devine, in honor of Michelle's mother, Marie G. Perna; her mentor Elizabeth Grimmie Wisniewski '66; and Dr. Jerome Zurek, chair, Communication Department. The scholarship is awarded to a female undergraduate majoring in English and Communication, who exhibits academic excellence and demonstrates financial need, with preference given to a student from New Jersey.

Sister Regina Peterson Social Work Scholarship

This scholarship was established through the efforts of the Cabrini College Social Work Department to honor Sister Regina Peterson, MSC, who founded the social work program at Cabrini. The scholarship is awarded to upperclass students who have been accepted into the social work program and are in good academic standing.

The Ruth Richardson Memorial Scholarship

The Richardson Family established this scholarship to honor Ruth Richardson '86, a 31-year employee of Cabrini College. It is awarded to students in good academic standing who demonstrate financial need and are enrolled in elementary education, early childhood education, or special education programs.

Charles and Delphine Sbarboro Memorial Scholarship

This scholarship was originally established in 1985 by Delphine Sbarboro to honor her husband, Charles. Delphine passed away in January 1998 and their children, Delphine Sbarboro Pape '61 and Charles Sbarboro, decided to endow the scholarship and rename it to honor both of their parents. The scholarship is awarded to a business major and an education major that have financial need.

M. Antoinette Schiesler Memorial Scholarship

This scholarship was created in 1996 to memorialize former Cabrini College Academic Dean, M. Antoinette Schiesler, by her husband, Reverend Dr. Robert Schiesler, and the contributions of family and friends. It is awarded to a female student who is of African-American or Hispanic descent. Preference is given to an upperclassman majoring in education, who demonstrates financial need, a proficiency in her studies, a determination to succeed, a maturing sense of self, and well-rounded personality.

Lawrence R. Sedler Memorial Scholarship

This scholarship was established in 1971 by Toni Linder in memory of her late husband, Lawrence Sedler, to honor his work as a philosophy professor at Cabrini College. It is awarded to a student majoring in philosophy.

UPS Scholarship

The UPS Foundation has provided scholarships to Pennsylvania's independent colleges and universities through the Foundation for Independent Higher Education (FIHE) for more than 30 years. Cabrini awards the UPS Scholarship to deserving students annually.

STUDENT LOANS

Student loans are a form of financial aid that requires repayment of the funds received, usually with interest. Some loans may be in either the student's or the parents' name. All loans require a promissory note, and some require a separate application.

Federal Direct Loan

There are two types of Federal Direct Loans—subsidized and unsubsidized. Subsidized Direct Loans carry a 6.8 percent interest rate on loans originated on or after July 1, 2012. Unsubsidized Direct Loans carry a 6.8 percent interest rate on loans originated on or after July 1, 2012. If the loan is subsidized, the Federal Government covers the interest for the student while he/she is enrolled in college on at least a half-time

basis. If the loan is unsubsidized, the student is answerable for the interest while enrolled in college.

Eligibility for a subsidized Direct Loan is based on financial need as determined by the FAFSA.

Federal Direct Loans are charged a one percent origination fee deducted when funds are disbursed.

Students are allowed a six-month grace period upon leaving college before making payments on principal. Students borrowing under the Federal Direct Loan Program may borrow \$3,500 their freshman year, \$4,500 their sophomore year, and \$5,500 their junior and senior years. Half-time undergraduate students are also eligible to borrow. Students must complete both a FAFSA and a Master Promissory Note, and Loan Entrance Counseling.

Federal Direct Parent PLUS Loan

Federal Direct PLUS Loans are unsubsidized loans that parents of dependent students can borrow to help pay for education expenses. The Department of Education will do a credit check as part of determining a parent's eligibility for the loan. There is no aggregate limit to PLUS borrowing, although annually the amount is limited to the student's estimated financial costs minus all other financial aid.

Direct PLUS Loans carry a 7.9 percent interest rate. Direct PLUS loans are charged a 4% origination fee deducted when funds are disbursed. Repayment begins 60 days after the last disbursement, and interest is charged during both in-school and out-of-school time periods.

Federal Perkins Loan

The Financial Aid Office awards Federal Perkins Loans to students based on a combination of significant need as demonstrated on the FAFSA and the availability of funds. The interest rate for a Perkins Loan is 5 percent, and no interest or principal payments are due until nine months after a student graduates (or drops below half-time status).

Alternative Loans

Alternative student loans are offered by banks or lending institutions to help students and parents bridge the gap between the cost of education and the amount of financial aid received. To learn more about these loans, including how to apply, log onto www.cabrini.edu/loans and select "Alternative Loans" from the menu on the left.

PAYMENT PLANS

The Interest-Free Monthly Payment Option

To help you afford education expenses, Cabrini College is pleased to make the services of Tuition Management Systems available to you and your family. Tuition Management Systems' Interest-Free Monthly Payment Option allows you to spread your education expenses over a 10 or 12-month period for

only a small enrollment fee. There is no interest and no pre-qualification or credit check for this service. With this payment option you have 24-hour access to account information through Tuition Management Systems' website, www.afford.com, toll-free automated account information through InfoLine, and personal account service Monday through Saturday. Education Payment Counselors are available to help you determine the best payment option for your education costs.

This is a popular option with many of our families because it reduces the need to borrow and it gives families more control over their savings. Tuition Management Systems' services have helped over one million students nationwide afford education since 1985.

For more information on your specific payment options or to enroll in the Interest-Free Monthly Payment Option, visit Tuition Management Systems' website at www.afford.com or call 800-722-4867 and speak with an Education Payment Counselor.

Other Forms of Assistance

Students with physical or other disabilities may apply for assistance from the Office of Vocational Rehabilitation of the commonwealth of Pennsylvania. Students must apply directly to the office in their area. Other states have similar programs. For information, students should write to the Office of Education in their state capitals.

Veterans may be eligible for educational assistance. Regional offices of the Veterans' Administration can provide students with additional information.

Organizations such as labor unions, United States armed services and reserves, fraternal organizations, and business corporations offer scholarships and tuition reimbursements for their members and employees. Applicants should thoroughly investigate these opportunities for aid.

The Financial Aid Office maintains information on sources of available outside scholarships. Students may call 610-902-8188 for more information.

STUDENT EMPLOYMENT

Cabrini makes every effort to offer financial assistance to students through part-time employment. Campus offices, such as Admissions, Facilities, the Tutoring Center, the Dixon Center, Dining Hall, and Bookstore offer job opportunities to students. The College also provides opportunities to work in community service.

The Financial Aid Office posts available on-campus jobs on our website www.cabrini.edu/studentemployment.

Cabrini students interested in part-time or full-time work are invited to review online employment opportunities through Web Job Listings or College Central Network. These sites may be accessed through www.cabrini.edu/co-op. Hard copy format is available for students to review in Cooperative Education and Career Services.

"Job Squad" listings are posted outside the Office of Cooperative Education and Career Services in Grace Hall, Room 131. These positions include childcare services, babysitting, housekeeping, yardwork, painting, pet sitting, party help, and tutoring. Students can also request to be listed in the "Job Squad" brochure that, upon request, is mailed to area residents seeking to hire students for the above services.

(Also see the Cooperative Education and Career Services section on page 66.)

FINANCIAL AID REFUND POLICY

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60 percent of a payment period or term. The federal Title IV financial aid programs must be recalculated in these situations.

If a student leaves the institution prior to completing 60 percent of a payment period or term, the Financial Aid Office recalculates the student's eligibility for the Title IV funds.

Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula: The percentage of the payment period is the number of days completed up to the withdrawal date. This percentage is divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) The resulting percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned (which is 100 percent of the aid that could be disbursed minus the percentage of aid actually earned) is multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution. If a student earned more aid than was disbursed to him or her, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Federal Stafford Loan/Direct unsubsidized Stafford Loan
- Subsidized Federal Stafford Loan/Direct subsidized Stafford Loan.
- Federal Perkins Loan
- Graduate PLUS Loan/Direct Graduate PLUS Loan
- Federal Parent (PLUS) Loan/Direct PLUS loan

- Federal Pell Grant
- Federal Academic Competitiveness Grant
- National SMART grant
- Federal Supplemental Opportunity Grant (SEOG)
- Other assistance under the Federal Title IV programs (e.g., LEAP)

CABRINI COLLEGE FUNDS

Cabrini College funds, both merit awards and need-based grants, are retained at the same percentage rate that tuition is retained. For example, if a student withdraws and owes 40 percent of the semester's tuition, 40 percent of his/her Cabrini funds will be retained to help pay down the obligation.

PHEAA STATE GRANT

The PHEAA State Grant is retained at the same percentage rate that tuition is retained, similar to Cabrini College funds.

FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS POLICY

Full-time students must be making adequate academic progress toward their degree in order to retain eligibility for financial aid. Satisfactory academic progress for financial aid purposes is measured in a quantitative and qualitative measure. These measures are taken at the end of each payment period (semester)

Qualitative Measure

To meet financial aid satisfactory academic progress, a student must complete successfully 20.5 credits each academic year.

Quantitative Measure

Students must achieve the following grade point averages (GPA) to maintain financial aid satisfactory academic progress.

Up to 29 credits	1.75
30-75 credits	1.9
76 credits and higher	2.0

Part-time students must complete successfully 10.25 credits at the end of each academic year. The GPA measure is the same as listed above for full-time students.

Graduate students must complete successfully 12 credits at the end of each academic year. The GPA measure is the same as listed above for full-time students.

Eligibility for financial aid is based on the length of time a student is enrolled in college. Financial aid eligibility cannot exceed more than 150 percent of the normal time it takes for a student to achieve a degree. For example: the curriculum at Cabrini College is structured to allow a student to earn a bachelor's degree in four years. Consequently, students who need to take longer than four years can keep their financial aid eligibility for up to six years.

FINANCIAL AID WARNING

The Financial Aid Office may put a student who fails the financial aid academic progress measure on warning for the next full semester. The student may receive financial aid while on warning. However, if at the end of the warning semester, the student has not satisfactorily improved his or her quantitative and qualitative measure, no further financial aid funds will be awarded. Financial aid may be reinstated at such time as the student does meet the satisfactory academic progress measure, although aid eligibility is not retroactive. Students may only receive one Warning and/or Probationary period during their enrollment at the College.

APPEALING THE FINANCIAL AID MEASURE OF ACADEMIC PROGRESS/ FINANCIAL AID PROBATION

A student who fails to meet satisfactory academic progress after having a Warning Period may appeal to have their financial aid continued.

If the appeal is accepted by both the College's Office of Academic Affairs and the Financial Aid Office, the student will have one more semester on Probation. The student is to use this probationary semester to bring his/her academic standing up to the required standard, and may receive financial aid during this semester.

If the student succeeds in bringing up his/her academic standing to the appropriate level, he/she will continue to be eligible for federal financial aid. However, if the student fails to meet the satisfactory academic progress measure at the end of the Warning Period, he/she will no longer be eligible for federal financial aid.

An appeal to be put on Financial Aid Probation must include:

- An explanation by the student why he/she failed to make satisfactory academic progress.
- What has changed that will allow the student to make satisfactory academic progress by the next evaluation.

An appeal must also include a credible academic plan approved by the Office of Academic Affairs that clearly shows how the student can successfully complete the program of study within the appropriate amount of time.



**ACADEMIC POLICIES,
PROCEDURES & REGULATIONS**

Academic Policies, Procedures & Regulations

Requirements for a Degree

1. Completion of a minimum of 123 credit hours with a minimum cumulative index of 2.0. The minimum cumulative index and the minimum major index may differ in some programs.
2. Forty-five (45) of the 123 credit hours required for the degree must be completed at Cabrini College. In addition, all students must complete the last 30 credits of their degree at Cabrini College. Students must petition the Office of Academic Affairs for an exception.
3. Completion of all requirements stipulated in the major program.
4. Completion of the general education program.
5. Fulfillment of all financial obligations.

DEGREES

Academic excellence is the priority at Cabrini College. Cabrini is a liberal arts college that is dedicated to educating students to meet the demands of a professional career.

Cabrini offers the Bachelor of Arts degree with major programs in the following areas:

- American Studies
- Communication
- Criminology
- English
- French (as a Consortium Major)
- Graphic Design
- History
- Individualized Major
- Italian (as a Consortium Major)
- Liberal Studies
- Organizational Management
- Philosophy
- Political Science
- Psychology
- Religious Studies
- Sociology
- Spanish

The Bachelor of Science degree has major programs in:

- Accounting
- Biology
- Business Administration
- Chemistry
- Computer Information Science
- Exercise Science and Health Promotion
- Finance
- Human Resources Management
- Information Systems
- Marketing
- Mathematics

The Bachelor of Social Work degree has a major program in social work.

The Bachelor of Science in Education degree has major programs in:

- Pre K-4 Education
- Educational Studies
- Middle Level (4-8) Education
- Special Education Pre K-8

Certification is available in early childhood education, elementary education, special education and, within secondary education in biology, chemistry, English, communication, mathematics, and social studies (with a concentration in history).

Students majoring in Spanish may obtain certification (K-12) through a cooperative program between Cabrini and neighboring Eastern University.

COURSE WAIVERS

Occasionally students may receive waivers exempting them from certain course requirements due to previous work or academic experience, or demonstrated ability to successfully complete higher-level work. When a course is waived, students do not receive any credit for the waived course. All students must complete 123 credits of coursework in order to graduate.

The Academic Program

Degree requirements consist of three components: the general education program known as Justice Matters; the academic major; and electives. Students who elect to complete a minor or dual major must complete all of the requirements for these programs too.

Cabrini's general education program provides students with the basic intellectual foundation of the liberally educated person. (See page 10.)

Students develop the art of communication through English, art and foreign language courses. Students sharpen their analytical (and reasoning) skills through computers, mathematics and philosophy courses. The relationship between humanity and the universe is studied in the physical science requirements. Students gain insight into human interaction and decision making through history, religious studies, psychology, and sociology courses. The program also introduces students to methods, primary principles and basic conclusions of each discipline.

Students choose an academic major and enroll in courses required of that major to build upon the skills and insights gained from the program. Majors allow intensified study in a single discipline. Students develop specialized knowledge in their area of choice and apply this learning in such venues in cooperative education, field experiences, internships, independent research, and/or student teaching. Majors prepare undergraduates to pursue career interests or continue education in graduate programs.

The related field, minor or elective courses broaden students' intellectual horizons and give them opportunities to acquire additional knowledge for a career specialization. The minor allows students to follow a prescribed course of study outside the major area, advancing knowledge in a second academic discipline.

Cabrini students may freely elect courses of special interest.

DECLARING A MAJOR

Faculty advisors guide students in evaluating their natural abilities and acquired skills so they may select an appropriate major or area of concentration. Students may select an intended major on their application for admission or they may come into the College as "undeclared." Entering students are not required to indicate an intended major.

First-year students should discuss possible majors with their advisors. Ideally before sophomore year, students should apply for majors/minors using the Declaration of Major/Minor/Concentration form available in the Registrar's Office. Even if a student enters the College with an intended major, he or she must formally declare a major at the end of the first year. Likewise new transfer students must formally declare a major some time after the first full semester at Cabrini College. Students who wish to change their majors also must complete this form and take it to the appropriate academic department chair.

Students who do not meet a department's standards may be denied entrance or asked to withdraw from that major program. In these circumstances, the advisor or Academic Affairs staff counsels students on alternative methods of setting academic or vocational objectives.

DECLARING A MINOR

Students must complete the Declaration of Major/Minor/Concentration form available in the Registrar's Office. If approved by the department chair, the minor will be noted on the transcript at the time of graduation.

CREDIT LOAD

One hour of credit is granted for one lecture or class period of 50 minutes per week for one semester. One laboratory of at least two class periods is granted one credit.

The normal course load is 15 or 16 credits a semester. A minimum of 12 credits is required of full-time students. With permission of the advisor, students with a quality point average of 3.0 may carry more than 18 credits. A per credit fee is charged for credits over 18.

REGISTRATION

Incoming first-time, first-year students are pre-registered by a faculty advisor. Schedules are reviewed with first-year faculty advisors during Orientation before classes begin. Incoming transfer students are pre-registered by a faculty advisor in the major field.

Specific days are set aside midway through each semester for current full-time students entering their sophomore, junior and

senior years to pre-register for courses for the coming semester after consulting with their faculty advisors.

Adult and graduate students pre-register in the Registrar's Office or online. The Office of Graduate Studies staff and faculty provide advisement.

CANCELLATION OF COURSES

The College reserves the right to cancel any course that has insufficient enrollment.

FREE ADD/DROP PERIOD

There is a free add/drop period at the beginning of every semester (consult the academic calendar for the end of this period). In order to add/drop a course, students must obtain an Add/Drop form from the Registrar's Office or print one from the Registrar's Office website. This form must be completed and signed by the student and the student's advisor before being returned to the Registrar's Office.

For part-time students, a full refund is given prior to the start of classes. Once classes begin, follow the refund policy on page 45.

WITHDRAWING AND ADDING A COURSE AFTER THE FREE ADD/DROP PERIOD

Students may withdraw from a course after the free add/drop period with their advisor's approval. Students may only add a course with the approval of the instructor, advisor and the Office of Academic Affairs. Students may withdraw from a course up to three weeks after the semester midpoint (refer to academic calendar for exact dates for each semester). Withdrawals after the deadline are possible only with the permission of the instructor and the dean for academic affairs. Such appeals will be granted only in extraordinary circumstances such as illness or family emergency. All courses from which a student withdraws will remain on the student's schedule and will be reflected on the transcript with a grade of 'W.' Withdrawal forms and Add/Drop forms are available in the Registrar's Office.

Students who merely stop attending a course and fail to drop or withdraw from that course will incur a grade of 'F.'

If applicable, the official date when a student withdraws from a course is the basis to determine refunds or tuition adjustment. Prior to withdrawing from a course, students should review policies regulating refunds, full-time status, grading penalties, financial aid, and immigration status.

Adult students should consult the Office of Graduate Studies and Financial Aid Office for specific guidelines regarding their status.

ADMINISTRATIVE WITHDRAWALS

The Office of Academic Affairs may administratively withdraw a student who is not attending class. Administrative withdrawals may be initiated by the Registrar's Office or individual instructors. Administrative withdrawals occur under certain circumstances:

- The Registrar's Office may initiate the withdrawal when notified that students never attended class during the add/drop period.

- Individual instructors may initiate the withdrawal when a student misses more than 20 percent of a course's scheduled meetings (excluding intercollegiate games and tournaments at which students are officially representing Cabrini College).
- The Office of Academic Affairs may administratively withdraw a student on academic probation who is not making progress toward achieving good standing.
- The Office of Academic Affairs may administratively withdraw a student who has been temporarily or permanently removed from the College for any disciplinary reasons.

Individual instructors may initiate the withdrawal at any time during the semester through the online warning system. Administrative withdrawals from the College are recorded with an "AW." The College refund policy applies to administrative withdrawals. Students who wish to appeal their administrative withdrawal may do so in writing to the dean for academic affairs. The Academic Review Board will evaluate the progress of all students receiving an "AW" in any semester.

AUDITING

Students wishing to enrich their academic background without the responsibility of preparing for final examinations may audit courses.

Audit status must be declared at the time of registration. See page 39 for auditing costs.

REPEATING COURSES

Students failing a required course or earning an unacceptable grade in a department-required course must repeat that course at Cabrini to satisfy the requirements.

Students repeating a course should alert the Registrar's Office of the repeat when registering for the course. After the course is repeated, the original grade is no longer computed in the cumulative average; however, the original entry and the semester average will appear on the transcript.

DIRECTED STUDY

When students are unable to complete courses required for their major because the course is not being offered as the department advertised, students and professors have the option of completing the course through a Directed Study. Before registration, students must receive written permission from the instructor, the department chair and the dean for academic affairs. Directed Study forms are available in the Registrar's Office. A Directed Study appears on the transcript as the required but unavailable course and the "DS" designation.

INDEPENDENT STUDY

Advanced students can research a topic of personal academic interest normally not included in the regular course offerings. Before registration, students must receive written permission from the instructor, the department chair and the dean for academic affairs. Independent Study forms are available in the Academic Affairs and Registrar's Offices.

UNDERGRADUATE RESEARCH

Students may receive credit for collaborative research with faculty at the College. Research projects typically require literature review, empirical analysis and a written report, poster or oral presentation of the completed research project. Before registration, students must receive written permission from the instructor, the department chair and the dean for academic affairs. Undergraduate Research forms are available in the Registrar's Office.

STUDYING AT ANOTHER COLLEGE

Courses to be taken at another college require the signature of the advisor, department chair and dean for academic affairs on an Approval for Credit Taken at Other Institutions form, which is available in the Registrar's Office. Grades from courses taken at other colleges and transferred back to Cabrini are not computed in the cumulative average, with the exception of grades for courses taken by full-time Cabrini students during fall or spring at Rosemont or Valley Forge Military Colleges and Eastern University with whom Cabrini has reciprocal agreements.

CROSS REGISTRATION WITH SEPCHE

Cabrini College full-time undergraduate matriculated students, paying full-time tuition, may register for up to two undergraduate courses a year at any other Southeastern Pennsylvania Consortium for Higher

Education (SEPCHE) member institution. SEPCHE includes Arcadia University, Cabrini College, Chestnut Hill College, Gwynedd-Mercy College, Holy Family University, Immaculata University, Neumann University, and Rosemont College.

The cross-registration program is designed to provide increased educational opportunities for students of any member institution. Through this program, students have the option to take courses that are not being offered at their home campuses and to experience the varied and diverse resources on member campuses across the Delaware Valley.

Students must have completed at least one year as full-time students at their home campuses before taking courses through the cross-registration program. Courses may not be taken at a member institution if that course or its equivalent is offered at the home institution in the same semester. No tuition or fees will be charged by the host institution, except for special or extra fees that are part of courses taken, such as lab fees.

The cross-registration program functions only in fall and spring semesters and does not apply to accelerated or weekend courses, independent study, semester length, study abroad, tutorials, internships, practicum field experience, student teaching experiences, private music lessons, or per credit hour or graduate students.

Credits earned count toward graduation requirements on the home campus and grades earned will apply to the student's GPA.

For course listings and more information, check the SEPCHE website at www.sepche.org.

CLASS ATTENDANCE

Cabrini students are responsible for class attendance and are expected to know from the instructor's course syllabus what is required for each course in which they are enrolled. In most subjects, attendance is required to complete course objectives. Short-term absences (from one to three classes) for such reasons as illness, funerals, accidents, etc., should be reported directly to the instructor at the phone number or e-mail address supplied in the syllabus; long-term absences (more than three classes) should be reported to the Academic Affairs Office. Medical or other documentation may be required. Students are responsible for material, assignments, or examinations given during classes they miss. Absences from class may result in a lower grade or course failure.

Students who officially represent Cabrini College at intercollegiate athletic events are excused from class in order to participate in those events which conflict with classes. These excused absences apply only to officially scheduled games and tournaments, not to practice sessions.

Students are required to submit an Intercollegiate Athletic Release form to the instructor of the course to be missed, usually at the start of the semester but always in advance of the absence. Students will not be penalized for missing that class, but are responsible for making up any classwork missed. If the nature of the class requires extensive in-class participation for successful completion of the course, the student may want to schedule it at another time after discussion with the instructor.

GRADING SYSTEM

Grades represent teachers' evaluations of students' achievements in a course and are determined by students' classwork and examinations. Each letter grade is assigned a numerical value called quality points as follows:

quality points per credit

A excellent	4.00
A-	3.67
B+	3.33
B good	3.00
B-	2.67
C+	2.33
C satisfactory	2.00
C-	1.67
D+	1.33
D minimal passing	1.00
F failure	0
FA failure due to excessive absences	0

P pass	0
PH pass with honors	0
AU audit	0
AF Academic Forgiveness	0
AW administrative withdrawal	0
CR credit	0
I incomplete	0
IPP in progress passing	0
NGR no grade reported	0
NC no credit	0
TR transfer	0
W withdrawn	0

The quality point average (QPA) is calculated by dividing the total number of credit hours attempted (in courses carrying letter grades with quality points) into the total number of quality points earned.

Quality points are not assigned to the letter evaluations for student teaching.

If a grade of 'F' is incurred in a required course, the course must be repeated. Students must inform the Registrar's Office when they repeat a course.

An incomplete grade 'I' is given when a student had been doing passing work in a course, but for reasons beyond his or her control could not complete all work required for the course on time. All requests for incompletes must be approved by the Academic Affairs or Registrar's Offices. Illness is ordinarily the reason for giving an incomplete grade, though other valid reasons may be considered.

The student must remove an 'I' no later than one month after the date of the last officially scheduled exam day of the semester in which the grade had been incurred. Failure to resolve the 'I' as instructed results in an 'F.'

Any instructor planning to issue an incomplete grade should complete a Request for Course Incomplete form and return it to the Registrar's or Academic Affairs Offices, normally at least one week before the last class day of the semester. See the Grading Standards on page 59.

WARNING NOTICES

Warning notices may be sent to the students' and to advisors' e-mails during the semester through the online warning system. However, the absence of a formal Warning Notice is not evidence of successful performance within a class.

CHANGE OF GRADE POLICY

Changing grades is the sole responsibility of the instructor assigned to the course. The basis of grade changes is restricted to clerical error, computation error, academic grievance, or academic dishonesty, except when a student completes coursework to replace an 'I' or 'NG' on the transcript, or when a student has appealed to the dean for academic affairs for a late 'W.' Grade changes that fall within these guidelines are to be accepted as if they were the original grade. Instructors should complete a Grade Change form available in the Registrar's Office, and return it to the registrar or dean for academic affairs. Grade changes should be completed by the end of the following semester.

ENRICHMENT ELECTIVES AND PASS/FAIL

The pass/fail option encourages junior and senior students to broaden their academic backgrounds without jeopardizing their quality point average. Courses for the core and the major may not be taken pass/fail.

In the case of extenuating circumstances, a student may petition to take a required course on the pass/fail system. The Petition for Academic Exemption form, available in the Academic Affairs Office, must be completed before the last day of classes.

Only one free elective may be taken using the pass/fail option in any given semester. Students may take a maximum of four free electives in a degree program under the pass/fail system.

The History, Information Science and Technology, Romance Languages and Literatures, Philosophy, Political Science, and Religious Studies departments do not allow majors to take any course in the major department under the pass/fail option. Psychology majors may not take courses in statistics under the pass/fail option. Under certain circumstances, additional departments may specify courses where the pass/fail option is not available.

Enrichment elective courses taken as pass/fail are graded before the first day of final examinations as Pass (P) or Fail (F) and have no quality points attached. An 'F' counts in the cumulative grade point average calculation.

Certain internships and field experiences as well as student teaching experiences at affiliate institutions are automatically graded pass/fail.

Students (first-year through senior) may take any foreign language course pass/fail once their cross cultural/foreign language literacy requirement is fulfilled.

EXAMINATIONS

The official examination schedule is prepared by the registrar before each semester. Students unable to take the final examinations at the scheduled time due to illness or some other unforeseen circumstance must contact the instructor and dean for academic affairs prior to the scheduled examination time. Approval from the dean for academic affairs is required before the exam is rescheduled by the instructor.

Academic Honesty

CREATING A COMMUNITY OF ACADEMIC INTEGRITY

The principal objective of the Cabrini College Policy on Academic Honesty is to encourage a dynamic, open and honest intellectual climate based on the personal and academic integrity of all members. Faculty, students and administrators share responsibility for maintaining this environment of academic honesty and integrity, accepting individual responsibility for all actions, personal and academic. Each member of the community—faculty, students and administrators—is expected to uphold the values identified and described in this Policy.

- Honesty – “An academic community of integrity advances the quest for truth and knowledge by requiring intellectual and personal honesty in learning, teaching, research and service... Cultivating honesty lays the foundation for lifelong integrity, developing in each of us the courage and insight to make difficult choices and accept responsibility for actions and their consequences, even at personal cost.”
- Trust – “An academic community of integrity fosters a climate of mutual trust, encourages the free exchange of ideas and enables all to reach their highest potential... Trust is promoted by faculty who set clear guidelines for assignments and for evaluating student work; by students who prepare work that is honest and thoughtful; and by schools that set clear and consistent academic standards that support honest and impartial research.”
- Fairness – “An academic community of integrity establishes clear standards, practices and procedures, and expects fairness in the interactions of students, faculty and administrators... Fair and accurate evaluation is essential in the education process. For students, important components of fairness are predictability, clear expectations and a consistent and just response to dishonesty.”
- Respect – “An academic community of integrity recognizes that participatory nature of the learning process and honors and respects a wide range of opinions and ideas... Students and faculty must respect themselves and each other as individuals, not just as a means to an end.”
- Responsibility – “An academic community of integrity upholds personal accountability and depends upon action in the face of wrongdoing... Every member of an academic community—each student, faculty member and administrator—is responsible for upholding the integrity of scholarship and research... Whatever the circumstances, members of an academic community must not tolerate or ignore dishonesty on the part of others.”

—“The Fundamental Values of Academic Integrity”
(Center for Academic Integrity, October 1999)

www.academicintegrity.org

As a College, our collective goal is the “education of the heart” and the search for the truth. Students, faculty and administrators aspire to create a community where competition is fair, integrity is respected, and dishonesty is not tolerated.

It is the responsibility of students to help maintain the community of academic integrity. Specifically, students are given significant responsibility to help protect and promote the highest standards of academic integrity and help maintain honesty in all actions. Students are expected to adhere to these values. Students shall not receive credit for work that is not a product of their own efforts. Lack of understanding or familiarity with this Policy shall not be considered a valid defense to charges of violating it.

Academic Honesty Board

It is the responsibility of the Academic Honesty Board to uphold and protect the academic integrity of the Cabrini College community.

- Composition of the Board
- Dean for Academic Affairs
- Chair of Academic Honesty Board
- Five full-time faculty members
- Five full-time undergraduate students
- One student from Graduate Studies
- (only if violation originates from this program)

Selection Process and Term Duration

- Chair appointed by Provost; only votes if committee results in a tie
- Faculty members each serve three-year terms
- Faculty may serve up to two consecutive three-year terms
- Faculty may serve on a rotating basis with at least two members returning each year
- Students are selected by Student Government Association for a one-year term
- Students may serve more than one term, but no more than three consecutive terms

Hearing Process

- Hearings and appeals are scheduled as soon as possible after a Violation Form or appeal is received.
- The student must be present at the hearing.
- The Board or the student may request that the faculty member attend or the faculty member may choose to attend.
- The student or faculty member may present evidence or documentation to support their positions.
- The Board will deliberate privately and render a decision based on a preponderance of the evidence presented.
- If the Board decides the preponderance of evidence shows that a violation has occurred, the penalty assigned by the faculty member will stand.

- If the Academic Honesty Board overturns the charge, the penalty is removed and all records of the alleged violation are destroyed.
- In cases of a second or serious first violation, the Board will conduct a hearing and determine what additional College-level penalties may be imposed.
- In cases when the penalty is suspension or expulsion, the Board consults with the Provost and Vice President for Academic Affairs regarding the final decision.
- The Academic Honesty Board's decision is final.

When the Board convenes to hear a case

- An equal number of faculty and students must be present.
- No less than three faculty and three students must be present.
- If the student involved in the case is from Graduate Studies, the GPS student representative must be present.

Responsibilities of the Board

- To hear and decide all student appeals of academic dishonesty charges, and determine the greater or lesser likelihood of a violation having occurred.
- In instances of serious violations or two or more violations, the Board may consider suspension, dismissal or alternative penalties.

Charge, Hearing, and Appeal Procedures

Faculty Procedures

For a first violation within a specific course, the faculty member will meet with or otherwise communicate to the student that they have been charged with a violation of the Academic Honesty Policy, specifying the act and penalty.

The faculty member will complete an Academic Honesty Violation Charge Form, stating the violation and assigning a penalty based on College guidelines in this document.

A copy of the form should be given to the student and the student should sign and date the charge form and return it to the faculty member. If the student does not sign the form, the charge and penalty stand.

The faculty member should retain a copy of the form and return the original, signed form to the Office of Academic Affairs.

For a second violation in a given course, the faculty member will follow the same procedures as in the first incident but will assign a penalty of failure to the course without privilege of withdrawal, regardless of the charge.

Academic Affairs Procedures

Upon receipt of a Violation Charge Form, the Office of Academic Affairs will review files to determine if it is a second or subsequent violation.

That determination will be noted in the space provided on the Violation Charge Form.

In cases where the violation is a second or subsequent violation or a serious first offense, the Academic Honesty Violation Charge Form will be forwarded to the chair of the Academic Honesty Board for the scheduling of an Academic Honesty Board Hearing.

Student Procedures

Students may request an Academic Honesty Board hearing to challenge the charge of violating the Academic Honesty Policy.

A student may request a hearing before the Academic Honesty Board if he/she disagrees with the charge by indicating that option on the Violation Form when submitting it to the Office of Academic Affairs.

If a student desires a hearing, the Office of Academic Affairs must receive a written request from the student within two weeks of receipt of the Academic Honesty Violation Charge Form.

A student may also discuss the matter and options with a faculty ombudsperson selected by the Student Government Association.

Attorneys are not permitted to be present at hearings of the Academic Honesty Board.

If two or more students are involved in the same academic dishonesty case, each student shall have a separate hearing.

In cases where the faculty member requests a hearing for a serious violation of academic honesty, or after a student has two recorded violations of the Academic Honesty Policy, the student will be required to come before the Academic Honesty Board.

Academic Honesty Violation Definitions and Penalties

Students should speak with a faculty member if they have any questions.

Instances of academic dishonesty may be unrelated to a specific course. Any members of the administrative, teaching or support staff may report such instances directly to the dean for academic affairs, who will initiate an Academic Honesty Board hearing, if appropriate.

COLLEGE-LEVEL PENALTIES (IMPOSED BY THE ACADEMIC HONESTY

Academic Honesty Violations

Cheating

- The presence of "cheat sheets" during an exam, test or quiz;
- Unauthorized use of a calculator, cell phone or other electronic device with information for an exam, test or quiz;
- Writing information on one's person or clothing;

- Unauthorized collaboration with another student to share information in an exam or testing setting or during completion of a take-home assignment;
- Glancing at another student's paper during an exam, test or quiz;
- Conversations during a testing setting;
- Soliciting information regarding an exam or test from another student;
- Obtaining an examination prior to its administration.
- This list is not exhaustive.

Plagiarism

- Submitting all or portions of a piece of written work using someone else's words or ideas (including material from an Internet site, material printed in a book or periodical, or another student's work) without appropriate or adequate use or quotation marks or citation;
- Use of a source in a paper or presentation—using exact words or paraphrase—without citation;
- Citation not correct or complete despite acknowledged use of a source;
- Paraphrase that is too close to the wording in the original source.
- This list is not exhaustive.

Information falsification or fabrication

- Falsification of research data;
- False information regarding the time or date work was submitted, the fact of work, having been submitted, or the reasons for missing an assignment or class meeting;
- False information regarding another student.
- This list is not exhaustive.

Theft or destruction of intellectual property

- Taking the work of another student without permission;
- Taking the course materials from an instructor without permission;
- Defacing or taking without permission academic materials including library resources, computer software or laboratory materials;
- Hindering other students, faculty or staff from the use or access to Library or other academic materials.
- This list is not exhaustive.

Facilitation of academic dishonesty

- Giving materials such as test or papers to another student without the professor's permission;
- Helping another student obtain materials for cheating or plagiarism;
- Discussing an exam or test with a student who has yet to take it without the professor's permission.
- This list is not exhaustive.

FACULTY-LEVEL PENALTIES**Cheating**

- Rewriting a paper, retaking an exam, test or quiz, or redoing an assignment;
- Reduction in course grade;
- Failure (no credit) or reduction in grade given for paper, exam or assignment without the privilege of make-up;
- Failure of the course without privilege of withdrawal;
- Additionally, for serious violations, the faculty may recommend an Academic Honesty Board hearing can be conducted.
- Other

Plagiarism

- Rewriting a paper, retaking an exam, test or quiz, or redoing an assignment;
- Reduction in course grade;
- Failure (no credit) or reduction in grade given for paper, exam or assignment without the privilege of make-up;
- Failure of the course without privilege of withdrawal;
- Additionally, the faculty may recommend that the student be required to attend the Writing Center and/or that an Academic Honesty Board hearing be conducted.
- Other

Information falsification or fabrication

- Verbal or written reprimand;
- Reduction in course grade;
- Failure (no credit) or reduction in grade given for paper, exam or assignment without the privilege of make-up;
- Failure of the course without privilege of withdrawal
- Other

Theft or destruction of intellectual property

- Replacement of/payment for materials harmed or destroyed;
- If the student is currently enrolled in the class, any of the course specific penalties listed above, including the recommendation that an Academic Honesty Board hearing be conducted;
- If the student is not currently enrolled in class, hearing by the Academic Honesty Board.
- Other

Facilitation of academic dishonesty

- If the student is currently enrolled in the class, the facilitator receives the same penalty as the offender;
- If the student is not currently enrolled in the class, hearing by the Academic Honesty Board.
- Other

BOARD FOR SECOND OR SUBSEQUENT OFFENSES OR SERIOUS FIRST OFFENSES)

- Oral or written reprimand;
- Notification of Academic Dishonesty will be indicated on a student's official College record;
- Other

Suspension

- Student may complete current semester, but will not be permitted to enroll in courses during the following semester (excluding summer);
- Student will be suspended immediately, receiving an 'F' grade in the course in which the offense took place and 'W' grades in all other classes. The student may re-enroll for the following semester;
- Student will be suspended immediately, receiving 'F' grade in the course in which the offense took place and 'W' grades in all other classes. The student may re-enroll after a one-year period;
- Any applicable refunds will operate according to the College's refund policy.

Expulsion

- Student will be expelled immediately, with the right to appeal for readmission after a one-year period.
- Any applicable refunds will operate according to the College's refund policy.

Charge, Hearing and Appeal Procedures

In the event that a student violates Academic Honesty Policy, the faculty member will follow College procedures:

For a first violation within a specific course, the faculty member will meet with or otherwise communicate to the student the charge of a violation of the Academic Honesty Policy, specifying the act and penalty. The faculty member will complete an Academic Honesty Violation Charge Form, stating the violation and assigning a penalty based on College guidelines in this document. A copy of the form should be given to the student and the student should sign and date the charge form and return it to the faculty member. If the student does not sign the form, the charge and penalty stand. The faculty member should retain a copy of the form and turn the original, signed form into the Office of Academic Affairs.

For a second violation in a given course, the faculty member will follow the same procedures as in the first incident but will assign a penalty of failure of the course without privilege of withdrawal, regardless of the charge.

When the Office of Academic Affairs receives the Violation Charge Form, the existing Academic Honesty Violation files will be reviewed to determine if this is a second or subsequent violation of the College's policy by the student. That determination will be noted in the space provided on the

Violation Charge Form. In cases where it is determined that the violation is a second or subsequent violation or a serious first offense, the Academic Honesty Violation Charge Form will be forwarded to the chair of the Academic Honesty Board for the scheduling of an Academic Honesty Board hearing.

The student may request a hearing before the Academic Honesty Board if he/she disagrees with the charge by indicating that option on the Form when submitting the Form to the Office of Academic Affairs. If the student requests a hearing, the request must be received by the Office of Academic Affairs within two weeks of the receipt of the Academic Honesty Charge Form by the student. The student also may discuss the matter and options with a faculty ombudsperson selected by the Student Government Association. Attorneys are not present at hearings of the Academic Honesty Board. If two or more students are involved in the same academic dishonesty case, each student shall have a separate hearing.

In cases where the faculty member requests a hearing for a serious violation of academic dishonesty or after a student has two recorded violations of the Academic Honesty Policy, the student will be required to come before the Academic Honesty Board.

Hearings and appeals are scheduled as soon as possible after a Violation Form or appeal is received. The student must be present at the hearing. The Board or student may request that the faculty member attend or the faculty member may choose to attend. The student or faculty member may present evidence or documentation to support their positions. The Board will deliberate privately and render a decision based on a preponderance of the evidence presented. If the Board decides that a violation has occurred, the penalty assigned by the faculty member will stand. If cases of a second or serious first violation, the Board will determine what additional College-level penalties, if any, will be imposed. The Academic Honesty Board's decision is final. In cases when the penalty is suspension or expulsion, the Board consults with the provost and vice president for academic affairs regarding the final decision.

Academic Grievance Procedure

If a student has an academic grievance with a faculty member, the student should follow this procedure:

1. Discuss the grievance within six weeks following the end of the semester with the faculty member directly involved and attempt to settle the issue.
2. If resolution is not achieved, the student should, within a two-week period, take the grievance to the department chair. The chair, faculty member and student will attempt to resolve the problem. If unresolved, the dean for academic affairs or his/her designee will, within two weeks, call a conference composed of the student and the faculty member who together will attempt to resolve the issue. The student should have his/her case well organized and supply written information about the grievance. The dean for academic affairs will determine if the issue is grievable.

3. If grievable, the Student Grievance Board will meet within two weeks after receiving an appeal. The Student Grievance Board shall make its recommendation to the dean for academic affairs for final resolution within two weeks.
4. If not grievable, the dean for academic affairs will inform all parties.
5. The Student Grievance Board will be composed of three faculty members selected by the Nominating and Appointment Board and three students selected by the Student Government Association. Three alternate students also will be selected annually. No person from the Student Grievance Board shall hear his/her own complaint.

CLASSIFICATION OF STUDENTS

Sophomore status requires the successful completion of a minimum of 30 credit hours; junior status, 60 credit hours; senior status, 90 credit hours. Matriculated students may pursue studies either full- or part-time. Full-time students work toward a degree and take a minimum of 12 credits. Part-time students work toward a degree taking fewer than 12 credit hours per term.

Academic Progress

Full-time students are making adequate progress toward the degree if they have completed within the academic year (fall, spring, and summer) a minimum of 21 hours of new coursework and complete graduation requirements within a maximum of six years of full-time study.

A part-time student is making adequate progress toward the degree if he or she has completed within the academic year (fall, spring, and summer) a minimum of six hours of new coursework at satisfactory academic levels and complete graduation requirements within a maximum of 12 years of study.

For justifiable reasons, exceptions may be determined by the dean for academic affairs.

Academic Review Board

The Academic Review Board considers requests for exceptions to College policy. Students appeal to this Board when they wish to petition for exceptions to the general education and major requirements, exemptions from certain general education courses due to documented learning disabilities, waiver of the rule that the last 30 credits must be taken on campus, and exceptions to other regularly established policies. Students must make their requests in writing and should include a letter of support from their advisor, as well as appropriate documentation. Questions regarding appeals for exceptions should be addressed to the dean for academic affairs. The Academic Review Board also reviews the transcripts of all students experiencing academic difficulty and makes decisions regarding academic probation and dismissal.

Academic Warning, Probation and Dismissal

In order to graduate from Cabrini College, a student must earn a cumulative grade point average (GPA) of 2.0. Following the fall and spring semesters, the records of all students are reviewed to assess their academic performances.

The first time a student's cumulative GPA falls below the minimum standards (see chart), the student is placed on academic probation. If a student's cumulative GPA is still below the minimum level at the end of the probation semester, the student will be dismissed. A student can be on probation for no more than two semesters before being dismissed. If a student's term GPA falls below the minimum standard for the cumulative GPA during any semester, the student will be placed on academic warning. If a student on academic probation makes progress toward returning to good academic standing but does not reach good academic standing after one semester of probation, the student's academic record will be reviewed by the Academic Review Board. The Academic Review Board will consider how much progress the student has made toward returning to good academic standing and if this progress will result in a return to good academic standing by the end of the following semester. If the Academic Review Board determines that a return to good academic standing is likely, the student may be granted another semester at the College to improve grades.

A student on academic probation is not in good academic standing and is therefore not eligible to participate in major extracurricular activities, including intercollegiate athletics or to hold a leadership position in campus organizations.

Normally students are granted one semester of academic probation. However, if their semester and/or cumulative GPA falls to 1.0 or lower, those students will be subject to immediate dismissal.

Students who receive notification of dismissal from Cabrini College and wish to appeal on the basis of extenuating circumstances, must submit an appeal in writing by the date listed in the letter of dismissal (usually within three weeks). Regardless of the extenuating circumstances, the appeal must outline an academic plan of action which intends to address the low grades. The appeal should be directed to the dean for academic affairs who will present it to the Academic Review Board. Students will be allowed only one opportunity for appeal during their tenure at Cabrini College.

Students who have been academically dismissed and readmitted to the College return on probation. If students on academic probation make progress toward returning to good academic standing after one semester of probation, the student's academic records will be reviewed by the Academic Review Board. The Academic Review Board will consider how much progress the student has made toward returning to good academic standing and if this progress will result in a return to good academic standing by the end of the following semester.

If the Academic Review Board determines that a return to good academic standing is likely, the student may be granted another semester at the College to improve grades.

MINIMUM STANDARDS

GPA Credits	Minimum GPA
Up to 29 credits	1.75
30-75 credits	1.9
76 credits and above	2.0

Academic Forgiveness

In order to support the successful completion of the academic degree, students who struggle early in their college career have two options Academic Forgiveness:

1. Undergraduate students who were academically dismissed from Cabrini College in their first year and who have returned to the College after an absence of at least two consecutive terms have the option of applying for Academic Forgiveness to the Dean for Academic Affairs who will consult with the Academic Review Board before a decision is made. Terms must be full fall and spring, not summer or winter semester (therefore one calendar year).

This is a one-time opportunity for students to request that all grades of D+ or below received previously at Cabrini be removed from their cumulative GPA calculation. These grades will be replaced on the student transcript with a grade of AF (Academic Forgiveness) and will not count as credit toward graduation. Students will be eligible for Academic Forgiveness after they have returned to Cabrini and completed a minimum of 12 credits maintaining a GPA of at least 2.5. No grade of a "C-" or higher will be changed. If this option is exercised, a minimum of 45 graded credits for graduation must be completed at Cabrini College after the student's return from his or her absence. The student's transcript reflects all courses taken, whether or not computed in the GPA.

2. Internal Transfer Academic Forgiveness A student transferring to a new major, before earning 60 credits, has the option of applying for Internal Transfer Academic Forgiveness to their department chairperson after they have changed their major.

This is a one-time opportunity for students to request that all grades of (D+) or below received in their first major at Cabrini be removed from their cumulative GPA calculation. These credits may not include requirements for the Core Curriculum or the requirements of the new major. The department chair of the first major submits the request to the Dean for Academic Affairs using the Internal Transfer form. Approved grades will be replaced on the student transcript with a grade of AF (Academic Forgiveness) and will not count as credit toward graduation. If the student

returns to her or his previous major, the Registrar will reinstate the original course grades and all grades are computed in the GPA. No grade of a "C-" or higher will be changed. The internal transfer option may be exercised only once during the student's enrollment at Cabrini. The student's transcript reflects all courses taken, whether or not computed in the GPA.

WITHDRAWALS

The College reserves the right to withdraw a student at any time for unsatisfactory conduct.

A student whom the College is withdrawing during any semester or before final examinations forfeits credit for work done during that semester. A grade of 'W' is recorded for all courses.

LEAVE OF ABSENCE AND VOLUNTARY WITHDRAWAL

Some Cabrini students find that time away from college is necessary or desirable. Therefore, the College tries to make the procedure for an educational, personal or medical leave of absence and return to the College as simple as possible. This same effort is made for those voluntarily withdrawing from Cabrini.

Full-time students desiring a leave of absence or a voluntary withdrawal must schedule a meeting with the dean for academic affairs as a condition for honorable dismissal.

Following this meeting, the dean for academic affairs prepares an Educational Leave/Withdrawal form for the student's permanent file, which is kept in the Registrar's Office.

In unusual circumstances (serious illness or accident), students may be unable to meet with the dean for academic affairs and may instead authorize a family member to initiate a written request for an Educational Leave/Withdrawal actions. Students who withdraw without notifying the Academic Affairs Office or fail to settle financial accounts with the College are not entitled to honorable dismissal.

Full-time students returning from an approved leave of absence should contact the Registrar's Office. Returning students should meet with their advisors to select courses for the term in which they are returning.

A student who has voluntarily withdrawn and wishes to return to Cabrini must complete the Resumption of Study process stated on this page.

Part-time students must notify the Office of Graduate Studies if they expect to interrupt their studies for one or more semesters, and upon returning, must contact this office for advisement.

INVOLUNTARY LEAVE OF ABSENCE

A student determined to be engaging in or as likely to engage in behavior that is harmful to self or others and/or which is disruptive of the integrity of the College's living and/or learning environment may be placed on an involuntary leave

of absence. Behaviors covered under the scope of this policy include, but are not limited to: suicidal gestures, self-harm, mania, depression, psychosis, eating disorders of a serious or life threatening nature, and serious threats of harm to others. Involuntary leaves of absence may require that a student take a leave from campus housing, taking a leave from their academic coursework, or take a leave from both campus housing and their academic coursework.

Students placed on involuntary leave of absence must remain on leave for a minimum of one full academic semester, excluding summer or winter term sessions. Requests to return at the end of the leave period must be made in writing to the dean for academic affairs and/or directors for residence life and counseling services a minimum of 45 days in advance of the desired readmission date. Completed originals of the Course of Treatment Report Form and the Release of Information Form - Treating Agent must accompany written notice to Counseling Services. Counseling Services will establish an appointment for conducting a Readmission Evaluation, and communicate findings and recommendations about the student's return to the referring administrator. The dean for academic affairs and/or the director for residence life will notify the student of the results of his/her petition to return, any stipulations or conditions which might apply, and the steps that the student should take to request a return to housing and/or to resume a course of study.

If a student is approved to return to campus housing, offers of a residence hall assignment will be contingent on the availability of housing space appropriate to the student's gender and class year at the time the request is approved. This policy and associated procedures do not substitute for or pre-empt disciplinary actions that may be taken in response to violations of the College's Community Standards for Student Behavior.

RESUMPTION OF STUDY POLICY

Students who have officially withdrawn or who have not attended the College for a period of one year must complete a Readmit form at the Admissions Office and have the form signed by the dean for academic affairs. Students in this category are subject to College programs and policies current at the time of resumption of study.

Students who have been dismissed and wish to resume study at the College must petition the dean for academic affairs. Academic dismissal for full-time students is binding for a period of at least one year. Evidence indicating likelihood of success must be presented. Such evidence may include work or life experience, and/or the completion of coursework approved by the dean for academic affairs. The College reserves the right to determine whether these experiences and/or coursework are appropriate to indicate the potential for academic success.

Graduation Procedures

To receive a degree, all students must complete an Undergraduate Application for Graduation form and return it to the Registrar's Office by the dates detailed below.

All students who wish to graduate in August or December must complete all of their requirements on or before the assigned graduation date. If students do not complete these requirements by the assigned date, they must re-apply for graduation. Prior to the first day of student teaching, all Praxis exams must be successfully completed.

Students who wish to graduate in May must, by April 1, be registered for a sufficient number of credits to meet the degree requirements by the date of graduation. Credit for all CLEP and DANTES exams, and Assessment of Prior Learning portfolios must be recorded by April 1.

The diploma is not awarded until completion of all requirements is verified.

The application deadlines are:

- Graduation in August
- Application due January 2 of same year
- Graduation in December
- Application due March 1 of same year
- Graduation in May
- Application due May 1 of the previous year

Attendance at graduation is not required for candidates. All graduating students must pay all outstanding obligations to the College prior to the conferring of the degree. See the Registrar's Office for detailed procedures and deadline dates.

PARTICIPATION IN GRADUATION

Ceremonies

Students are invited to participate in graduation ceremonies if the Registrar's Office certifies in April that they will meet graduation requirements on or before the assigned graduation date. After the completion of the spring semester, those students who were invited to participate in the graduation

ceremonies and are within one course (no more than three (3) credits) of meeting all requirements may still participate in graduation ceremonies if they are enrolled in the remaining course at Cabrini College in one of the summer sessions and they petition the dean for academic affairs for permission to participate in the ceremony.

Conferring Of Degrees

Degrees are conferred three times a year: mid-August, December 31, and mid-May. A formal commencement exercise takes place in May at the end of the academic year. All students completing their degrees in the previous August or December are invited to participate even though their degrees will already have been conferred.

Transcripts

An official transcript is a cumulative record of a student's academic history, bearing the official seal of the College and the signature of the Registrar. Transcripts may only be requested from the Registrar's Office either in person or in writing; the student signature is required. Telephone requests cannot be accepted. Students may identify appropriate information needed in requesting a transcript by consulting www.cabrini.edu/registrar. Payment can be made by check or money order, payable to Cabrini College; credit card payment cannot be accepted. The fee for an official transcript is \$3 while the cost of an unofficial transcript is \$2. Generally transcript requests are processed within 24 hours, except during peak demand times (registration and graduation periods). For transcript requests made "on demand" or requiring "same day service," a premium fee of \$12 for each official transcript and \$8 for each unofficial transcript requested. Transcripts are sent via the U.S. Postal Service. Other shipping arrangements will require additional fees.

Grading Standards for Undergraduate Courses

GRADE	SUBJECT MATTER	INSIGHT & UNDERSTANDING	
A = 4.00	Superiority marked by the highest level of independence, scholarship, research, analysis or performance	Extraordinary command of inter-relationships within the subject and the highest level of originality and/or creativity in approaching problems	Highest proficiency in oral, written or other expression
A- = 3.67	Very high level of independence, scholarship, research, analysis or performance	Excellent command of interrelationships within the subject and a very high level of originality in approaching problems	Excellent proficiency in oral, written or other expression
B+ = 3.33	High level of independence, scholarship, research, analysis or performance	Command of interrelationships within the subject and a high level of originality in approaching problems	High level of proficiency in oral, written or other expression
B = 3.00	Good knowledge of subject matter and a good manifestation of the ability to work independently; demonstrates good scholarship, research, analysis or performance	A good understanding of the fundamentals and their interrelationships; originality and insight in approaching problems	Very good level of proficiency in oral, written or other expression
B- = 2.67	Knowledge of subject matter and a manifestation of the ability to work independently; demonstrates scholarship, research, analysis or performance	An understanding of the fundamentals and their interrelationships; originality and insight in approaching problems	Proficient in oral, written or other expression
C+ = 2.33	Knowledge of much of the subject matter and a manifestation of the ability to work independently; demonstrates some scholarship, research, analysis or performance	An understanding of most of the fundamentals and their interrelationships; some originality and insight in approaching problems	Mostly proficient in oral, written or other expression
C = 2.00	Satisfactory knowledge of course content; satisfactory completion of course requirements; demonstrates somewhat uneven scholarship, research, analysis or performance	Basic understanding of fundamental principles and an ability to apply them	Somewhat proficient in oral, written or other expression
C- = 1.67	Borderline knowledge of course content; uneven completion of course requirements; demonstrates little scholarship, research, analysis or performance	Little understanding of fundamental principles and a slight ability to apply them	Frequently lacks proficiency in oral, written or other expression
D+ = 1.33	Minimal knowledge of course content; significant course requirements not met; demonstrates very little scholarship, research, analysis or performance	Very little understanding of fundamental principles and a scant ability to apply them	General lack of proficiency in oral, written or other expression
D = 1.00	Minimum knowledge of course content; overwhelming amount of course requirement not met; demonstrates almost no scholarship, research, analysis or performance	Lacks understanding of fundamental principles or ability to apply them	Deficiency in oral, written or other expression
F = 0.00	Course requirements not met; demonstrates no scholarship, research, analysis or performance	Failure to demonstrate understanding of principles and/or ability to apply them	Failure in oral, written or other expression



**ACADEMIC SERVICES,
PROGRAMS & OPTIONS**

Academic Services, Programs & Options

First-Year Advising

The one-credit required course “College Success Seminar” is conducted by the first-year student advisors and is an integral part of Cabrini’s first-year student orientation program. It is coordinated by the coordinator for First-Year Advising.

Upper-level students serve as co-facilitators of the small groups that meet weekly during the fall semester to address a variety of topics ranging from study skills, to using campus resources, to resolving interpersonal conflict.

Academic Advising

A formalized advising program is available to all students. First-year students meet with their advisors weekly during their first semester. Transfer students, sophomores, juniors and seniors normally are guided by a faculty member in the department in which they are planning to major. The advisor and the student meet periodically throughout the school year to assess individual student needs. Typically, it is the student’s responsibility to initiate these meetings. An advisor approves and signs forms used by students, including course registration forms, drop/add forms and pass/fail, etc. Ultimately it is a student’s responsibility to be certain he or she is meeting graduation requirements.

Support Services for Students with Disabilities

Cabrini offers support and appropriate accommodations to qualified students with disabilities. These services are intended to help students learn compensatory strategies and be successful in college. A learning disability specialist is available to provide individualized academic support. Classroom accommodations (i.e. extended time for testing, tape recording lectures) are arranged when appropriate. It is the student’s responsibility to contact the coordinator each semester to request services and accommodations.

Disclosure of a disability is voluntary and the information is maintained on a confidential basis. To be eligible for support services, a student must provide a copy of a current, relevant, and comprehensive evaluation performed by a qualified professional. The evaluation must verify the stated disability and the need for accommodation(s).

The complete documents, Policies for Students with Disabilities and Procedures for Students with Disabilities are available from the coordinator of the Disability Resource Center (DRC), located in Founder’s Hall, at 610-902-8572 and the ADA coordinator at 610-902-8206. In addition, both documents are available on the Cabrini website. Alternate formats of this or any other documents are available upon request.

Office of Graduate Studies

Adult students progress at varied rates—some transfer credits from previous college work, some begin their degrees by completing liberal arts courses and others earn credits through the assessment of prior learning. Highly individualized programs are, therefore, required, and it is important to both the student and the College that periodic reviews of academic progress be conducted.

Academic advising for adult students is available during day and evening hours. Contact the Office of Graduate Studies for advising information. Students should meet with their advisors to register for fall, spring and summer sessions. Students are responsible for monitoring their own academic progress.

Center for Teaching and Learning

The Center for Teaching and Learning (CTL), housed in the Antoinette Iadarola Center for Science, Education and Technology building, creates a comprehensive set of resources for students—a learning commons. The Center’s aim is to promote active student learning within and beyond the classroom.

Students receive one-on-one coaching across all fields of study (science, language, computer science, humanities) with a special emphasis on math and writing. The goal is to enhance all students’ abilities to be confident, highly competent learners. As such, focus is placed on strengthening students’ study skills by having students work together with classmates, trained peer tutors, friendly professional mentors, and highly dedicated faculty.

By partnering with faculty, the Center’s staff strives to enrich the Cabrinian student learning community. Effective teaching comes from making things matter: the content of a course to the world around us, the field of study in one’s selected major to one’s career goals, the students to each other as a group of dedicated learners, young scholars, and committed citizens—all of these levels of engagement matter to how well and how deeply students gain knowledge in the pursuit of doing something extraordinary. Additional student services include:

ACADEMIC COUNSELING

Advising and academic counseling are the foundation of the CTL student support system. Counselors work one-on-one with students to help them implement practical, proven strategies for improving their academic skills and study habits.

PEER TUTORING SERVICES

The tutoring services provide academic support to all students who want additional resources. These services focus upon specific needs, such as preparing for tests, reviewing class materials, and understanding advanced concepts. Ongoing assistance in the mastery of specific course content is also provided via classroom coaches and peer partners. It is the goal of the tutoring service that students become self-directed learners as they pursue their college education. Free tutoring is available by appointment or on a drop-in basis. Students are offered opportunities to be trained as peer tutors.

THE WRITING CENTER

The Writing Center helps students use writing as a tool for learning, reflection, and career preparation. Help is available to all writers with any type of project throughout all the stages of the process. Individualized instruction is delivered for all facets of writing (brainstorming, pre-writing, drafting, and revision) in a comfortable, relaxed, and friendly atmosphere. Both professional and peer tutors are available and eager to help. Free tutoring is available by appointment or on a drop-in basis.

THE MATH RESOURCE CENTER

Math tutoring services provide individual and group tutoring to help students succeed in their required math courses. The Math Specialist and the Math Tutor work closely with the faculty of the Math Department and are available to help with homework, quizzes, and test preparation. Tutoring is offered in a relaxed setting designed to eliminate any math anxiety students might be experiencing. Help with standardized tests such as the PRAXIS and GRE is also available. Free tutoring is available by appointment or on a drop-in basis.

Assessment of Prior Learning

Adult students can earn academic credit for life or work experience that is equivalent to college-level learning. Assessment of Prior Learning (APL) provides several ways for adult students to assess their non-traditional learning experiences and translate the knowledge they have acquired into academic credit. Information explaining the various APL options, including portfolio development, examination programs and credit for non-collegiate training, is available by contacting the Office of Academic Affairs. Credit for college-level learning derived from life and work experience is evaluated on an individual basis. A maximum of 30 credits may be earned through a combination of Assessment Center options.

PORTFOLIO DEVELOPMENT

Students who have knowledge equivalent to that acquired in Cabrini courses can earn college credit by developing a portfolio. Such learning may have been acquired through employment, non-credit training seminars or workshops, extensive reading, or volunteer and self-directed learning projects. After completion, faculty review the portfolio and the College awards credit in accordance with its policies. The APL Coordinator works with students throughout the portfolio development process.

Students who initiate the portfolio development process are assessed a \$200 fee for the interviewing, counseling, and evaluation services. In addition, students pay one-third of the tuition rate for each credit they earn.

EXAMINATION PROGRAMS

In addition to portfolio review and assessment, Cabrini students may choose to take exams through the College Level Examination Program (CLEP) and DANTES. These programs offer a wide variety of tests that, depending on the score achieved, may qualify the student for academic credit. Interested students should consult with the Office of Academic Affairs staff for testing dates and registration details.

Students may not take a CLEP or DANTES course or do Assessment of Prior Learning during their final semester of study without approval of the dean for Academic Affairs. In addition, students pay one-third of the tuition rate for each credit they earn.

CREDIT FOR NON-COLLEGIATE TRAINING

Cabrini College subscribes to the recommendations of the American Council on Education for college credit earned through training programs offered and/or sponsored by non-collegiate organizations; i.e., business, labor, military and others.

Students who have participated in non-collegiate training programs that have been successfully reviewed by the American Council on Education may apply this work to a degree program at Cabrini College. Credit is awarded as recommended in the American Council on Education's National Guide to Educational Credit for Training Programs and may be applied as elective or major credit. Such credit is considered equal to credits earned at other accredited colleges and universities and accepted through transfer by Cabrini College. In addition, students pay one-third of the tuition rate for each credit they earn.

Honors Program**ELIGIBILITY**

First-year students are eligible to participate by invitation of the Honors Program; these students will be offered membership upon acceptance to the College. Once at Cabrini, students in any major may apply for the Honors Program at any time during their academic career at the College if they meet the eligibility requirements. Typically, these students are sophomores who have attained the Dean's List during at least one semester of their first year. Students joining the program after the first year also must be recommended by a Cabrini faculty member, and they must be interviewed by the program director.

Before registering for an Honors seminar, students must contact the program director.

REQUIREMENTS

Membership in the Honors Program permits students to take Honors courses and to participate in Honors Program activities and cultural events.

In order to graduate with the Honors Program distinction, however, and to have Honors Program Completed noted on their transcripts and diplomas, students must complete the following requirements:

H-ECG 100, Honors Engagements with the Common Good (completed by first-year Honors students in their first semester at the College);

COL 101, College Success Seminar (completed by first-year Honors students in their first semester at the College);

Other designated courses required for first-year Honors students in their first semesters at the College; these courses will be selected by the Honors Program and may reflect different themes and subject areas each year;

A total of four Honors courses beyond H-ECG 100 and COL 101. Students must achieve a minimum grade of "B" or higher in each of these courses. They must take at least one honors course each academic year, in addition to meeting with the program director at least once each year to assess their progress.

Most successful Honors students take more than the minimum number of Honors courses, and students are encouraged to take courses across a range of majors and disciplines. The courses described in requirements 1-3 usually meet general education requirements expected of all Cabrini students; these are Honors-specific courses completed by Cabrini students. In other cases, these courses represent Honors-level elective courses in their home departments.

Students who join the program after their first year at the College may have Requirements 1, 2, or 3 waived, upon approval of the program director.

OBJECTIVES

The objectives of the Honors Program are:

1. to enrich the academic program for students who are seeking a challenging and varied academic program;
2. to provide students with an integrated, interdisciplinary approach to learning;
3. to offer students from all academic majors the opportunity to participate in seminar courses along with other similarly motivated students from all academic areas;
4. to encourage the continued development of higher level skills in oral and written communication and in critical thinking; and
5. to encourage the love of learning and the pursuit of excellence.

HONORS COURSES

Each semester several Honors seminars are offered as part of the Honors Program. These seminars fulfill general education program requirements or elective credits. Students should contact the chair of the department to see if a particular Honors seminar fulfills requirements in the major.

Honors program 100-, 200- and 300-level courses change each semester. See the Programs and Courses section of this Catalog for course descriptions.

Academic Honors

Dean's List students must achieve a GPA of 3.5- 3.89 for coursework completed at Cabrini College with a minimum of 15 credits. Courses taken for pass-fail credit will not be used in computing the minimum academic load.

President's List students must achieve a GPA of 3.9 or higher for coursework completed at Cabrini College with a minimum of 15 credits. Courses taken for pass-fail will not be used in computing the minimum academic load.

Degrees with honors are conferred on students who achieve the required cumulative QPA:

Summa Cum Laude	3.9 QPA
Magna Cum Laude	3.7 QPA
Cum Laude	3.5 QPA

Honor Societies

Alpha Lambda Delta is a national honor society for first-year students who have maintained a 3.5 or higher GPA and are in the top 20 percent of their class during their first term or year of higher education (at least 12 credits). Candidates must be enrolled as a full-time student pursuing a baccalaureate (bachelor's) degree. Alpha Delta's mission is to "encourage superior academic achievement to promote intelligent living and a continued high standard of learning, and to assist students in recognizing and developing meaningful goals for their unique roles in society."

Delta Epsilon Sigma is a National Scholastic Honor Society for colleges and universities with a Catholic tradition. Cabrini's chapter is Delta Xi. This society recognizes student academic accomplishments, fosters scholarly activities, and encourages a sense of intellectual community among its members. Requirements for membership include:

1. completion of 60 credit hours or coursework at Cabrini;
2. a cumulative average in the top 20 percent of his or her class;
3. a record of outstanding academic accomplishment;
4. a dedication to intellectual activity; and
5. an accepted responsibility of service to others.

Alpha Kappa Delta, Alpha Theta of Pennsylvania Chapter, an international honor society, recognizes outstanding students in the field of sociology. It has as its purpose the promotion of excellence in scholarship in the study of society. Alpha Kappa Delta encourages all members to use knowledge gained from sociological knowledge for the improvement of the human condition. To apply for membership, students must be sociology majors or minors, have completed 12 credits of sociology

coursework at Cabrini with a 'B' average and an overall 3.0 cumulative average.

Alpha Phi Sigma (*Kappa Sigma* Chapter) is a national honor society for Criminal Justice majors. The society recognizes academic excellence of undergraduate and graduate students of criminal justice as well as juris doctorate. Its mission is to promote analytical thinking, rigorous scholarship and lifelong learning; to keep abreast of the advances in scientific research; to elevate the standards of the criminal justice professions and to sustain in the public mind the benefit and necessity of education and professional training. The chapter advisor shall make nominations of collegiate members. Undergraduate eligibility for students declaring a major or minor in criminology requires the completion of three full-time semesters with a minimum 3.2 overall GPA (3.4 GPA for graduate students), rank in the top 35 percent of their class and the completion of four criminology courses taken at Cabrini.

Alpha Psi Omega, *Alpha Zeta Phi* Chapter, the national theatre honor society, was founded in 1925, and the Cabrini chapter established in 2010. Its purpose is to establish and promote high standards of achievement in the theatre arts in American colleges and universities. Membership is based on national criteria that assess the level of students' contributions to their college's or university's theatre.

Alpha Sigma Lambda, *Epsilon Gamma* Chapter, the national honor society for students in continuing higher education, accepts for membership part-time and full-time students who are 23 years of age or older and have:

1. been enrolled at Cabrini for a minimum of four semesters;
2. completed 30 graded semester hours, including 15 semester hours at Cabrini outside of the student's major and in the liberal arts/sciences; and
3. have a minimum 3.2 cumulative scholastic average.

The top 10 percent of all students who qualify are accepted into membership at least once each academic year.

Cabrini's *Epsilon Gamma* chapter is one of several hundred chapters of *Alpha Sigma Lambda* located at major colleges and universities throughout the country.

Beta Beta Beta, the biology honor society, admits full-time students who have a cumulative QPA of 3.0 or higher in 12 or more credits in biology courses, with at least one course at a 200-level or higher, and an overall average of 3.0. Cabrini's chapter is *Lambda Rho*.

Financial Management Association National Honor Society, an international honor society for students in the field of finance, admits full-time juniors and seniors with a cumulative average of 3.25 in finance courses, consisting of at least 12 credits of finance (one of which must be BUS 371).

Gamma Sigma Epsilon, *Rho* Chapter, the national chemistry honor society, invites students who excel in the area of chemistry to apply for membership. The purpose of the group is to unite students with outstanding achievement in chemistry,

in order to foster a more comprehensive and cooperative study of its discipline through education and outreach and to build friendships. Active membership of the chapter shall be composed of students who have completed a minimum of 16 credit hours in chemistry. These students must have a declared major or minor in the field with a minimum grade point average of 3.0 in all chemistry courses and at least a 3.0 overall grade point average. Biology majors who meet the minimum chemistry credits are also eligible for membership.

Kappa Delta Pi, *Sigma Rho* chapter, an international honor society in education, is comprised of education students who have attained a cumulative average of 'B' and have completed at least 50 credits, 10 of which must be Cabrini education courses in which a minimum 3.5 QPA was earned. The society's purpose is to promote high professional, intellectual, and personal standards and to recognize outstanding contributions to education.

Lambda Iota Tau, *Beta Sigma* chapter, an international honor society for students of literature, accepts students who maintain a high overall average and have a minimum of 15 credit hours in literature courses in any discipline or language with a 'B+' average in those courses.

Phi Alpha, *Kappa Epsilon* chapter, a national honor society, is established to provide a closer bond among students of social work and promote humanitarian goals and ideals. *Phi Alpha* fosters high standards of education for social workers and invites into membership, those who have attained a cumulative GPA of 3.0 and a 3.25 GPA in social work courses.

Phi Alpha Theta, the international history honor society, is comprised of students who maintain a cumulative scholastic average of 'B' and have a minimum of 12 credits in history with a scholastic average of 'B'.

Phi Beta Delta is an honor society dedicated to recognizing international scholarly achievement. Its goals are to acknowledge students, faculty, and staff's scholarly achievements in international studies and forums; to serve as a vehicle for academia-based programming; to provide an on-campus network of students, faculty, and staff involved in international endeavors; and to extend its network throughout the world. The *Sigma Rho* chapter of *Phi Beta Delta* extends membership to students who have completed an international educational experience and who have met the following criteria for eligibility: a cumulative GPA of 3.2 or higher on a 4.0 scale after a minimum of four (4) semesters of collegiate work, and a GPA while abroad of 3.0 or higher on a 4.0 scale.

Phi Sigma Iota, the international foreign language honor society, recognizes outstanding achievement in the field of foreign languages. Represented on campus by the *Gamma Xi* chapter, its purpose is to promote international communication and understanding and a sentiment of amity among nations, to help maximize the understanding of ourselves and our cultural heritage by understanding others, to foster the spirit of liberal

culture, and to stand for freedom of mind and democracy of learning. Membership is open to those students who are pursuing a concentration in a foreign language, maintaining a 'B' average in their entire college work and all foreign language courses, and who have completed at least one foreign language course at the 300 level.

Phi Sigma Tau, *Beta* chapter, is the national honor society for students of philosophy. The society awards distinction to those students having high scholarship and a personal interest in philosophy. To be eligible, students must have completed three semesters of college coursework, rank in the top 35 percent of their class and have completed at least two courses in philosophy with an average grade above a 'B'. Students do not need to major in philosophy to be eligible.

Psi Chi, a national honor society, is established to advance the science of psychology and to stimulate and encourage scholarship in all fields, especially psychology. To apply for candidacy in the organization, students must be a psychology major or minor, have acquired 12 credits in psychology and must have at least a cumulative and major 'B' average.

Sigma Beta Delta is an international honor society in business, management and administration. Its goals are to recognize scholarship and promote personal and professional improvement and "a life distinguished by honorable service to mankind." Membership is open to Cabrini juniors and seniors majoring in accounting, business administration, finance, human resources management and marketing. Criteria for membership include an overall GPA in the top 20 percent of all business students.

Sigma Zeta, *Beta Zeta chapter*, is a national honor society which recognizes outstanding scholastic achievement in science and mathematics, and fosters the attainment of in-depth knowledge and a spirit of interdisciplinary cooperation in these fields. Students are required to complete five appropriate courses in natural sciences, computer information science, or mathematics with a combined average of 3.0, as well as a cumulative average of 3.0.

Society for Collegiate Journalists, *Pi Delta Epsilon* chapter, the national honor society of collegiate mass communications, accepts for membership students who have served for at least one year on one of the College's communication media and have maintained a 'B' average in communication courses.

Theta Alpha Kappa, *Alpha Pi* chapter, the national religion honor society, accepts for membership students who have completed a minimum of 12 undergraduate credits in religious studies, earning a quality point average of 3.5 and a cumulative index of 3.0.

College Awards

Major awards are granted to graduating seniors in recognition of outstanding achievements and achievement in a major field or concentration.

Other awards are granted to students during the year. Examples of these awards are the **Pennsylvania Institute of Certified Public Accountants Award**-presented to the graduating senior majoring in accounting who has displayed overall academic excellence, especially in the field of accounting; the **Mother Ursula Award**-presented annually to the graduating senior who most exemplifies the ideals of Saint Frances Xavier Cabrini; and **Who's Who Among Students in American Universities and Colleges**-presented to students who demonstrate scholastic excellence and outstanding leadership with promise of future service to society. Each year, the College community selects students from the senior class to receive this honor.

Special Studies Options

INDIVIDUALIZED MAJOR

The individualized major provides students with the flexibility to design their own educational experience around their own interests and academic strengths. The major is designed to complement and capitalize on a number of assets unique to Cabrini College.

The individualized major is appropriate for students with strong interest in two or more academic areas, and for those students who find that their strengths are greater across several disciplines rather than within one.

An individualized major must meaningfully combine two or more disciplines. An individualized major may not be a version of an existing major with fewer courses.

Procedures

A student who wishes to pursue an individualized major must present a proposal to the Individualized Major Supervisory Committee. The Committee consists of three full-time faculty members and the dean for academic affairs.

The first step in formalizing a proposal is for a student to find a faculty advisor to sponsor his or her request. In most cases, the faculty member should represent the department in which the student will complete the most courses for the individualized major. If a student wishes to work with someone else, he or she should explain the rationale for this choice in the proposal.

The student, in conjunction with the advisor, should write a description of the individualized major, including a rationale for the program and a list of courses that will fulfill the major. The proposal must be signed by the advisor.

The student will then need to forward his or her proposal to the Supervisory Committee through the dean for academic affairs.

If the Committee approves the major, it cannot be changed without review and approval by the Committee. All changes must be made in writing.

Requirements

- The major must include a minimum of 33 credits.
- The major must include at least 11 courses at the 200-level

or above, at least five of which must be at the 300-level or above.

- The student must achieve an overall QPA of 2.2 in courses comprising the major.
- The major must include at least four courses from each of two disciplines.
- After the major is approved, the student must complete 30 additional credits at Cabrini College. (The 30 credits may include credits in which the student is currently enrolled at the time he or she makes formal application to the Committee.)

STUDY ABROAD PROGRAM

Students at Cabrini College have a wide variety of Study Abroad options from which to choose. Study Abroad programs provide opportunities for students to pursue studies in another country for a full academic year, a semester, a summer. In addition, short-term programs designed by Cabrini faculty provide opportunities for students to study abroad for periods of time ranging in length from one to three weeks. Through the Study Abroad office, students have access to foreign study programs sponsored by Cabrini and by other institutions of higher learning throughout the world.

A Cabrini-sponsored program at the American University of Rome makes it possible for students to study in one of the richest cultural and artistic environments in the world in the city which is the cradle of Western Civilization. Courses, taught in English, are designed for students in all academic disciplines. Eligible students for the program in Rome must have attended Cabrini College for at least one year, have attained sophomore status (30 credits or more), and have achieved a minimum 2.5 cumulative GPA.

As efforts continue to globalize the curriculum, Cabrini continues to expand its Study Abroad program options. The Cabrini program at the University of Notre Dame in Fremantle, Australia, is open to students in all academic disciplines.

In addition to the above, a SEPCHE consortium agreement with Arcadia University's Center for Education Abroad provides additional opportunities for Cabrini students to pursue an international educational opportunity. Cabrini students are able to study at universities in England, Ireland, Spain, Austria, Greece, and Mexico. Cabrini students enrolling in a Study Abroad program offered through Arcadia receive a program discount.

Cabrini students also have the option of selecting from a wide range of programs offered by other institutions, with the approval of the study abroad coordinator and the dean for academic affairs. In recent years, Cabrini students have studied at the Parsons School of Design in Paris and in the Duke University program in Berlin, Germany. Information on the many options available can be secured through the study abroad coordinator.

Candidates for traditional undergraduate degree programs are required to complete a minimum of 45 Cabrini credits and their last 30 credits must be taken at Cabrini. However, with the permission of the dean for academic affairs, students enrolled in a Cabrini-sponsored Study Abroad program at the American University of Rome or the University of Notre Dame Australia may have this requirement waived in order to pursue a semester abroad at one of these Cabrini-affiliated institutions.

Students interested in Study Abroad should meet with the study abroad coordinator in Founder's Hall, Room 367, at least a full semester in advance of their Study Abroad experience. This will allow sufficient time to research available options, to complete the application process, and to begin preparations for the semester abroad.

Students must consult with their major field advisors prior to committing for the Study Abroad experience (including The Washington Center semester). During this meeting, the student and the advisor will discuss what courses are appropriate to complete in the Study Abroad experience in order to make satisfactory progress toward the degree and what courses are appropriate to take at Cabrini College in the semester following the Study Abroad experience. Students should complete an Approval for Credit Taken at Other Institutions form before leaving for the Study Abroad experience. This form, bearing the student's and advisor's signatures, identifies how courses taken abroad can be transferred back into Cabrini College. In cases where a student is requesting credit for requirements in the major from a course taken during the study abroad experience, the student must have the signed approval from the department chair on the form. In cases where a student is requesting credit for core curriculum requirements and elective requirements, the student must have signed approval from the study abroad coordinator and the dean for academic affairs. Students should complete a pre-registration form for the semester they return and leave this form with the advisor. Students should use Cabrini College's online pre-registration system to pre-register for the courses they will take when they return to Cabrini. If students have problems using the online pre-registration system, students are responsible for contacting their advisors during the pre-registration period.

INTERNATIONAL STUDENTS

Cabrini College welcomes students who join the campus community from other countries. The College assists international students in their orientation to the College and the community, and provides them with information related to their own cultural needs. The College provides services to international students on student visas and helps orient them to the College, the community and the American educational system. College staff also help visa students with immigration policies and procedures. There are a variety of social and cultural programs sponsored in conjunction with the International Club. Students interested in being a part of the International Club should contact the Office of Student Diversity

Initiatives at 610-902-1061. International visa students must register with the College each semester. Any change of address must be reported within 10 days to the Office of Academic Affairs and the United States Citizenship and Immigration Services (USCIS).

INTERNSHIPS

Internships are available in most of the College's major program areas—Biology, Chemistry, Communication, Criminology, Exercise Science and Health Promotion, Graphic Design, History, Information Science and Technology, Political Science, Psychology, Religious Studies, Social Work, and Sociology. Through Cabrini's internship program, students can spend up to one semester in a professional position related to their academic major. Many internships are paid and result in job opportunities upon graduation. By the beginning of their junior year, students should talk to their faculty advisor about internship possibilities. For credit allocation and further departmental listings, please see courses numbered 488 in the course descriptions.

PRE-LAW ADVISORY PROGRAM

The Pre-Law Advisory Program provides counseling to students seeking a career in law. This program is designed to help students plan their courses of study to meet law school admissions standards, to inform them of specific law school opportunities and scholarships, and to advise them about law school entrance examinations.

Students interested in pursuing a career in law are encouraged to major in one of the following: English, History, Philosophy, or Political Science. The Pre-Law Advisory Program aims to develop sound analytical skills and broad general knowledge, both of which are requisite for law school success. Students seeking a legal career should work carefully with their major advisor and with the pre-law advisor in the Department of History and Political Science.

Cooperative Education and Career Services

The Office of Cooperative Education and Career Services offers career management support to the undergraduate college population and alumni.

Cooperative Education is an optional academic program in which students simultaneously learn to apply theoretical principles in a professional work environment earning academic credit (based upon the number of hours worked and the value of the work experience) and income. Most, but not all, co-ops/ internships offer some type of financial remuneration. The Office of Cooperative Education and Career Services supports online resume development and credentials servicing enabling students and alumni to develop and update quality resumes and other supporting documentation. These credentials can be electronically forwarded to prospective employers. Students and alumni can search JobSource and other employment-related search engines to help find quality employment

opportunities. Employers can request that we generate Resume Books to forward directly to them to assist with their employment needs. Employers are able to post part- and full-time employment opportunities directly to JobSource accessing the database at www.cabrini.edu/careerservices.

Individual career counseling and workshops help students focus on interests, skills, values, needs, and experiences as they relate to career decision making. Career-related assessment tools include the Self Directed Search, Strong Interest Inventory and FOCUS2 (an online career development program). Resume writing, interviewing techniques and job search services are provided.

An annual Intercollegiate Career and Government Fair, area job fairs and on-campus employer recruiting efforts provide opportunities for students to meet with area business and industry and not-for-profit organizations. Teacher recruitment fairs enable education majors to interview with school districts throughout the U.S.

Cabrini students may utilize the Alumni Mentoring Professional Network to gather career-related information from Cabrini College alumni.

The Career Library houses current career-related information, job listings, graduate and professional school materials, information relevant to international and minority students, as well as Bureau of Labor Statistics data relating to economic and employment trends.

The P.L.A.C.E. Program (Planned Learning About Career Exploration) provides students who are undecided regarding their major or career choice with assistance in making informed decisions. Services include career assessment, advising, alumni mentoring, and networking opportunities. A staff member facilitates a thorough examination of Cabrini's majors and the career opportunities they afford, thereby helping undecided students clarify and develop both short- and long-term goals that motivate them to achieve academic and professional success.

The office of Cooperative Education and Career Services provides quality, comprehensive career services and programs that support the mission of Cabrini College.

Students interested in pursuing a cooperative education experience or using career services are encouraged to consult with office staff at 610-902-8304/8305/8306, or meet with their advisors.

Summer School

Students may take courses during two six-week and one 12-week summer session at Cabrini. Adult and graduate students may take Cabrini courses that are two, three or four weeks in length, as well as some concentrated weekend programs. Graduate Studies students wishing to transfer credits to Cabrini from other accredited colleges and universities must get advance approval from their faculty advisor and a program

director of the Office of Graduate Studies. No credit will be granted for a grade lower than 'C.' Students should note that only Cabrini grades are included in the cumulative average. The maximum number of credits a student may ordinarily take in the summer is 12.

Students may register for Cabrini summer classes through the Registrar's Office beginning in late March/early April during pre-registration.

Graduate and Post-Baccalaureate Courses

A very limited number of undergraduate seniors may be permitted to take a graduate course. Students must have a quality point average of 3.0 or higher and fill out a request form, available in the Registrar's Office. The faculty advisor must approve the request. It should then be forwarded to the Academic Affairs Office. The relevant area program director of the Office of Graduate Studies must approve the request, in consultation with the department chair, to determine space availability in the class. The instructor must give approval and sign the form. Students may have to wait until the first day of class to see whether there is room in the course. Credit will be awarded toward either the bachelor's or master's degree, but not to both.

If the credits fall within a full-time student's normal semester load, there will not be an additional charge. For overloads or for part-time students, tuition will be charged at the level (graduate or undergraduate) chosen by the student on the application form.

CABRINI ALUMNI AND POST-BACCALAUREATE COURSEWORK

Cabrini alumni desiring a second degree must complete all the major courses, related requirements, and any general education courses required in the new degree and not included in the first degree(s) earned at Cabrini College. Interested students should contact the Admissions Office.

NON-CABRINI ALUMNI AND POST-BACCALAUREATE COURSEWORK

Graduates of other colleges must fulfill the general education requirements of Cabrini College as well as all the major courses and related requirements of the second degree. Non-Cabrini graduates must complete a minimum of 30 credits at Cabrini College to earn a second degree. Additional information is available from the Admissions staff.

TEACHER CERTIFICATION

Students and graduates of other colleges seeking certification in elementary education, early childhood education, special education, and secondary education must have their previous college transcripts and/or work experiences evaluated by the Admissions Office. Detailed information about teacher certification is provided in the Admissions and Education sections elsewhere in this Catalog. The College also offers a reading certification program at the graduate level only.

Affiliations

Affiliate programs are among the special studies options offered to Cabrini College students. They are:

COLLEGE AFFILIATIONS

Cabrini offers an exchange program with nearby Eastern University and Valley Forge Military College courses at these institutions provided: they are first rostered full-time at Cabrini College, the course they wish to take is not being offered at Cabrini that semester, and space is available in the desired class. This program runs for the fall and spring semesters only and all arrangements should be made through the Cabrini College Registrar's Office.

The exchange is on a student-per-student basis and no additional fees are charged.

THE WASHINGTON CENTER FOR INTERNSHIPS AND ACADEMIC SEMINARS

Cabrini students may apply for semester or summer programs at The Washington Center. The Washington Center provides select students challenging opportunities to work and learn in Washington, D.C., for academic credit at Cabrini College. The program consists of an extensive internship tailored to interests of the intern, an academic course available through The Washington Center and the Washington Forum. Interested students should contact the faculty liaison for The Washington Center to discuss this opportunity.

U.S. AIR FORCE ROTC AT SAINT JOSEPH'S UNIVERSITY

Qualified students desiring to earn appointments as commissioned officers in the U.S. Air Force may complete the Air Force ROTC General Military Course, Professional Officer Course and other pre-commissioning requirements through an agreement with Saint Joseph's University. For more information, please contact the ROTC Unit Admissions Officer at rotc@sju.edu.

U.S. ARMY CADET COMMAND (ROTC) COURSES AT VALLEY FORGE MILITARY COLLEGE

Cabrini students may apply for the Army ROTC Basic and Advance Courses which cover studying Army history, organization and structure plus tactical operations and military instructions with advanced techniques of management, leadership and command. Interested students should contact an ROTC representative at ROTC@vfmac.edu.



**JUSTICE
MATTERS**

Justice Matters: General Education Program

The general education program known as Justice Matters is designed to help students develop the qualities of the liberally educated person listed at the beginning of this Catalog. While the qualities emphasize desirable abilities and skills of Cabrini graduates, the general education requirements emphasize the curriculum content areas through which the faculty strives to help students develop these qualities.

While each student develops in-depth knowledge within a major, each liberally educated student also should share a common core of knowledge.

In August 2009, Cabrini College instituted new general education requirements for all students entering the College. These requirements, also known as the “core curriculum” is divided into three parts: Engagements with the Common Good, Explorations, and 21st Century Literacies. During the 1997-1998 strategic planning process, the phrase “education of the heart,” taken from the writings of Saint Frances Xavier Cabrini, emerged as a guiding concept to present the mission, goals, and values of the College with clarity. An “education of the heart” refers to an educational experience that asks students to develop their intellectual skills at the same time they grow in concern for others.

In order for this to occur, students must learn skills that will advance their careers and that can be used for the benefit of their communities; students must link theory to practice in the world; students must be prepared for professional careers through a rigorous liberal learning experience; and students must perceive their educational environment as extending beyond the classroom so that the entire campus community becomes a living and learning environment. Cabrini College’s “education of the heart” is achieved in practice through the institution’s commitment to providing all students a liberal education. This commitment, combined with the College’s commitment to preserve its Catholic identity, results in a signature educational experience for all Cabrini students, known as the Engagements with the Common Good (ECG). All students take thematic and community engagement coursework within the ECG courses, culminating in a capstone in the major field. The Common Good refers to the longstanding educational tradition at the College of building student knowledge, habits, values, and skills that can be used to benefit others—not in order to forsake the self but in order to create the conditions in which all people can find fulfillment. The outcome of Engagements with the Common Good is that students will be civically engaged: working for peace and justice and against poverty and oppression and increasingly growing in their compassionate concern and ability to advocate for all human beings. More specifically, this core and common curriculum focuses on

achieving the student learning outcome of Responsibility for Social Justice.

ECG courses are extended by Explorations courses that provide students a broad exposure to various disciplinary experiences, help students achieve the Qualities of a Liberally Educated Person (QLEPs), and complement the work of the ECG courses. In particular, the Explorations sequence teaches students to understand themselves as products of—and participants in—institutions, creative traditions, the historical process, and value-driven decision making.

There are a variety of courses by which students can fulfill the Explorations requirement. Students are expected to discuss their selection of Explorations courses with their advisors and observe the following restrictions:

No courses from a first major shall count towards the General Education core requirements. To fulfill the Explorations, students may take no more than two courses with the same prefix (i.e. SOC, ENG, etc.). Students are encouraged to take courses in a variety of disciplines.

Students are responsible for completing the appropriate prerequisite for any course selected in the Explorations. Students graduating from Cabrini College must complete a minimum of 123 total college credits.

In addition, the general education program has a unique responsibility to provide foundational knowledge, skills, and experiences which prepare students for and move students toward deeper, broader, and more integrated explorations of knowledge, values, and behaviors related to the Common Good and the Qualities of the Liberally Educated Person. 21st Century Literacies (cross-cultural/global, religious, scientific, quantitative, communicative, and information) provide the foundational basis on which students are prepared to achieve the student learning outcomes associated with the College QLEPs. Certain courses in the general education program fulfill the requirements for more than one Exploration/Literacy area. Students may fulfill only one requirement for each course completed.

Justice Matters: General Education Program

COL 101 COLLEGE SUCCESS SEMINAR (1 CREDIT)

Designed to guide first-year students in the transition to their college experience, all full-time first-year students are required to take this seminar.

Learning Outcomes:

1. As a result of this course, students will demonstrate key skills necessary for college success (time management, study skills, and test-taking strategies) and lifelong learning (information literacy and career planning).
2. As a result of this course, students will know how to utilize key campus resources (Academic Support Services, Financial Aid, Health and Wellness, Information Technology and Resources, Holy Spirit Library, and the Registrar's Office).
3. As a result of this course, students will demonstrate knowledge of relevant College policies (Code of Conduct, Academic Honesty, degree requirements, and FERPA).
4. As a result of this course, students will demonstrate knowledge of Cabrini's heritage and traditions (St. Frances Cabrini, Core Values, Cabrini Day, and history of the College).

ENGAGEMENTS WITH THE COMMON GOOD COURSES (ECG) (9 CREDITS)

Writing Literacy Learning Outcomes:

1. Students will use reading and writing to become more critical thinkers.
2. Students will enlarge the scope of their rhetorical knowledge (i.e., to understand how writing genres shape communication)
3. Students will develop a mastery of writing conventions.
4. Students will demonstrate the importance of process (drafting, editing, and revision) to the development of successful texts.
5. Students will develop the ability to assess effectively the quality of their own and other's work.
6. Students will improve their communicative capacities in light of our social justice curriculum.

ECG 100: This writing-intensive course approaches the Common Good from a variety of perspectives by exposing and interrogating the tension between the individual and society. It also examines the individual's position in various communities: family nation, race, class, gender, and other categories of identity. A student may withdraw from ECG 100 only with the permission of the dean for academic affairs. All ECG courses have a grade requirement of "C" or above.

Learning Outcomes:

1. Students will reflect upon and critique their own personal core values in light of theories of social justice.
2. Students will document, analyze, and critique their social identities and the values of the groups to which they belong.
3. Students will inspect their own spiritual, cultural, political,

and economic connectedness to other social groups to which they were not aware they were connected.

4. Students will explore historical and contemporary social groups, organizations, and political institutions that express a just and empathetic vision for community.
5. Students will understand the key terms of power, privilege, difference, dignity, solidarity, and equality.

ECG 200: This experiential, writing-intensive course explores through texts and community partnerships how power, privilege, and difference affect solidarity, equality, and dignity—the essential elements of the Common Good. Students will expand their moral imaginations through their exploration of contemporary, historical, and cross-cultural causes of systemic justice and injustice in the world. All ECG courses have a grade requirement of "C" or above.

Learning Outcomes:

1. Students will demonstrate a growing commitment to the practice of social justice and civic engagement by participating in a community partnership.
2. Students will analyze the complexity of the challenges faced by those who work and have worked for greater justice.
3. Students will reflect on and critique their participation in and learning from their community partnership experience—looking carefully at the complex realities of the mission and efforts of the particular group with which they work.
4. Students will differentiate between practicing charity and seeking justice through systemic change.
5. Students will articulate a personal philosophy of social justice grounded in their community involvement and in their intellectual understanding of philosophical, historical, and contemporary movements that sought to create social justice.

ECG 300: This experiential, writing-intensive course helps students utilize their assets and the assets of community partners (local or global) in the pursuit of social justice. Students will work with community partners, contributing to research that will be used to expand the capacity and quality of the partner organizations while providing students with life-long tools for civic engagement. This research also may be used to advocate for systemic changes that will effect greater solidarity with local and global communities. Students will develop skills and strategies to advocate for policies with U.S. and international public and private decision makers. All ECG courses have a grade requirement of "C" or above.

Learning Outcomes:

1. Students will reflect on the tensions among their individual beliefs and personal interests, political realities, and the common good in local and global communities.
2. Students will demonstrate a sustained commitment to the practice of social justice through community-driven projects designed to create social change.

3. Students will demonstrate in practice (by developing their research and advocacy skills) and in reflection the difference between seeking justice through charity and through social change.
4. Students will critique their personal philosophy of social justice grounded in dignity, equality, and solidarity through:
 - a. their community involvement,
 - b. their growing solidarity with diverse communities, and
 - c. their intellectual understanding of philosophical, historical, and contemporary movements that sought to create social justice (through the lenses or oral and written reflection).

THE EXPLORATIONS (12 CREDITS)

The Exploration courses cover four areas: Heritage, Individual and Society, Aesthetic Appreciation, and Values. Each year, the list of courses that fulfills each area within the Explorations is published in the Undergraduate Catalog. Each semester the Registrar's Office publishes the list of courses that fulfills each area within the Explorations.

Heritage Learning Outcomes:

1. Students will demonstrate knowledge of the interrelationship between ideas, events and people influencing life throughout history. (Analytic Reasoning and Critical Thinking)
2. Students will demonstrate the ability to think critically, analyze, and reflect upon the way the past shapes the present. (Analytic Reasoning and Critical Thinking)
3. Students will explore the traditions of diverse cultural and social groups in order to gain a sense of self and others. (Sense of Self/Knowledge of Cultural Diversity and American Pluralism)
4. Students will enhance their ability to communicate through the written word by synthesizing ideas and developing supported positions in the relation of the past to the present. (Written Communication).

The Individual and Society Learning Outcomes:

1. Students will collect data, analyzing and interpreting the variables that affect the relationship between the self and society. (Analytic Reasoning and Critical Thinking)
2. Students will understand the influences of structures of power (e.g., family, school, religion, government, gender, race, and/or class) on attitudes, behavior, values, and identity. (Sense of Self/Responsibility for Social Justice - Knowledge)
3. Students will demonstrate the ability to access and critique information relevant to understanding the dynamic relationship of the individual and the socio-cultural environment. (Curiosity/ Self-Direction)
4. Students will enhance their ability to communicate orally about the relationship between individual and society and to understand their audience by effectively employing appropriate presentation skills. (Oral Presentation Skills)

Aesthetic Appreciation Learning Outcomes:

1. Students will make and support critical judgments about artistic works. (Analytic Reasoning and Critical Thinking/Curiosity)
2. Students will demonstrate an understanding of the vernacular and/or fine arts and of their aesthetic principles. (Creative Thinking)
3. Students will demonstrate an understanding of creativity as an expression of one's view of the world. (Creative Thinking/Sense of Self)
4. Students will enhance their ability to communicate about artistry and/or to develop and express their own creativity and to share that communication in small group settings. (Mediated Communication/Small Group Communication)

Values Learning Outcomes:

1. Students will understand the important roles that values play in determining human actions. (Analytic Reasoning and Critical Thinking)
2. Students will understand how different values affect cooperation and conflict. (Responsibility for Social Justice - Knowledge and Values)
3. Students will be prepared to engage in the dynamic interplay of values with their local and global communities. (Adaptability/Self-Direction)
4. Students will articulate their own beliefs about what is valuable and critique human behaviors in light of those beliefs. (Interpersonal Communication/Sense of Self)

THE 21ST CENTURY LITERACIES

(12-26 CREDITS Depending on Entering Student Profile)

The Literacies refer to foundational skills and knowledge that all students need in order to achieve the student learning outcomes associated with the Qualities of the Liberally Educated Person (QLEPs).

Information Literacy (3 CREDITS)

Fulfilled by the successful completion of IST 125.

Information Literacy Learning Outcomes:

1. Students will use and integrate Internet and Web technologies with software applications to evaluate information and solve problems. (Analytical Reasoning and Critical Thinking/Creative Thinking/Adaptability/Quantitative Reasoning)
2. Students will apply and evaluate appropriate information and search strategies using Internet-based technologies. (Analytical Reasoning and Critical Thinking/Curiosity)
3. Students will demonstrate knowledge of the social, ethical, security, and legal issues associated with the use of Internet-based digital information and technologies. (Analytical Reasoning and Critical Thinking/Curiosity)
4. Students will enhance their ability to communicate orally and electronically to peers and the general Internet community. (Mediated Communication/Oral Presentation Skills)

**CROSS-CULTURAL/FOREIGN LANGUAGE LITERACY
(0-6 CREDITS)**

Students may demonstrate foreign language competency in four ways:

Complete six credits by taking two introductory-level courses (101-102, 105-106, 107-108, 109-110, 113-114) if the department deems the courses as appropriate placement based on prior language study or begin a new language. Cabrini College is a member of a larger consortium (SEPCHE) that offers many languages in addition to those offered at the College.

Complete three credits by taking the second half of the introductory-level course (102, 106, 108, 110 or 114).

Complete three credits by taking 201, 202, 203, 204 or any higher level course.

Exemption through advanced work and appropriate placement scores.

Cross-Cultural/Foreign Language Literacy Learning Outcomes:

1. Students will demonstrate an understanding of the practices, perspectives and artifacts of the culture studied. (Ability to Interact Cross-Culturally/Knowledge of Cultural Diversity and American Pluralism/Curiosity)
2. Students will demonstrate an understanding of the nature of a language and culture through comparisons of the target language and culture to their own. (Ability to Interact Cross-Culturally/Knowledge of Cultural Diversity and American Pluralism/Adaptability)
3. Students will converse in the target language to provide and obtain information, express feelings and exchange opinions and will understand and interpret the spoken target language. (Interpersonal Communication/Oral Presentation)
4. Students will write with clarity in the target language to provide information, concepts and ideas and will understand and interpret the written target language. (Interpersonal Communication/Written Communication)

**PLACEMENT POLICY FOR THE CROSS-CULTURAL/
FOREIGN LANGUAGE LITERACY REQUIREMENT OF THE
GENERAL EDUCATION PROGRAM**

The chair of the Romance Languages and Literatures Department determines placement into the appropriate level course by evaluation of some combination of high school/previous college transcripts and Cabrini-administered online placement tests. All new students (including transfer students) with at least three years of study of the same language in high school and who wish to continue study of that same language must take the Cabrini language placement test in French, Italian or Spanish to ensure the most appropriate placement.

Transfer students are exempted from testing if they have successfully completed at least three credits of college introductory level language, or if they have successfully

completed three credits of a 200-, 300- or 400-level college course.

Once the placement has been determined, it can be changed only by the chair of the Romance Languages and Literatures Department and the change must be put in writing by the chair and sent to the Registrar's Office. If a student wishes to appeal the denial of a placement change, he or she may write to the Academic Review Board through the dean for academic affairs. In order to fulfill the College requirements, students must take the courses indicated in their written placements. If a student takes a course lower than his or her placement, he or she will not receive credit toward fulfilling the Cross Cultural/Foreign Language Literacy requirements.

If a student chooses to attempt a course higher than his or her placement, he or she may drop back if the course proves too demanding. However, once a student has received credit for a higher-level course, he or she cannot later receive credit for any course lower than that course without the written permission of the department chair. Such approval must be filed with the Registrar's Office. This restriction applies to credit through DANTES or CLEP examinations.

Cabrini College provides academic adjustments for qualified students with documented learning disabilities. To be eligible for special accommodations for the language placement exams, the student must have an identified disability as defined by the ADA/Section 504 of the Rehabilitation Act and submit appropriate documentation of the disability to the coordinator of the disability resource center. The requirements for appropriate documentation vary for each specific disability. Please contact the coordinator of the disability resource center at 610-902-8572 for individual needs. Requests for academic adjustments for the language placement exams must be made prior to taking the exam, so that necessary arrangements may be made.

QUANTITATIVE LITERACY (0-9 CREDITS)

Students may demonstrate mathematical competence in four ways:

Students whose mathematical skills need strengthening will be required to take a three-semester sequence of MAT 098 or MAT 099, as well as MAT 110 and MAT 111, to satisfy the math requirement. Each course carries three credits, but the credits for MAT 098 and MAT 099 do not count toward the 123 needed to graduate.

Complete six credits by taking two courses from MAT 113-MAT 114 or MAT 117-MAT 118 or MAT 125-MAT 126.

More mathematically competent students may demonstrate their competence by taking MAT 130 (Calculus I) or a higher level course with the approval of the department chair. Such students are strongly encouraged to continue to develop their mathematical skills by taking additional courses, but they are not required to do so.

Exemption through advanced work and appropriate placement scores.

Quantitative Literacy Learning Outcomes:

1. Students will construct, interpret and utilize mathematical models. (Analytic Reasoning and Critical Thinking)
2. Students will express quantitative information in graphic form (i.e. graphs, charts, tables). (Quantitative Reasoning)
3. Students will develop, analyze and make inferences based on quantitative data. (Quantitative Reasoning)
4. Students will solve real-world problems using appropriate mathematical strategies. (Creative Thinking/Adaptability)

PLACEMENT POLICY FOR THE QUANTITATIVE LITERACY REQUIREMENT OF THE GENERAL EDUCATION PROGRAM

The chair of the Mathematics Department determines placement into the appropriate level course by evaluation of some combination of SAT scores, high school/previous college transcripts and Cabrini-administered placement tests. All new students (including transfer students) must take the Cabrini math placement tests to ensure the most appropriate placement. Transfer students are exempted from testing only if they have successfully completed (with a "C" or better) at least three credits toward the fulfillment of the Quantitative Literacy requirement.

Cabrini College provides academic adjustments for qualified students with documented disabilities. To be eligible for special accommodations for the math placement exam, the student must have an identified disability as defined by the ADA/Section 504 of the Rehabilitation Act and submit appropriate documentation of the disability to the coordinator of the disability resource center. The requirements for appropriate documentation vary for each specific disability. Please contact the coordinator of the disability resource center at 610-902-8572 for individual needs. Requests for academic adjustments for the math placement exam must be made prior to taking the exam, so that necessary arrangements may be made.

CALCULATOR ADVISORY

Under Title II of the Americans with Disabilities Act of 1990 (ADA) and under Section 504 of the Rehabilitation Act of 1973, as amended (Section 504), academic adjustments are not appropriate if they supplement the very skill that is intended to be measured. Therefore, calculators cannot be an academic adjustment for the math placement exam as math computation is the desired measurement of the exam.

Once the placement has been determined, it can be changed only by the chair of the Mathematics Department and the change must be put in writing by the chair and sent to the Registrar's Office. If a student wishes to appeal the denial of a placement change, he or she may write to the Academic Review Board through the dean for academic affairs. In order to fulfill the College requirements, students must take the courses indicated in their written placements. If a student takes a course lower than his or her placement, he or she will not receive credit toward fulfilling the Quantitative Literacy requirements. If a student chooses to attempt a course higher than his or her

placement, he or she may drop back if the course proves too demanding. However, once a student has received credit for a higher-level course, he or she cannot receive credit for any course lower in the sequence without the written permission of the chair of the appropriate department. Such approval must be filed with the Registrar's Office. This restriction applies to credit through DANTES or CLEP examinations.

RELIGIOUS LITERACY (3 CREDITS)

Fulfilled by successful completion of one course that has been approved to meet the Religious Literacy Learning Outcomes.

Religious Literacy Learning Outcomes:

1. Students will demonstrate an awareness of how particular religious belief systems evolve and are challenged by society and culture. (Critical Thinking and Analytic Reasoning/Knowledge of Cultural Diversity and American Pluralism)
2. Students will demonstrate knowledge of the history, institutions, and texts of lived religious traditions and relate that knowledge to their own belief system. (Sense of Self)
3. Students will demonstrate knowledge of the Roman Catholic Church's teachings on God, the Church, the world community, the individual, and issues related to the dignity of the human person. (Responsibility for Social Justice - Knowledge/Values)
4. Students will enhance their ability to communicate through the written word by synthesizing ideas and developing supported positions about religious texts and/or traditions. (Written Communication)

SCIENTIFIC LITERACY (6-8 CREDITS)*

Fulfilled by successful completion of two science courses with integrated laboratories.

*Only Science majors will complete eight credit hours to meet their Scientific Literacy requirement. Pre K-4, Middle Level and Special Education majors will have a seven-credit requirement to complete their Scientific Literacy requirements.

Scientific Literacy Learning Outcomes:

1. Students will understand the interdisciplinary nature of science. (Analytic Reasoning and Critical Thinking)
2. Students will apply the scientific method and quantitative skills through laboratory and/or field experimentation and data analysis. (Scientific Reasoning/Quantitative Reasoning/Curiosity)
3. Students will become aware of global social and ethical issues surrounding scientific discovery and technology. (Ability to Interact Cross-Culturally/Responsibility for Social Justice - Knowledge)
4. Students will enhance their ability to communicate scientific ideas in a written format used by science professionals. (Written Communication)

Exploration Courses

HERITAGE (H)

H-ECO 300	Honors Business Administration: The Great Depression
ENG 253	Bodies of Literature: Women's Studies in the Arts and Humanities
ENG 254	African American Literature
ENG 273	The Epic
ENG 274	The Short Story
ENG 275	Drama
ENG 276	Poetry
ENG 277	The Novel
ENG 302	British Literature I: Old English to Neoclassic
H-ENG/HIS 314	Honors English/History: The European Renaissance
ENG 323	British Literature II: Romantic, Victorian and Modern
ENG 351	Nineteenth Century American Literature
ENG 352	Modern American Literature
FNA 206	American Music
FNA 214	Music/Culture of South and Southeastern Asia
HIS 105	European History from 1648 to 1900
HIS 106	European History from 1900 to the Present
HIS 107	Survey of United States History I
HIS 108	Survey of United States History II
HIS 211	African-American History 1619-1877
HIS 251	Survey of Latin American History
H-HIS/PHI 309	Honors History/Philosophy: Baseball and the American Tradition
HIS 315	The Civil War
H-HIS 315	Honors History: The Civil War
HIS 331	Early & Antebellum History
H-HIS 376	PA: A History of the Keystone State
LAN 211	Survey of Spanish Literature I
LAN 212	Survey of Spanish Literature II
LAN 213	History of Spanish Civilization
PHI 201	History of Philosophy - Ancient and Medieval
PHI 202	History of Philosophy - Modern
PHI 301	Philosophical Issues and the Law

H-PHI 306	Honors Philosophy: Myths, Symbols and Images
H-PHI 310	Honors Philosophy: American Philosophy
PHI 320	Political Philosophy
REL 105	Jesus: History and Myth
REL 221	Religion in America
SOW 301	History of Social Work
SPA 301	Survey of Spanish Literature I
SPA 302	Survey of Spanish Literature II
SPA 303	History of Spanish Civilization
SPA 304	History of Spanish American Civilization
SPA 307	Survey of Spanish American Literature I
SPA 308	Survey of Spanish American Literature II

INDIVIDUAL AND SOCIETY (I)

ECO 131	Microeconomics
ECO 212	Environmental Economics
EDU 219	The Future and American Education
ENG 215	Voices of Other Cultures
ENG 219	Contemporary African-American Literature
ENG 228	Social Realism in Literature and the Media
ENG 229	Immigrant Authors: The Literature of Transition
H-ENG 330	Honors English: Theorizing Beauty in Literature and Culture
HIS 109	Introduction to American Studies
HIS 212	African-American History 1877 to Present
H-PHI 305	Honors Philosophy: Existentialism
POL 205	Introduction to Political Science
POL 206	Comparative Government
POL 230	Current Events
PSY 101	Introduction to Psychology
PSY/SOW 213	Group Structures and Processes
PSY 280	Media Influences and Psychological Development
REL 121	Introduction to the Christian Tradition
REL 223	Church and State: A U.S. Perspective
REL 311	Women and Religion and Society
H-REL 312	Honors Religious Studies: Sects and Cults in American Religion
SOC 203	Contemporary Social Problems

SOC 215	Introduction to Sociology: Individual and Society
H-SOC 306	Honors Sociology: The Sociology of Happiness
SOW 210	Introduction to Social Work
SOW 240	Child Welfare
SOW 303	Human Behavior and the Social Environment I
SPE 110	Introduction to Developmental Psychology and Learning Theory

H-BUS 304	Honors Business Administration: Business Ethics
COM/PHI 307	Ethics and Communication
ENG 210	Alienation: Love and Fear in Modern Literature
ENG 211	Modern Literature: A Question of Values
ENG 212	The Hero
HIS 336	Engaged Ethnography
LIS/PHI 280	Global Ethics
PHI 100	Introduction to Philosophy
PHI 102	Critical Thinking
PHI 208	Biomedical Ethics
PHI 223	Contemporary Moral Problems
PHI 224	Love
PHI 225	Philosophy of Sport
PHI 275	Philosophy of Women
PHI 315	Ethics
PHI 326	Environmental Ethics
POL 261	Political Ideologies
POL 272	Environmental Politics I
POL 273	Environmental Politics II
REL 110	The Search for Meaning
REL 219	Introduction to the Epistles
REL 225	Catholic Social Thought and Practice
REL 317	Contemporary Spirituality
SOC 230	Sociology in Film
SOW212	Family Violence: Values, Dynamics, Interventions

AESTHETICS APPRECIATION (A)

CCA203	British Visual Culture
CCA289	On Stage - Live
ENG 213	Film Appreciation
ENG 220	Creative Writing
ENG 225	Experiential Poetry Writing
ENG 263	Books to Film
ENG 280	Acting
ENG289	On Stage - Live
ENG 380	Scriptwriting
ENG 384	Theater Directing
ENG 385	Musical Theater
FNA 202	Survey of Music
FNA 211	Introduction to Drawing and Painting
FNA 220	College/Community Chorus
FNA 300	Experiencing the Arts
HIS 205	History of Art and Protest
HIS 317	Modern American Popular Culture
HIS 335	Spike Lee's American
H-PHI 302	Honors Philosophy: The Idea of Beauty/ The Philosophy of Art
PHI 312	Philosophy of Film
H-REL 220	Honors Religious Studies: Religious Folklife
REL 314	Religion and Literature

VALUES (V)

21ST CENTURY LITERACIES

INFORMATION LITERACY

IST 125 Information Management and Technology

CROSS-CULTURAL/FOREIGN LANGUAGE LITERACY

Exemption by demonstrating competency by passing Language Exemption Test or 3 credits of any higher level course or

FRE 201 Intermediate French I or

ITA 201 Intermediate Italian I or

SPA 201 Intermediate Spanish I or

3 credits of the second half of the introductory level course:

FRE 102 Introductory French II or

ITA 102 Introductory Italian II or

SPA 102 Introductory Spanish II or

SPA 106 Introductory Spanish for Business II or

SPA 108 Introductory Spanish for Teachers II or

SPA 110 Introductory Spanish for Social Services II or

SPA 114 Introductory Spanish for Health Care Professionals II or

6 credits:

FRE 101 Introductory French I and FRE 102:
Introductory French II or

ITA 101 Introductory Italian I and ITA 102:
Introductory Italian II or

SPA 101 Introductory Spanish I and SPA 102:
Introductory Spanish II or

SPA 105 Introductory Spanish for Business I and
SPA 106 Introductory Spanish for Business II or

SPA 107 Introductory Spanish for Teachers I or

SPA 108 Introductory Spanish for Teachers II or

SPA 109 Introductory Spanish for Social Services I or

SPA 110 Introductory Spanish for Social Services II or

SPA 113 Introductory Spanish for Health Care
Professional I or

SPA 114 Introductory Spanish for Health Care
Profession II

QUANTITATIVE LITERACY

Exemption by demonstrating competency in MAT 130 by passing the Math Exemption Test or 4 credits: MAT 130: Calculus I or

6 credits:

MAT 113 Modern College Mathematics I and

MAT 114: Modern College Mathematics II or

MAT 117 Algebra and Trigonometry and
MAT 118 Introduction to Statistics or

MAT 125 Environmental Mathematics I and
MAT 126 Environmental Mathematics II or

6 credits:

MAT 098 Introduction to Contemporary Mathematics or

MAT 099 Contemporary Mathematics I and

MAT 110 Contemporary Mathematics II and

MAT 111 Contemporary Mathematics III

MAT 098 and MAT 099 do not carry credit toward graduation but do carry three credits for purposes of financial aid eligibility.

RELIGIOUS LITERACY

3 credits:

REL 110 The Search for Meaning or

REL 111 Faith and Justice or

REL 121 Introduction to Christian Tradition or

REL 221 Religion in America or

REL 225 Catholic Social Thought and Practice or

REL 305 Contemporary Issues in American
Catholicism

SCIENTIFIC LITERACY

6-8 credits:*

BIO 101 Biological Science I - 4 credits

BIO 121 Life Science and Health for Teachers -
3.5 credits

BIO 170/
H-BIO 170 Biological Evolution - 3 credits

BIO 171 Biological Perspectives of Environmental
Science - 3 credits

BIO 172 Forensic Science - 3 credits

BIO 173 Genetics and Heredity - 3 credits

BIO 177	Health and Human Body - 3 credits
BIO 209/ CCA 206	Field Biology/Costa Rica
BIO/ENS 211	Watershed Ecology - 3 credits
CCA 212/ POL 265	International Science and Politics in Society - 3 credits
CHE 173	Science and Society - 3 credits
H-BIO 101	Honors Biology: Biological Science I - 4 credits
PHY 101	General Physics I - 4 credits
PHY 102	General Physics II - 4 credits
PHY 120	Physical Science for Teachers - 3.5 credits
PHY 173	Astronomy - 3 credits

* Only science majors will complete eight credit hours to complete their

Scientific Literacy requirement. Pre K-4, Middle Level and Special Education majors have a seven-credit requirement to complete their Scientific Literacy requirements.

Student Progress Record on General Education Program

The minimum total number of credits required for graduation is 123. (Your choice of major or certification programs may require more credits.) These credits are divided into:

1. General Education Courses
2. Major Courses
3. Elective Courses

You and your advisor should update this record sheet every semester.

GENERAL EDUCATION COURSES

I. College Success Semester

- First-year students are required to take the College Success Seminar (1 credit)_____

II. Engagements with the Common Good (9 credits)

- Engagements with the Common Good 100 (3 credits)_____
- Engagements with the Common Good 200 (3 credits)_____
- Engagements with the Common Good 300 (3 credits)_____

III. Explorations (12 credits)

- Heritage (3 credits)_____
- Individual and Society (3 credits)_____
- Aesthetics Appreciation (3 credits)_____
- Values (3 credits)_____

IV. 21st Century Literacies (12-26 credits)

- Information Literacy (3 credits)
IST 125_____
- Cross-Cultural/Foreign Language Literacy (0-6 credits)
Exemption_____or
3 credits @ 200 level_____ or
3 credits of SPA 102, 106, 108, 110 or 114_____ or
6 credits of introductory course of same language _____
- Quantitative Literacy (0-9 credits)
Exemption_____or
4 credits of MAT 130 or higher_____or
MAT 113-114 or MAT 117-118 or MAT 125-126_____ or
MAT 098 or MAT 099, MAT 110, MAT 111_____

MAT 098 and MAT 099 do not carry toward graduation but do carry 3 credits for purposes of financial aid eligibility.

- Religious Literacy (3 credits)_____
- Scientific Literacy (6-8 credits*)
Integrated lecture/lab SCI course_____

*Only science majors will complete eight credit hours to complete their Scientific Literacy requirement. Pre K-4, Middle Level and Special Education majors have a seven-credit requirement to complete their Scientific Literacy requirements. something extraordinary. Additional student services include:

ACADEMIC COUNSELING

Advising and academic counseling are the foundation of the CTL student support system. Counselors work one-on-one with students to help them implement practical, proven strategies for improving their academic skills and study habits.



**PROGRAMS
AND COURSES**

Programs and Courses

Majors and Departments, Concentrations and Minors, Certifications and Options

ACADEMIC MAJORS AND DEPARTMENTS

Cabrini College offers undergraduate majors leading to the bachelor of arts, bachelor of science, bachelor of science in education, or bachelor of social work degrees.

Accounting	80
American Studies	81
Biology	82
Business Administration	88
Chemistry	94
Communication	98
Computer Information Science	106
Criminology	108
Education Courses	112
Educational Studies	114
English	117
Exercise Science and Health Promotion	126
Finance	129
Fine Arts Courses	130
French	133
Graphic Design	134
History	136
Human Resources Management	142
Individualized Major	143
Information Science and Technology Courses	144
Information Systems	146
Italian	147
Liberal Studies	149
Marketing	150
Mathematics	151
Middle Level (4-8) Education in English/ Reading and Language Arts	115
Organizational Management	
Philosophy	154
Political Science	160
Pre K-4 Education	185
Psychology	166
Religious Studies	169
Social Work	176
Sociology	179
Spanish	183
Special Education Pre K-8	

CONCENTRATIONS

Advertising	150
Biological Sciences	82
Digital Convergence	99
Film and Media Studies	
Health and Wellness Management	126
Internet Computing	146
Journalism and Writing	99
Management Information Systems	146
Marketing Communication	99
Molecular Biology and Biotechnology	83
Nonprofit Management	88
Organizational Management	
Pre-Medicine	83
Public Administration	88
Secondary Education	173
Sports Science	126
Theater	
Visual and Sound Communication	99
Women's Studies	
Writing	

CERTIFICATIONS

Middle Level (4-8) Education in English/ Reading and Language Arts	115
Pre K-4 Education	110
Special Education Pre K-8	185
Secondary Education	173

MINORS

Biology	
Economics	
Environmental Science	125
Environmental Studies	
International Business	89
Religious Studies for Education Majors	
Social Justice	175
Sports Management	89
Studio Art	187

OPTIONS

Cooperative Education 107
 Pre-Law 62
 Pre-Nursing 162
 Pre-Occupational Therapy 163
 Pre-Pharmacy 164
 Pre-Physical Therapy 165

Course Numbering, Prefix System

Courses numbered from 101 to 199 are intended primarily for first-year students.

Courses numbered from 201 to 299 are intended primarily for sophomores. Courses numbered from 301 to 399 are intended primarily for juniors.

Courses numbered H are honors seminars.

Courses numbered from 401 to 499 are intended primarily for seniors. The number 488 denotes internship course descriptions; 489 are education methods course; 490-91 are used for student teaching; and 499 is reserved for Independent Study.

Dual department prefixes such as PSY/SOC indicate that the same course may be taken for credit in either department.

KEY TO COURSE PREFIX SYSTEM

Accounting ACC
 Biology BIO
 Business Administration BUS
 Chemistry CHE
 Communication COM
 Computer Information Science IST
 Cooperative Education CEP
 Criminology CRM
 Economics ECO
 Education EDU
 Educational Studies EDU
 Engagements with the Common Good ECG
 English ENG
 Environmental Science ENS
 Exercise Science and Health Promotion ESH
 Finance FIN
 Fine Arts FNA
 French FRE

Graphic Design GRA
 History HIS
 Honors Courses H-
 Human Resources Management HRM
 Information Science and Technology IST
 Italian ITA
 Language LAN
 Liberal Studies LIS
 Marketing MKT
 Mathematics MAT
 Middle Level (4-8) Education ELE
 Music FNA
 Philosophy PHI
 Physical Education PED
 Physics PHY
 Political Science POL
 Pre K-4 Education ECE
 Psychology PSY
 Religious Studies REL
 Research R-
 Secondary Education SEC
 Social Justice SOJ
 Social Work SOW
 Sociology SOC
 Spanish SPA
 Special Education SPE
 Studio Art FNA
 Theater ENG/COM

Accounting

OBJECTIVES

Cabrini's accounting program prepares students for careers in accounting, professional examinations and graduate studies. Its cooperative education program enables accounting majors to integrate classroom theory with practical experience.

Employment opportunities for accounting majors are available in public accounting, industrial (private) accounting, government, not-for-profit organizations, and education. Accounting is a rewarding profession that requires an undergraduate degree. Opportunities increase for those individuals with experience (i.e., cooperative education), graduate education (i.e., MBA), and certification (i.e., CPA, CMA, CIA).

All of the business major programs at Cabrini include a common business core which recognizes the 'enterprise' nature of today's business world that integrates the various strategic areas of business.

Students may find a concentration or minor useful in customizing the major to meet diverse career goals. Students should consult with their faculty advisor about the use of concentrations and minors.

SPECIAL REQUIREMENTS

Students transferring into the accounting program from another college must complete a minimum of 18 Cabrini College Business Department credits, which must be 300-level or above accounting courses.

MINORS

Students can minor in related business fields (Finance, Marketing, Human Resources Management and Business Administration) or in the following:

- Economics
- International Business
- Sports Management

See Business Administration for course requirements and descriptions.

CONCENTRATIONS

Nonprofit Management: Department requirements plus three upper-division non-profit management courses (BUS 312, MKT 382 and a 3-credit course approved by the department).

Public Administration: Department requirements plus: FIN/POL 307, POL 324 or POL 213 and SOW 402.

Advertising: Department requirements plus MKT 365 and two from the following: COM 360, COM 366, GRA 318, GRA 319, and GRA 253.

COURSE DESCRIPTIONS

(See Accounting, Business Administration, Economics, Finance, Human Resources Management, Marketing, Political Science, and Social Work)

REQUIREMENTS FOR THE MAJOR IN ACCOUNTING

For general education requirements, consult pages 66-74 (34-48 credits).

BUSINESS ENTERPRISE CORE REQUIREMENTS

		CREDITS: MAJOR MINOR	
BUS 120	Principles of Management	3	3
ECO 131	Microeconomics	3	3
ECO 132	Macroeconomics	3	
ACC 210-211	Accounting Principles I and II	6	6
BUS 220	Quantitative Business Analysis I	3	
MKT 230	Principles of Marketing		3
FIN 285	Business Finance I		3
BUS 321	Business Law I		3
BUS/IST 351	Management Information Systems	3	

ACCOUNTING REQUIREMENTS

		CREDITS: MAJOR MINOR	
ACC 330-331	Intermediate Accounting I and II	6	6
ACC 340	Managerial Accounting	3	
ACC 335	International Accounting	3	
ACC 341	Income Taxes	3	
ACC 343	Business Taxes	3	
ACC 410	Advanced Accounting	3	
ACC 420	Auditing Principles	3	
ACC 461	Accounting Seminar	3	

Accounting Elective	3	
General Electives	21-35	
Total credits for major	57	
Total credits for minor		27

ACC 210-211 Accounting Principles I and II

Students review basic accounting principles and practices including preparation of financial statements, account use, and deferrals. Prerequisite: Completion of MAT 098 or 099 or placement in MAT 113. ACC 210 is a prerequisite to ACC 211. Offered both semesters. 3 credits each

ACC 330-331 Intermediate Accounting I and II

This course provides a theoretical study of the accounting process and its application, including the impact of FASB statements and SEC regulations. Prerequisite: ACC 210-211 with a grade of 'C' or better. Two semesters. Offered fall and spring. 3 credits each

ACC 335 International Accounting

This course will examine accounting issues in financial and managerial accounting, auditing and taxation from an international perspective. With an overview of the respective conceptual frameworks and the underlying social and economic factors, students will explore how standards are set by the International Accounting Standards Board (IASB) and the Financial Accounting Standards Board (FASB). Students will be introduced to convergence and key differences of the International Financial Reporting Standards (IFRS) with United States' Generally Accepted Accounting Principles (GAAP). The study of international accounting issues is critical for effective financial analysis of companies operating globally. Prerequisite: ACC 211. 3 credits.

ACC 340 Managerial Accounting

This course explores the role of managerial accountants in developing information for internal decision making, including concepts and tools used in managerial accounting. Students will be exposed to techniques for manufacturing operations and non-manufacturing environments: merchandising, service, government, and non-profit organizations. Prerequisite: ACC 211. Offered fall. 3 credits

ACC 341 Income Taxes

This course covers theories and principles of federal income taxes relating to the individual and business. Prerequisite: ACC 211. Offered spring. 3 credits

ACC 343 Business Taxes

Topics covered in this course include federal income tax law for corporations, partnerships, estates, and trusts, as well as federal gift and estate taxes. Prerequisite: ACC 341. Offered fall. 3 credits

ACC 410 Advanced Accounting

Students review accounting theory with a study of special topics, including partnerships, mergers and acquisitions, consolidations, and fund accounting. Prerequisite: ACC 331. Offered spring. 3 credits

ACC 420 Auditing Principles

Students explore the principles and methodology of auditing. The course reviews the audit basis, business controls, professional ethics and legal liability. Prerequisite: ACC 331. Offered spring. 3 credits

ACC 461 Accounting Seminar

Seminar includes study of topics in accounting theory and practice through research of current accounting publications. Prerequisite: Open to juniors and seniors majoring in accounting. Offered fall. 3 credits

American Studies

OBJECTIVES

The American Studies major explores the values of the peoples of the United States and the Americas through cultural expressions—their history, art, folklore, politics, social mores, and literatures. In American Studies, we emphasize an interdisciplinary perspective: drawing on traditions of thought and action from the humanities and social sciences and exploring diverse peoples, theories, methods, materials, texts, and resources. The major probes assumptions about “nationalism,” investigates what it means to be “American,” and considers how national identities get expressed.

The interdisciplinary curriculum prepares students to be creative problem-solvers by incorporating many perspectives and using multiple tools for analysis. The variety of courses develops skills in critical thinking, research, writing across the disciplines, and the handling of diverse forms of evidence—skills vital for effective communication and decision-making in many professional contexts.

American Studies offers students opportunities to explore a wealth of careers as educators, historians, lawyers, doctors, politicians, business leaders, policy analysts, government and arts administrators, advocates, writers, editors, and information managers, to name but a few. At Cabrini College, the American Studies major works especially well with a double-major in History, Political Science, Religious Studies, or English, as well as with majors in the professions of Education, Graphic Design, and Social Work.

The major includes specially designed introductory and upper-level courses taught by faculty committed to the use of wide-ranging and interdisciplinary sources in examining the American experience—the drama and diversity of America’s past and present, as well as its values, habits, character, and forms of artistic expression.

SPECIAL REQUIREMENTS

A QPA of 2.33 (C+) is required in courses for the major.

REQUIREMENTS FOR THE MAJOR IN AMERICAN STUDIES*

For core curriculum requirements, consult pages [75-79](#) (34-48 credits).

Before graduation, students should take two of the following five classes as part of their Core Requirements: HIS 107, HIS 108, ENG 351, REL 221, or SOC 215.

Students must take HIS 109, Introduction to American Studies, HIS 336, Engaged Ethnography, and HIS 487, Historiography Seminar (or a major Capstone course in consultation with department chair). Students must take 18 credits from the list of courses below. At least 12 credits must be at the 300-level or above and students must select at least one course from each category.

REQUIRED COURSES

		MAJOR
HIS 109	Introduction to American Studies	3
HIS 336	Engaged Ethnography	3
HIS 487	Historiography Seminar or a major Capstone course in consultation with department chair	3
Electives from below list (at least 12 credits at 300-level or above and at least 3 credits from each category)		18
Total credits for major		27

*There is no minor in American Studies.

Students applying for the major should have completed HIS 107-108 as part of their general education requirement. Students who complete REL 221 as part of their general education requirement may, with the permission of the department chair, apply the credits toward satisfaction of the major requirement.

Electives (at least 12 credits at 300-level or above and at least 3 credits from each category)

(See Criminology, English, Fine Arts, History, Language, Philosophy, Political Science, Psychology, Religious Studies, Social Work, Sociology, and Spanish)

COURSE DESCRIPTIONS

HIS 109 Introduction to American Studies (I)

This course explores what it means to be an American. Using American Studies Methodology, the course provides an introduction to American historical, political, social and cultural life with particular emphasis on both the founding of the nation and recent America. Offered fall and spring. 3 credits

HIS 336 Engaged Ethnography (V)

This course explores the ways in which ethnography (writing about culture) can be viewed in terms of how communities past and present have come together to tell stories or create an historical record about themselves. Our readings will explore how various writers, researchers, artists, activists, scholars, community organizers and public intellectuals connect historical traditions with contemporary practices of lively engagement with social issues. Students will also engage in some hands-on practice in anthropological and ethnographic methodology: collecting, gathering, and producing oral historical accounts. Offered as required. 3 credits

HIS 487 Historiography Seminar

This course surveys historical writings with readings of the great historians. Course includes extensive study of modern historical writing arranged according to type: political, social, economic, and so forth. 3 credits

AMERICAN INSTITUTIONS

ENG 216	Folklife Studies
ENG 335	Images of Women in Literature and Media
H-HIS/PHI 309	Honors History/Philosophy: Baseball and the American Tradition
HIS 315	The Civil War
HIS 409	American Colonial History
HIS 410	Twentieth Century United States History
HIS 419	Women and History
HIS 420	United States Military and Diplomatic History
REL 214	The Catholic Church in America
REL 223	Church and State: A U.S. Perspective
SOC 215	Introduction to Sociology: Race, Class, & Gender
SOC 302	Race and Ethnic Relations
SOC 311	Marriage and the Family
SOW 301	History of Social Policy and Services
SOW 402	Social Welfare Development, Policy and Services

CULTURES OF THE AMERICAS

ENG 229	Immigrant Authors: The Literature of Transition
ENG 290	Literary Theory and Cultural Studies
ENG 351	Nineteenth Century American Literature
ENG 365	The Beat Movement: Writing and the New Revolution
HIS 211-212	African-American History
HIS 251-252	Survey of Latin American History
H-LAN/ SPA 301	Honors Language/Spanish: Don Quixote and the Art of Imagination (taught in English)
PHI 220	American Political Philosophy
REL 306	African-American Religions
REL 312	Sects and Cults in American Religion
SOW/PSY 250	Multiculturalism in the Helping Profession
SPA 303	History of Spanish Civilization (taught in Spanish)
SPA 304	History of Spanish American Civilization (in Spanish)
SPA 307-308	Survey of Spanish American Literature I and II (in Spanish)

AMERICAN STORIES, BELIEFS & THOUGHTS

ENG 351	Nineteenth Century American Literature
FNA 206	American Music
FNA 305	American Art History
H-PHI 310	Honors Philosophy: American Philosophy
POL 213	Constitution of the United States
POL 316	The American Presidency
POL 317	American Political Parties
POL 318	The Federal Judiciary
REL 111	Faith and Justice
REL 215	Religion and the Civil Rights Movement
REL 221	Religion in America
REL 225	Catholic Social Thought and Practice
REL 305	Contemporary Issues in American Catholicism
REL 318	Thomas Merton: Man, Mystic, Prophet
REL 319	Spirituality of Mother Cabrini
SOC/REL 330	Sociology of Religion
SOW 240	Child Welfare

EVERYDAY ARTS AND LABOR

ENG 219	Contemporary African-American Literature
ENG 254	African-American Literature
ENG 336	African-American Women Writers
ENG 339	Toni Morrison
ENG 350	Early American Literature
ENG 352	Modern American Literature
ENG 353	Contemporary American Literature
FNA 208	Jazz and Its Heritage
FNA 209	Art of Philadelphia
HIS 205	History of Art and Protest
HIS 317	Modern American Popular Culture
HIS 335	Spike Lee's America
H-REL 220	Honors Religious Studies: Religious Folklife
SOW 210	Introduction to Social Work

Biology

OBJECTIVES

The bachelor of science in biology is a multidisciplinary program combining rigorous foundations in biology, chemistry and physics. The biology program is designed to prepare students for careers in allied health fields including physical therapy, occupational therapy and pharmacy, entry-level placement in pharmaceutical and biomedical research laboratories, admission into graduate, medical and professional schools, and teaching. The biology program places heavy emphasis on methodology through laboratory experiences that provides students with state-of-the-art lab skills. The student will complete an internship, a research project with a faculty mentor, or participate in student teaching where experience is gained in a research, allied health or teaching environment. The student also will participate in a Senior Seminar course where a short thesis is written based on either laboratory-based or library-based research.

The major provides all biology students with a core set of courses introducing the basic concepts of life science and an in-depth introduction to the fundamentals of biological processes and the diversity of organisms. A subsequent series of courses provides a broad biological base for advanced work in specific concentration areas.

SCIENCE DEPARTMENT ADMISSION STANDARDS

In general, first-time, first-year students will be accepted to Cabrini College with the Biology or Chemistry majors or the Pre-Professional Allied Health programs as their "intended" fields of study based on criteria set by Cabrini's Admissions Office. Students not meeting those criteria may apply to the College as Undeclared.

Students "intending" to enter a science program are not guaranteed admission to the department.

Once enrolled, students applying to the science department must meet the following criteria:

- Completion of one full-time semester (12 or more credits) of coursework or its equivalent at Cabrini, including at least one majors-level science course (BIO, CHE, ENS, PHY)
- 2.50 GPA overall
- 2.33 GPA in any attempted majors-level science courses
- Placement in MAT 117-118 or higher OR completion of the quantitative literacy requirement

Students failing to meet one or more of the above requirements and are denied admission to the department may appeal the decision by submitting a written appeal to the department chair.

Undeclared students who are interested in pursuing a science degree, but who have not been formally accepted into the major/program, are eligible to enroll in BIO 101-102, CHE 111-112 or PHY 101-102 on a space-available basis with approval of the department chair to help them prepare for entry into the major without jeopardizing a timely graduation.

Students not formally accepted into a major/program may not advance to major-specific 200-level or higher courses until they are formally accepted into the department.

SCIENCE DEPARTMENT RETENTION POLICIES

After attempting 16 credits in majors-level science courses (BIO, CHE, ENS, PHY), students declared in the Biology or Chemistry major/minor or in the Pre-Nursing, Pre-Occupational Therapy, Pre-Pharmacy, or Pre-Physical Therapy programs will have their departmental GPAs evaluated each semester. An "attempt" includes courses that are completed, withdrawn from, or audited and is taken at Cabrini, another approved institution, or through the Advanced Placement program. Students must maintain a GPA of 2.00 or higher in all science courses taken at Cabrini to continue in the major or minor and ultimately to graduate with a degree from the science department. Grades from transferred or Advanced Placement courses are not used in the GPA calculation.

The GPA requirement will be enforced after attempting 8 credits at Cabrini College for transfer students. Transfer students will be assessed based only on the grades received in science courses completed at Cabrini College.

Students with a science course GPA below 2.00 will be considered "on probation" within the department. Students on probation will receive a formal letter from the department chair noting the conditions of the probation and will be required to schedule a meeting with the chair and their departmental advisor to discuss ways to improve their academic standing within the department. The chair, in consultation with the advisor and student, will determine a list of courses that must be repeated to improve the GPA. All repeated courses must be taken at Cabrini College unless an exemption is granted by the chair.

REQUIREMENTS FOR THE MAJOR IN BIOLOGY

Students completing a B.S. in Biology at Cabrini College must complete the Biology General Education courses in addition to courses required for a track. Tracks include Biological Sciences, Molecular Biology and Biotechnology and Pre-Medicine in Biology. Students interested in teaching at the high school level need to double major in Biology and Secondary Education. In such cases, students should select the Biology major/Track in Biological Sciences to meet Pennsylvania Department of Education requirements.

For College General Education requirements, consult pages 69-78 (34-48 credits). Students in all concentrations must take PHY 101 and PHY 102 (with laboratories, 8 credits) as their science literacy requirement. Students must take MAT 117 or MAT 130 or higher and MAT 118 or MAT 313 to meet their quantitative literacy requirements or as electives.

**REQUIRED COURSES FOR THE BIOLOGY MAJOR
EXCLUDING TRACK**

CREDITS: MAJOR		
BIO 101	Biological Science I	4
BIO 102	Biological Science II	4
BIO 206	Cell and Molecular Biology	4
BIO 263	Genetics	4
BIO/CHE 315	Introduction to Scientific Presentations	1
BIO/CHE 444	Senior Seminar	3
BIO 488/ R-BIO 466/ SEC 490	Internship/Undergraduate Research/Student Teaching (Waived for: Professional Year of Study in 3 + 3 BS/DPT at Widener University and 3 + 4 D.P.M. and D.M.D. at Temple University)	
CHE 111-112	General Chemistry I and II	8
CHE 211	Organic Chemistry I	4
Total credits for Biology General Education Program (excluding PHY 101 and PHY 102)		35

TRACK IN BIOLOGICAL SCIENCES

CREDITS: MAJOR		
BIO 301	General Physiology -or-	
BIO 231	Human Anatomy and Physiology II	4
BIO 348	Ecology	4
*BIO Electives Select three additional electives. Two or more electives must be at the 300-level or higher. At least one elective must have a laboratory.		10
Total credits in concentration		18
Total credits overall		53

During the probationary period, to maximize student success, students may enroll in a maximum of three science courses during the fall or spring semester.

Students on probation within the department have one full semester (fall or spring) to bring their GPA to 2.00 or above or they will be formally dismissed from the department. Departmental probation is allowed only once. If a student's GPA falls below 2.00 for a second time it will result in immediate departmental dismissal. Students dismissed from the department will receive a formal letter from the department chair. Students that are formally dismissed from the department may not take any major-specific coursework in the department, except to repeat courses already attempted in order to improve their College GPA or to take courses offered as part of the General Education Program. Once dismissed, students are not eligible to reapply for admission to or graduate with a major in the department. Students with extenuating circumstances may submit a formal written appeal to the

department chair to be considered for an extension of the probationary period.

Students must have a 2.33 (C+) or higher GPA in all required science courses and have permission of the department chair to enroll in BIO/CHE 488, Internship, BIO/CHE 499, Independent Study or R-BIO/R-CHE 466, Undergraduate Research. Those students not eligible to complete one of these courses will be required to complete one additional 3-4 credit elective in their major field at the 200-level or higher.

Students must successfully complete a minimum of 15 credits, including BIO/CHE 444, Senior Seminar, at Cabrini in order to graduate with a major from the science department. Students must successfully complete a minimum of 9 credits at Cabrini in order to graduate with a minor in Biology, Chemistry or Environmental Science.

ARTICULATION AGREEMENTS WITH PROFESSIONAL PROGRAMS

For more information regarding specific qualifications for these articulation agreements (GPA, MCAT/GRE, volunteer work, interview, recommendations), contact the department chair.

**A.S. TO B.S. TRANSFER AGREEMENT WITH
MONTGOMERY COUNTY COMMUNITY COLLEGE AND
BURLINGTON COUNTY COLLEGE**

Students earning an associate of science (A.S.) degree in molecular biology and biotechnology at Montgomery County Community College (MCCC) or Burlington County College (BCC) may transfer to the biology program at Cabrini College with a concentration in molecular biology and biotechnology. Contact the department chair for more information concerning these 2 + 2 articulation agreements.

PHYSICAL THERAPY (D.P.T.)

Cabrini College and Widener University have an articulation agreement that facilitates the transfer of qualified Cabrini students to the Physical Therapy program at Widener University. These students spend three years (93 credits) at Cabrini and three years at Widener University and earn joint 3 + 3 B.S./D.P.T. (Doctor of Physical Therapy) degrees. After successful completion of the first year of professional coursework at Widener University,* students will earn a B.S. in biology with a concentration in pre-medicine from Cabrini.

PHYSICIAN ASSISTANT STUDIES (M.M.S.)

Cabrini College and Arcadia University have an articulation agreement that facilitates the transfer of qualified Cabrini students to the Physician Assistant Studies program at Arcadia University. These students spend four years at Cabrini and two years at Arcadia and earn joint 4 + 2 B.S./M.M.S. (bachelor of science in biology with a concentration in pre-medicine and master in medical science in physician assistant studies) degrees.

TRACK IN MOLECULAR BIOLOGY & BIOTECHNOLOGY

		CREDITS:	MAJOR
BIO 308	General Microbiology	4	
BIO 312	Theory and Practice in Biotechnology	4	
BIO 318	Virology	3	
BIO 420	Immunology	3	
BIO/CHE 440	Biochemistry I	4	
CHE elective	Select from BIO/CHE 441, CHE 201, CHE 316, or CHE 407	3-4	
CHE 212	Organic Chemistry II	4	
Total credits in concentration		25-26	
Total credits overall		60-61	

TRACK IN PRE-MEDICINE

		CREDITS:	MAJOR
BIO 231	Human Anatomy and Physiology II -or-		
BIO 301	General Physiology	4	
BIO 308	General Microbiology	4	
BIO/CHE 440	Biochemistry I	4	
*BIO Electives Select three additional approved electives. Two or more electives must be at the 300-level or higher.		9	
CHE 212	Organic Chemistry II	4	
Total credits in concentration		25	
Total credits overall		60	

SECONDARY EDUCATION CERTIFICATION IN BIOLOGY

Students intending to earn Secondary Education Certification in Biology must take BIO 248 - Biological Applications of Earth Science as part of their BIO electives and BIO 489 as part of their Secondary Education major requirements. Students not selecting the Biological Sciences track must also take BIO 231 or BIO 301 (Physiology requirement) and BIO 348 - Ecology as part of their track or as free electives to meet PDE content requirements. Secondary Education double majors are eligible to take SEC 490 in place of BIO 488 or R-BIO 466.

*BIOLOGY ELECTIVES

BIO 209	Field Biology/Costa Rica**
BIO/ENS 211	Watershed Ecology**
BIO 230	Human Anatomy and Physiology I
BIO 231	Human Anatomy and Physiology II
BIO 250	Nutrition
BIO 301	General Physiology

BIO 308	General Microbiology
BIO 312	Theory and Practice in Biotechnology
BIO 318	Virology
BIO 320	Animal Behavior
BIO 331	Neuroscience
BIO 348	Ecology
BIO 350	Topics in Biology
BIO 420	Immunology
BIO 430	Developmental Biology
BIO/CHE 440	Biochemistry I
BIO/CHE 441	Biochemistry II
BIO 499	Independent Study
ENS 204	Wetlands Ecology**
R-BIO 466	Undergraduate Research

Other transfer courses may be accepted on a case-by-case basis. With the exception of BIO 101-102, CHE 111-112 or PHY 101-102, all science courses for the major whether taken at Cabrini College or a transfer institution must be taken at the 200-level or higher.

**Pre-Medicine students may not use these electives to fulfill their biology electives requirement for their concentration. They may be used as free electives.

H-BIO courses may not be used to fill major elective requirements.

No courses for the major may be taken under the pass/fail option.

PODIATRIC MEDICINE (D.P.M.)

Cabrini College and Temple University School of Podiatric Medicine have an articulation agreement that facilitates the transfer of qualified Cabrini students to the Podiatric Medicine program at Temple University. These students spend three years (90+ credits) at Cabrini and four years at Temple University and earn a D.P.M. (Doctor of Podiatric Medicine) degree. Students may earn a B.S. in biology with a concentration in pre-medicine after completion of the first professional year* at Temple University by completing specific general education and major courses while at Cabrini.

DENTISTRY (D.M.D.)

Cabrini College and Temple University School of Dentistry have an articulation agreement that facilitates the transfer of qualified Cabrini students to the Dental Medicine program at Temple University. These students spend three years (90+ credits) at Cabrini and four years at Temple University and earn a D.M.D. (Doctor of Dental Medicine) degree. Students may earn a B.S. in Biology with a concentration in Pre-Medicine after

completion of the first professional year* at Temple University by completing specific general education and major courses while at Cabrini.

*The College's general fees charge applied to the professional study year provides students with access to campus facilities and activities. Any tuition for the professional study year is payable to Temple University or Widener University.

Although entrance requirements vary from one professional school to another, there are three general requirements requested by most of these schools that will enhance the strength of student applications: a science-related degree (e.g., Biology, Chemistry, Mathematics/Physical Science); a strong background in liberal arts education; and involvement in a variety of related professional and social activities. Cabrini College, with its strong programs in the sciences, helps provide students with an excellent preparation for achieving their career goals in allied health fields.

COURSE DESCRIPTIONS

Except for BIO 440, the prerequisite for all 200-level and above biology courses is a 'C-' or higher in BIO 101 and 102 unless otherwise noted. The laboratory portion of a course may be waived only with departmental approval. Course value then is three credits instead of four credits.

BIO/H-BIO 101 Biological Science I/ Honors Biological Science I

This introductory course for majors includes the scientific method, biochemistry of life processes, cell structure and function, metabolism, taxonomy, and evolution. Limited to science, allied health, exercise science and health promotion majors, or by permission of the department chair. Satisfies part of the Scientific Literacy requirement. Prerequisite: Placement in MAT 117 or higher or completion of MAT 111. Three hours lecture, three hours lab. Lab fee. Students may not receive credit for both BIO 101 and BIO 177. Offered fall. 4 credits

BIO/H-BIO 102 Biological Science II/ Honors Biological Science II

The second semester continues BIO 101 with studies of molecular and Mendelian genetics, diversity of life including animal physiology, and ecology and the environment. Limited to science, allied health, exercise science and health promotion majors, or by permission of the department chair. Prerequisite: BIO 101, earning a 'C-' or higher. Three hours lecture, three hours lab. Lab fee. Students may not receive credit for both BIO 102 and BIO 177. Offered spring. 4 credits

BIO 121 Life Science and Health for Teachers

This course, designed specifically for education majors, integrates science content required by the national and state academic standards for science education with current

pedagogical strategies. Topics include diversity of life on Earth, life cycles, cell structure and function, human body systems, health, drugs and disease, genetics, evolution, ecology, and the environment. Limited to students majoring in Pre K-4 or Middle Level (4-8) Education. Satisfies part of the Scientific Literacy requirement. Prerequisites: ELE 386, PHY 120. Corequisite: ELE 387. Four and one-half hours integrated lecture/lab. Lab fee. Offered spring. 3.5 credits

BIO 170/H-BIO 170 Biological Evolution / Honors Biological Evolution

This non-majors course will review fundamental theories and mechanisms of biological evolution of life on Earth with a focus on how evolution occurs at the genetic level. Topics will include a review of historical and modern figures in evolution and their theories, DNA and its role as the molecular basis of heredity, the fossil record, phylogeny and the evolutionary history of biological diversity with emphasis on the human species. Satisfies part of the Scientific Literacy requirement. Prerequisite: Completion of quantitative literacy requirement. Three hours integrated lecture/lab. Lab fee. Offered as needed. 3 credits

BIO 171 Biological Perspectives of Environmental Science

This course focuses on current environmental issues, and examines both their scientific foundations and their human impacts. Students will study the science behind contemporary environmental problems through hands-on laboratory and/or field research. They will then use this foundation of scientific knowledge in considering the political, economic, and ethical ramifications of these environmental issues, and investigate potential solutions. Issues covered in this course may include global warming, air and water pollution, species extinction, land degradation, and resource depletion. Satisfies part of the Scientific Literacy requirement. Prerequisite: Completion of quantitative literacy requirement. Three hours integrated lecture/lab. Lab fee. Offered fall and spring. 3 credits

BIO 172 Forensic Science

This non-majors course will review the basic applications of the biological, physical and chemical sciences to the study of forensics. Specific topics include chemical and instrumental analyses of physical evidence, principles of serology and blood analysis, DNA analysis, forensic anthropology, firearms identification and ballistics, drug analysis and toxicology. The course will be taught using an integrated workshop format that includes lecture, laboratory experimentation, and team presentations of crime scene construction and analysis. Satisfies part of the Scientific Literacy requirement. Prerequisite: Completion of quantitative literacy requirement. Three hours integrated lecture/lab. Lab fee. Offered as needed. 3 credits

BIO 173 Genetics and Heredity

This non-majors course provides an overview of human genetics, from constructing and interpreting human pedigrees, applying Mendel's laws, discussing the relationships of DNA, RNA, and proteins, analyzing the effects of mutations, evaluating phenomena that distort Mendelian ratios, designing gene therapies and applying new genomic approaches to understanding inherited disease and the genetics of cancer. Classroom discussions and assignments will focus on current issues in human genetics. Satisfies part of the Scientific Literacy requirement. Prerequisite: Completion of quantitative literacy requirement. Three hours integrated lecture/lab. Lab fee. Offered as needed. 3 credits

BIO 177 Health and the Human Body

This course for non-majors examines the application of biological principles to human issues by studying human physiology, from organ systems down to the cellular level. Topics may include the cardiovascular, immune, respiratory, musculoskeletal, and gastrointestinal systems. Emphasis is placed on current diseases and medical problems relating to these systems and to societal implications of various health-related issues. Satisfies part of the Scientific Literacy requirement. Prerequisite: Completion of quantitative literacy requirement. Three integrated lecture/lab hours. Lab fee. Students may not receive credit for both BIO 177 and BIO 101 or BIO 102. Offered fall and spring. 3 credits

BIO 206 Cell and Molecular Biology

This course serves as an introduction to the basic concepts in cell biology such as cell-cell interactions, cell association with extracellular matrix, transport, intracellular compartments, protein sorting, cell signaling and the cytoskeleton. Equally emphasized is the molecular basis of gene regulation and its role directing normal and abnormal (i.e. cancer) cell processes. Laboratory experiments will reinforce the lecture. Prerequisite: BIO 263, and co-requisite or prerequisite: CHE 112. Three hours lecture, three hours lab. Lab fee. Offered spring. 4 credits

BIO 209/CCA 206 Field Biology/Costa Rica

This is a field ecology course being offered in collaboration with Ecology Project International. Part of the course will take place in Costa Rica where students will collaborate with sea turtle biologists and local Costa Rican communities to monitor a population of critically endangered leatherback sea turtles on the Caribbean coast of Costa Rica. Data collected during the course will be utilized by scientists to improve conservation efforts for leatherback sea turtles. Under the leadership of local experts every student will conceive, develop, analyze, and present a field-based research project. Students also will attend biology, tropical ecology, art, and journaling classes. Open to non-science majors. Prerequisite: Completion of quantitative literacy requirement. One and one-half hours lecture, 10-day study abroad experience. Offered as needed. 4 credits

BIO/ENS 211 Watershed Ecology

Ecologists have long used the small watershed as a unit of analysis of terrestrial ecosystems. This course aims to give students the skills and background they need to understand the physical, chemical, and biological components of their local watershed, and the interactions among those components, as well as a variety of human impacts on the watershed. This course will be open to both science majors and non-majors and will integrate both field and laboratory components. Topics to be covered will include hydrology, soil science, nutrient transformations, pollutant transport, decomposition, macroinvertebrate population dynamics, and sustainability science. Satisfies part of the Scientific Literacy requirement. Three hours integrated lecture/lab. Lab fee. Offered as needed. 3 credits

BIO 230 Human Anatomy and Physiology I

This course examines the structure and function of the human body with a goal of appreciating how coordination of all the systems work to maintain homeostasis. The first course will focus on cell physiology, tissue structure and function, the integumentary, skeletal, muscular, and nervous systems. The laboratory will employ microscopy, animal dissection and computer-based labs to emphasize principles introduced in lecture. Open to science and exercise science and health promotion majors only. Prerequisite: BIO 101, earning a 'C-' or higher OR BIO 101 and ESH 225. Three hours lecture, three hours lab. Lab fee. Students may not receive credit for BIO 230-231 and BIO 301. Offered fall. 4 credits

BIO 231 Human Anatomy and Physiology II

The second semester continues BIO 230 with studies of the digestive, excretory, respiratory, cardiovascular, endocrine, and reproductive systems. Open to science and exercise science and health promotion majors only. Prerequisite: BIO 230. Three hours lecture, three hours lab. Lab fee. Students may not receive credit for BIO 230-231 and BIO 301. Offered spring. 4 credits

BIO 248 Biological Applications of Earth Science

The general principles of earth science are considered with specific emphasis on biochemical, evolutionary, and environmental applications. Topics studied include fossilization, mineral cycling, atmospheric phenomena, and plate tectonics. Students work independently and are assigned readings, and audio-visual self-study programs. Open to students seeking secondary education certification in biology only. Prerequisite: BIO 102, earning a 'C-' or higher. Independent study format. Offered as needed. 1 credit

BIO 250 Nutrition

This applied, introductory course considers basic principles of human nutrition that are operative in health and disease. Students study the major food groups including carbohydrates, proteins, lipids, vitamins, and minerals, how they relate to physiological processes in the body and the consequences of dietary deficiencies. Other topics include diabetes and

osteoporosis. Students complete a dietary analysis using software assessment tools for monitoring personal diet and health goals. Prerequisite: BIO 101, earning a 'C-' or higher. Three hours lecture. Offered spring. 3 credits

BIO 263 Genetics

This course introduces students to the principles of Mendelian and molecular genetics including chromosomal mechanics, karyotypic analysis, gene mapping, and mutagenesis. Selected aspects of human genetics are considered. The study of gene replication, function and expression are explored in detail. In the laboratory students conduct exercises on DNA isolation, cytogenetics, gene mapping in *Drosophila*, DNA fingerprinting using polymerase chain reaction, and the study of mitosis and meiosis using representative plants and animals. Statistical methodology is also introduced. Prerequisite: BIO 102, earning a 'C-' or higher. Three hours lecture, three hours lab. Lab fee. Offered fall. 4 credits

BIO 301 General Physiology

This course covers general cell physiology with emphasis on biological membrane structure and transport mechanisms, tissue physiology with emphasis on nerve and muscle, and organ/systems physiology including the gastrointestinal, renal, respiratory, cardiovascular, and reproductive systems. Seminars, where students discuss current research articles and case studies, provide insight to the current state of physiological research, pathophysiological conditions and medical advancements. Laboratory emphasizes demonstrating the basic principles of systems physiology, in humans and other vertebrate animals, using classical and modern techniques. Prerequisite: BIO 206. Six hours integrated lecture/lab. Lab fee. Students may not receive credit for BIO 230-231 and BIO 301. Offered spring, alternate years. 4 credits

BIO 308 General Microbiology

This course includes morphological and physiological considerations of common pathogenic and non-pathogenic microbes and the fundamentals of their nutrition, growth, metabolism and control. Topics include epidemiology, virulence factors, transmission of infectious diseases, antibiotic agents and resistance, innate and acquired immunity, classical and alternative pathways of complement activation, and diagnostic methods. Laboratory topics include standard and specialized staining techniques, culturing techniques, antibiotic sensitivity assays, immunological techniques, flow cytometry, and identification of two unknown specimens. Prerequisites: BIO 101 and CHE 111, earning a 'C-' or higher in both courses. Three hours lecture, three hours lab. Lab fee. Offered fall. 4 credits

BIO 312 Theory and Practice in Biotechnology

This course focuses on how biotechnology is revolutionizing medicine, agriculture and the biochemical, pharmaceutical, environmental and food industries. Specific topics such as recombinant DNA technology, plant genetic engineering,

bioremediation, gene therapy, and forensic DNA analysis are discussed. Projects in lab include prokaryotic cell transformation, eukaryotic cell transfection, protein purification, cell culture techniques, fluorescent microscopy and flow cytometry techniques. Students use computer software for analysis of flow cytometry data. Students also learn how to read, review and critique journal articles. Prerequisites: CHE 112, earning a 'C-' or higher, BIO 263. Three hours lecture, three hours lab. Lab fee. Offered spring, alternate years. 4 credits

BIO/CHE 315 Introduction to Scientific Presentations

This course is the precursor to the capstone project for biology and chemistry majors which should be taken in the spring semester of their junior year. Students explore career aspects in science by creating their own resume, researching a career topic of their choice and also hearing presentations/seminars from esteemed science professionals from the area. Prerequisite: BIO 263 or CHE 211. One hour lecture. Offered spring. 1 credit

BIO 318 Virology

This course investigates the principles of molecular virology with an emphasis on human and animal viruses. Topics include structure, classification, replication and mechanisms of pathogenesis. Students will be introduced to the methods of diagnosis and detection, current uses of viruses in gene therapy, emerging viruses, vaccine applications and immunity. Prerequisite: BIO 263. Three hours lecture. Offered spring, alternate years. 3 credits

BIO 320 Animal Behavior

Students become familiar with important elements of the study of animal behavior including principles of experimental design and observation. Students investigate the importance evolution plays in adaptive strategies in response to changing habitats, competition and survival. Course acquaints students with the principles of ethology including behavioral physiology, instinct, genetics, biological clocks, migration, aggression, agonistic behavior, competition, parental investment, mating systems, and sociability. Students prepare a research paper based on critique of a recent scholarly work. Lectures are supplemented with films. Prerequisite: BIO 263. Three hours lecture. Offered as needed. (Formerly offered as BIO 205) 3 credits

BIO 331 Neuroscience

Neuroscience integrates knowledge of biology, chemistry, psychology and medicine to achieve better understanding of nervous system function and behavior. Students will be introduced to the nervous system anatomy, physiology, pharmacology, endocrinology, development and evolution. Cognitive processes such as learning, memory, perception, language development and pathological conditions affecting neurological function also will be studied. Prerequisite: BIO 206. Three hours lecture. Offered as needed. 3 credits

BIO 348 Ecology

This course examines the principles of ecology with emphasis on representative natural communities on campus. Topics include evolution, population dynamics, interspecies interactions, biogeochemical cycles, and human impacts on the world's ecosystems. Students will become familiar with field and laboratory methods in ecological science, and the design and implementation of original research projects. Through their research, students will develop their skills in interpreting primary scientific literature, and in presenting ecological information in written and oral formats. Prerequisite: BIO 102, earning a 'C-' or higher. Three hours lecture, three hours lab. Lab fee. Offered fall, alternate years. 4 credits

BIO 350 Topics in Biology

Topics in this course focus on current issues in life and physical sciences and vary depending on faculty and student interest. Format, prerequisites and lab fees determined based on topic. Course may be repeated for credit for course sections with different topics. 1-3 credits

BIO 420 Immunology

This course emphasizes the cells and organs involved with humoral and cell-mediated immunity. Antigen-antibody interactions, activation of the complement cascade, and triggering mechanisms of B-cell and T-cell responses are discussed. Students are introduced to specific disorders of the immune response associated with AIDS, allergies, blood transfusions, transplantations, and tumors. Students learn how to read, review and critique journal articles and case studies. Prerequisites: BIO 206, BIO 308, CHE 112 or permission of department chair. Three hours lecture. Offered spring, alternate years. 3 credits

BIO 430 Developmental Biology

Theories and proposed mechanisms of the developmental process are considered. Gametogenesis, fertilization, cleavage, gastrulation and neurulation as well as the fates of selected germ layer rudiments are studied using various invertebrate and vertebrate species. Living specimens as well as slide material also will be studied as part of the course. Prerequisite: BIO 206. Three hours lecture. Offered occasionally. 3 credits

BIO/CHE 440 Biochemistry I

This course focuses on the structure/function relationships of macromolecules with an emphasis on proteins. Students investigate the relevance of macromolecular conformation to function and biological activity as it relates to enzymes, bioenergetics, metabolism and its regulation and biomembranes. Laboratory exercises include column chromatography, electrophoresis, spectrophotometry, centrifugation and enzyme kinetics. Computer software is incorporated for data analysis and presentation. Students with little or no background in the biological sciences are encouraged to take BIO 101 or BIO 177 to strengthen their

background for this course. Prerequisite: CHE 211. Three hours lecture, three hours lab. Lab fee. Offered fall, alternate years. 4 credits

BIO/CHE 441 Biochemistry II

This sequel course to Biochemistry I (BIO/CHE 440) examines metabolic pathway mechanisms and how they are regulated. Topics include lipids, carbohydrates, membranes, cell cycle regulation, and recombinant DNA. Physiological processes involving diseases affecting metabolism, the endocrine system and nutrition will be explored. Prerequisite: BIO/CHE 440. Three hours lecture. Offered spring, alternate years. 3 credits

BIO/CHE 444 Senior Seminar

Students complete an extensive literature search leading to development of a research thesis. A paper on the topic, a poster and an oral defense will contribute to the final grade. Weekly meetings will include discussion of these assignments, progress reports and database search techniques. This course also will include discussion from guest speakers on career development, resume writing and interview techniques. Limited to senior chemistry and biology majors only. This is a one-year course and students must complete the full year to receive a grade and credit. One and one-half hours lecture. Offered fall and spring. 3 credits (1.5 credits per semester)

R-BIO 466 Undergraduate Research

This course offers an independent, but directed, collaborative course of study involving a specific research agenda in the discipline under departmental faculty supervision. Research projects typically require literature review, empirical analysis and a written report, poster or oral presentation of the completed research project. Prerequisite: Approval of instructor, department chair and dean for academic affairs is required. Limited to biology majors only with science GPA of 2.33 or higher. May be repeated for credit, but a maximum of six credits of R-BIO 466 and BIO 488 may be applied to the major. Variable hours. Lab fee. Offered fall, spring or summer. Variable credits

BIO/CHE 488 Internship

Students in the major have the opportunity to participate in a supervised field experience at an approved off-campus facility. Credit can be earned in one or two semesters, but only one grade is recorded. Limited to junior and senior biology or chemistry majors only with science GPA of 2.33 or higher and department approval. May be repeated for credit, but a maximum of four credits may be applied to the major. Variable hours. Offered fall, spring or summer. 1-4 credits

BIO/CHE 489 Biological Curriculum and Methods

This interactive course is designed to provide pre-service teachers an opportunity to review and experience constructivist instructional strategies, develop a unit of study via the Understanding by Design model, learn to integrate technology with instruction, evaluate various curricular materials, and to discuss state and national science standards, laboratory safety, gender equity and special education issues. Classroom

activities related to performance assessment, inquiry methodologies, Socratic seminar, and classroom management will be conducted. Communication skills will be emphasized through mini-lesson presentations and cooperative group activities. Arrangements will be made for the students to observe science lessons in a secondary school setting. Limited to students seeking secondary education certification in biology or chemistry. Three hours lecture. Offered fall. 3 credits

BIO 499 Independent Study

Independent study is an in-depth study of a content area not included in the departmental curriculum. Prerequisite: Biology majors only with a science GPA of 2.33 or higher. Approval of instructor, department chair, and dean for academic affairs. Variable hours. Fee. Offered fall, spring and summer. Variable credits

REQUIREMENTS FOR THE MINOR IN BIOLOGY

		CREDITS:	MINOR
BIO 101	Biological Science I	4	
BIO 102	Biological Science II	4	
BIO lab elective	(200+ level or higher)	4	
BIO electives	(200+ level or higher)	9	
** Students may not use BIO 248, BIO/CHE 315, BIO/CHE 444, BIO 488, BIO 489, BIO 499 or R-BIO 466 towards the minor.			
Total credits for minor			21

Business Administration

OBJECTIVES

The business administration major provides students with a broad range of instructional options as professional preparation for a variety of careers.

All of the business major programs at Cabrini include a common business core which recognizes the 'enterprise' nature of today's business world that integrates the various strategic areas of business.

Students interested in careers in specific segments of the economy, such as with government organizations or private non-profit business, can combine the major with one of the concentrations to provide specific skills. Students also may customize the major to meet career interests in everything from sports and recreation, to construction, to managing a family business, to new technological areas through the selection of specific elective courses or minors within and outside of the Business Department.

Students should consult with their faculty advisor about the use of concentrations and minors.

The Business Department is a member of the Association of Collegiate Business Schools and Programs.

SPECIAL REQUIREMENTS

Students transferring into the business administration program from another college must complete a minimum of 18 Cabrini College Business Department credits, 15 credits of which must be 300-level or above.

MINORS

Students can minor in related business fields (Accounting, Finance, Marketing, and Human Resources Management) or in the following:

- Economics
- International Business
- Sports Management

See below for course requirements and descriptions.

CONCENTRATIONS

Nonprofit Management: Department requirements plus three upper-division non-profit management courses (BUS 312, MKT 382 and a 3-credit course approved by the department).

Public Administration: Department requirements plus FIN/POL 307, POL 213 or POL 324 and SOW 402.

Advertising: Department requirements plus MKT 365 and two from the following: COM 360, COM 366, GRA 253, GRA 318, and GRA 319.

COURSE DESCRIPTIONS

(See appropriate departments for related requirement course descriptions.)

BUS 110 Introduction to Business

Course surveys the basic principles of business including formation, strategy, and structure. Course is open only to students with no previous credits in the business department. 3 credits

BUS 120 Principles of Management

Students are involved with the discussion of organized structure, personnel administration, and management theory and practice. Offered fall and spring. 3 credits

BUS 220-221 Quantitative Business Analysis I and II

This course reviews the collection and presentation of data; measures of central tendency, dispersion, probability; sampling distributions; and statistical inference and correlation. Time series analysis and forecasting also are included in the course materials. Prerequisites: Completion of math requirements. BUS 220 is a prerequisite to BUS 221. Offered both semesters. 3 credits each

BUS 231 Personal Finance

Students learn individual and family financial planning. Topics discussed are budgeting, credit, real estate, stocks and bonds, insurance, and estate planning. Offered spring. 3 credits

BUS 232 Sports Management

This course introduces students to the basic tenets of how the business of sports is conducted in several different settings. Topics include leadership and management of personnel, budgeting, legal and current issues, general administration and operations and dynamic integrated relationships different populations involved in sports-related interests and activities. Offered fall. 3 credits

BUS 236 Sports Facilities Management

Students are introduced to the many aspects of athletic facilities including management/operational and physical plant. Topics include needs and interests assessment, budget study and utilization, program development, operations and event management. Subjects in facility structure include architecture and design, form vs. function, risk management, legal issues and long range planning. Offered spring. 3 credits

H-BUS 304 Honors Business Administration: Business Ethics (V)

This course will examine issues and scenarios that relate directly to the workplace, so that future employees can develop a clearer sense of how their corporate code of ethics relates to operational decisions made on a daily basis. Offered fall, alternate years. 3 credits

BUS 309 International Business

This course examines the strategies and structures of international businesses and the implication of international business for firms' various functions. Topics covered include: globalization of markets and production, political and economic systems, corruption, international trade and investment, regional economic integration, foreign direct investment, and the international monetary system. Prerequisite: ECO 132. Offered fall. 3 credits

BUS 312 Management of Nonprofit Organizations

This course provides an overview of human services management, comparing profit and nonprofit organizations. Emphasis is placed on nonprofit agency structure, program planning, personnel motivation, public relations functions, and effective board relationships. Prerequisite: BUS 120. Offered spring, alternate years. 3 credits

BUS 315 Small Business Management

Students review special factors pertaining to small business including marketing, computers, finance, personnel, government regulations, and income taxes. Prerequisites: BUS 120, ACC 210 and MKT 230. 3 credits

BUS 321 Business Law I

This course provides an overview, understanding, and exposure to law and its relationship to the business environment. The course examines the laws and legal controls operating in the business community. Topics include the legal system, torts, contracts, agency, and business organizations, among others. Limited to juniors and seniors unless permitted by department chair and instructor. Offered fall and spring semesters. 3 credits

BUS/IST 351 Management Information Systems

This course examines how businesses use technology to create and sustain competitive advantages in their industries. Case studies illustrate the strategic importance of information, showing how information provides advantages in the supply chain, distribution, sales and operations. Focus is placed on how new technologies can help transform industries and create new market opportunities. The role of information standards (such as HTML and XML), and legal and ethical standards are also examined. Prerequisites: BUS 120, ACC 211, MKT 230, and IST 125. Offered fall and spring. 3 credits

BUS 364 Leadership and Supervisory Skills

This course is for the business or non-business major who is concerned with a most important skill in the workplace today: the ability to effectively lead or supervise people at work. Students learn and practice skills in exercises and with case studies. Team/group leadership is emphasized along with one-on-one supervisory skills. Topics include group dynamics, motivation, communication, decision making, and leadership styles. 3 credits

BUS 402 Special Topics in Business

This course investigates a selected business topic not offered in the established course descriptions. Offered upon sufficient enrollment. 3 credits

BUS 425 Entrepreneurship

Using computer simulation, group discussions and outside research, students learn more about the entrepreneurial personality, how to succeed in business, initial financing, going public and franchising. Prerequisites: BUS 120, ACC 211, MKT 230. 3 credits

BUS 451 Business Administration Seminar

Students discuss topics of current interest affecting the business community, develop and defend strategic recommendations for various corporations, and develop an integrated business plan. Course is designed to integrate previous courses in an applications framework and improve students' ability to communicate these concepts. Prerequisite: Open only to seniors majoring in business administration. Offered spring. 3 credits

BUS 499 Independent Study

Independent study is directed study covering areas not included in the curriculum. Prerequisite: Approval of instructor, department chair and dean for academic affairs. Fee. Offered fall and spring. 1, 2 or 3 credits

REQUIREMENTS FOR THE MAJOR OR MINOR IN BUSINESS ADMINISTRATION

For general education requirements, consult pages 69-78 (34-48 credits).

BUSINESS ENTERPRISE CORE REQUIREMENTS

		CREDITS: MAJOR MINOR	
BUS 120	Principles of Management	3	3
ECO 131	Microeconomics	3	3
ECO 132	Macroeconomics	3	3
ACC 210	Accounting Principles I	3	3
ACC 211	Accounting Principles II	3	
BUS 220-221	Quantitative Business Analysis I and II	6	
MKT 230	Principles of Marketing	3	
FIN 285	Business Finance I	3	
BUS 321	Business Law I	3	
BUS/IST 351	Management Information Systems	3	

BUSINESS ADMINISTRATION REQUIREMENTS

CREDITS: MAJOR		
HRM 200	Human Resources Management	3
BUS 364	Leadership and Supervisory Skills	3
BUS 451	Business Administration Seminar	3

ELECTIVE IN MARKETING*

CREDITS: MAJOR		
(select one of the following):		3
MKT 234	Sports Marketing	
MKT 290	Consumer and Buyer Behavior	
MKT 345	E and Direct Marketing	
MKT 348	Sales Promotion	
MKT 355	International Marketing	
MKT 365	Advertising	
MKT 375	Sales and Salesmanship	
MKT 400	Distribution of Products and Services	
MKT 401	Marketing Research	
MKT 406	Retail Management	

ELECTIVE IN HUMAN RESOURCES MANAGEMENT*

CREDITS: MAJOR		
(select one of the following):		3
HRM 310	Training and Development	
HRM 319	Compensation and Benefit Administration	
HRM 322	Labor Relations	
HRM 324	International Management	
HRM 415	Staffing	
HRM 424	Organization Change and Development	

ELECTIVE IN FINANCE OR ACCOUNTING *

CREDITS: MAJOR		
(select one of the following):		3
BUS 231	Personal Finance	
FIN 235	Principles of Investment	
FIN 302	Financial Markets	
FIN 306	International Finance	
FIN/POL 307	Public Finance	
ACC 330	Intermediate Accounting I	
ACC 335	International Accounting	
ACC 340	Managerial Accounting	
FIN 371	Business Finance II	
FIN 374	Risk Management	

BUSINESS ELECTIVE *

CREDITS: MAJOR MINOR		
(see requirements for concentration or minor)	3	6
General Electives	21-35	
Total credits for major	54	

Total credits for minor**18**

*One of the electives must be an international course (BUS 309, FIN 306, HRM 324, ACC 335 or MKT 355)

REQUIREMENTS FOR THE MINOR IN INTERNATIONAL BUSINESS**BUSINESS ENTERPRISE CORE REQUIREMENTS**

CREDITS: MINOR		
BUS 120	Principles of Management	3
ECO 132	Macroeconomics	3
ACC 210	Accounting Principles I	3
MKT 230	Principles of Marketing	3

INTERNATIONAL BUSINESS REQUIREMENTS

CREDITS: MINOR		
HRM 324	International Management	3
MKT 355	International Marketing	3
FIN 306**	International Finance -or-	
BUS 309	International Business -or-	
ACC 335	International Accounting	3
Total credits for minor		21

** Finance majors or minors must take FIN 306. Accounting majors must take ACC 335. Other business majors or non-Business majors should take BUS 309.

REQUIREMENTS FOR THE MINOR IN SPORTS MANAGEMENT**BUSINESS ENTERPRISE CORE REQUIREMENTS**

CREDITS: MINOR		
HRM 324	International Management	3
BUS 120	Principles of Management	3
ECO 131	Microeconomics	3
ACC 210	Accounting Principles I	3
MKT 230	Principles of Marketing	3

SPORTS MANAGEMENT REQUIREMENTS

CREDITS: MINOR		
HRM 324	International Management	3
BUS 232	Sports Management	3
MKT 234	Sports Marketing	3
BUS 236	Sports Facilities Management	3
Total credits for minor		21

Chemistry

OBJECTIVES

The chemistry program at Cabrini is designed to prepare chemistry majors for successful careers in a variety of industries and professions including the pharmaceutical industry, biotechnology, medicine, academics, secondary education, government, as well as other chemistry-related fields.

Students seeking a bachelor of science degree in chemistry are required to take courses including General Chemistry, Organic Chemistry, Analytical Chemistry, Instrumental Chemistry, Biochemistry, Physical Chemistry, Physics, Calculus, a Senior Seminar and an Internship or research experience. Through an affiliation with a number of local colleges, students can take chemistry courses off-campus that will be included as part of their program of required chemistry courses.

At Cabrini, students who choose to major or minor in chemistry will receive a strong foundation and comprehensive education in chemistry that is necessary for a successful career. They will have the opportunity to meet with faculty to discuss their concerns and to answer questions regarding course material, career choices, or any aspects of chemistry that interest them.

SCIENCE DEPARTMENT ADMISSION STANDARDS

In general, first-time, first-year students will be accepted to Cabrini College with the Chemistry or Biology majors or the Pre-Professional Allied Health programs as their "intended" fields of study based on criteria set by Cabrini's Admissions Office. Students not meeting those criteria may apply to the College as Undeclared.

Students "intending" to enter a science program are not guaranteed admission to the department.

Once enrolled, students applying to the science department must meet the following criteria:

Completion of one full-time semester (12 or more credits) of coursework or its equivalent at Cabrini including at least one majors-level science course (BIO, CHE, ENS, PHY) 2.50 GPA overall 2.33 GPA in any attempted majors-level science courses

Placement in MAT 117-118 or higher OR completion of the quantitative literacy requirement

Students failing to meet one or more of the above requirements and are denied admission to the department may appeal the decision by submitting a written appeal to the department chair.

Undeclared students who are interested in pursuing a science degree, but who have not been formally accepted into the major/program, are eligible to enroll in BIO 101-102, CHE 111-112 or PHY 101-102 on a space-available basis with approval of the department chair to help them prepare for entry into the major without jeopardizing a timely graduation.

Students not formally accepted into a major/program may not advance to major-specific 200-level or higher courses until they

are formally accepted into the department.

SCIENCE DEPARTMENT RETENTION POLICIES

After attempting 16 credits in majors-level science courses (BIO, CHE, ENS, PHY), students declared in the Biology or Chemistry major/minor or in the Pre-Nursing, Pre-Occupational Therapy, Pre-Pharmacy, or Pre-Physical Therapy programs will have their departmental GPA evaluated each semester. An "attempt" includes courses that are completed, withdrawn from, or audited and is taken at Cabrini, another approved institution, or through the Advanced Placement program. Students must maintain a GPA of 2.00 or higher in all science courses taken at Cabrini to continue in the major or minor and ultimately to graduate with a degree from the science department. Grades from transferred or Advanced Placement courses are not used in the GPA calculation.

The GPA requirement will be enforced after attempting 8 credits for transfer students. Transfer students will be assessed based only on the grades received in science courses completed at Cabrini College.

Students with a science course GPA below 2.00 will be considered "on probation" within the department. Students on probation will receive a formal letter from the department chair noting the conditions of the probation and will be required to schedule a meeting with the chair and their departmental advisor to discuss ways to improve their academic standing within the department. The chair, in consultation with the advisor and student, will determine a list of courses that must be repeated to improve the GPA. All repeated courses must be taken at Cabrini College unless an exemption is granted by the chair.

During the probationary period, to maximize student success, students may enroll in a maximum of three science courses during the fall or spring semester.

Students on probation within the department have one full semester (fall or spring) to bring their GPA to 2.00 or above or they will be formally dismissed from the department. Departmental probation is allowed only once. GPAs below 2.00 for a second time will result in immediate departmental dismissal. Students dismissed from the department will receive a formal letter from the department chair. Students that are formally dismissed from the department may not take any major-specific coursework in the department, except to repeat courses already attempted in order to improve their College GPA or to take courses offered as part of the General Education Program. Once dismissed, students are not eligible to reapply for admission to or graduate with a major in the department. Students with extenuating circumstances may submit a formal written appeal to the department chair to be considered for an extension of the probationary period.

Students must have a 2.33 (C+) or higher GPA in all required science courses and have permission of the department chair to enroll in BIO/CHE 488, Internship, BIO/CHE 499, Independent

Study or R-BIO/R-CHE 466, Undergraduate Research. Those students not eligible to complete one of these courses will be required to complete one additional 3-4 credit elective in their major field at the 200-level or higher.

Students must successfully complete a minimum of 15 credits, including BIO/CHE 444, Senior Seminar, at Cabrini College in order to graduate with a major from the science department. Students must successfully complete a minimum of 9 credits at Cabrini College in order to graduate with a minor in Biology, Chemistry or Environmental Science.

PHYSICIAN ASSISTANT STUDIES (M.M.S.)

Cabrini College and Arcadia University have an articulation agreement that facilitates the transfer of qualified Cabrini students to the Physician Assistant Studies program at Arcadia University. These students spend four years at Cabrini and two years at Arcadia and earn joint 4 + 2 B.S./M.M.S. (bachelor of science in chemistry and master in medical science in physician assistant studies) degrees.

COURSE DESCRIPTIONS

The prerequisite for all 200-level and above chemistry courses is a 'C-' or higher in CHE 111 and CHE 112, unless otherwise noted.

CHE 100 Introduction to Chemistry

This course will provide an introduction to the fundamental concepts of chemistry and is designed for students who need additional assistance with math and problem-solving skills. Assignments will supplement material covered in CHE 111, General Chemistry I. Students will be placed in CHE 100 based on prior math experience and students may not drop or add the course without permission of the science department chair. Does not fulfill scientific literary requirement or chemistry or biology major requirements. Corequisite: CHE 111. Offered fall. 1 credit

CHE 111-112 General Chemistry I and II

These courses review the fundamental theories, principles, and laws of chemistry. Topics include atomic theory, states of matter, chemical bonding, stoichiometry, crystal systems, kinetics, thermodynamics, equilibria, acids/bases, electrochemistry, chemical properties and reactivity. Limited to science and exercise science and health promotion majors or pre-professional health program students only or by permission of department chair. Prerequisites: Placement in MAT 117 or higher or completion of MAT 111. A grade of 'C-' or higher in CHE 111 is the prerequisite for CHE 112. Three hours lecture, three hours lab each semester. Lab fee. Offered fall (CHE 111) and spring (CHE 112). 4 credits each semester

CHE 173 Science and Society

The focus of this course is the chemistry involved in everyday activities and commonly used consumer products. After a review of very basic chemistry and physics terminology and

central concepts, lectures may include topics such as household products, pharmaceuticals, polymers, global warming, acid rain, radioactivity and carbon dating, nuclear energy. Topics will be discussed in the context of societal impacts including societal and environmental risks and benefits. Satisfies part of the Scientific Literacy requirement. Prerequisite: Completion of quantitative literacy requirement. Three hours integrated lecture/lab. Lab fee. Offered fall and spring. 3 credits

CHE 201 Analytical Chemistry

This course covers the principles and theories of analytical chemistry. Topics include equilibria, volumetric and gravimetric analysis, error treatment, separation techniques, elementary electroanalytical and spectrophotometric principles and applications. Prerequisites: CHE 112 and MAT 130 or permission of the instructor. Three hours integrated lecture/lab. Lab fee. Offered fall, alternate years. 3 credits

CHE 211-212 Organic Chemistry I and II

Students are introduced to valence bond and molecular orbital theories of organic compounds, organic nomenclature, conformational analysis, acidity and basicity of organic compounds, stereochemistry, aromaticity, organic spectroscopy, organic reaction mechanisms, transformations and synthesis. Prerequisites: CHE 112 or equivalent with grade of 'C-' or higher in CHE 112. A grade of "C-" or higher in CHE 211 is a prerequisite for CHE 212. Three hours lecture, three hours lab each semester. Lab fee. Offered fall (CHE 211) and spring (CHE 212). 4 credits each semester

CHE 303 Inorganic Chemistry

This course covers topics such as group theory, bonding theories, ionic solids, ligand field theory, stereochemistry, transformations and mechanisms of coordination complexes. Prerequisite: CHE 211 completed with a grade of "C-" or higher. Three hours integrated lecture/lab. Lab fee. Offered spring, alternate years. 3 credits

CHE/BIO 315 Introduction to Scientific Presentations

This course is the precursor to the capstone project for biology and chemistry majors which should be taken in the spring semester of their junior year. Students explore career aspects in science by creating their own resume, researching a career topic of their choice and also hearing presentations/seminars from esteemed science professionals from the area. Prerequisite: BIO 263 or CHE 211. One hour lecture. Offered spring. 1 credit

CHE 316 Combinatorial and Computational Chemistry

This course covers chemical applications used in the pharmaceutical and biotechnology industries with an emphasis on combinatorial chemistry and computational methods. Topics will include innovative approaches used for drug discovery such as parallel and split pool synthesis. Combinatorial methods of

drug discovery will be compared to conventional methods that utilize rational drug design. Applications of molecular modeling to organic and biological systems will be discussed as well as higher levels of calculation including semi-empirical and ab initio methods. Prerequisite: CHE 212. Three hours lecture. Offered as needed. 3 credits

CHE/ENS 320 Environmental Chemistry

This course includes in-depth study of the chemistry of pollution, acid rain, ozone depletion, global warming and energy issues. Prerequisite: CHE 112. Three hours lecture, three hours lab. Lab fee. Offered as needed. 4 credits

CHE 350 Topics in Chemistry

Topics in this course focus on current issues in physical and life sciences and vary depending on faculty and student interest. Format, prerequisites and lab fees determined based on topic. 1-3 credits

CHE 401 Physical Chemistry I

This course covers the first, second and third laws of thermodynamics and their application to chemical reactions. This course also includes the study of reaction kinetics. Prerequisites: CHE 212, MAT 131, PHY 102. Three hours lecture, three hours lab. Lab fee. Offered at off-campus sites only. 4 credits

CHE 402 Physical Chemistry II

The course covers the quantum and statistical mechanics of atoms and molecules. Prerequisites: CHE 212, MAT 131, PHY 102. Three hours lecture, three hours lab. Lab fee. Offered at off-campus sites only. 4 credits

CHE 407 Instrumental Analysis

This course covers the theory and techniques of qualitative and quantitative chemical analysis using instrumentation. Topics include chromatography, atomic and molecular spectroscopies, mass spectrometry as well as electrochemical methods. Prerequisites: CHE 212, PHY 102. Three hours lecture, three hours lab. Lab fee. Offered spring, alternate years. 4 credits

CHE 416 Advanced Organic Chemistry

This course involves an in-depth study of a variety of organic chemistry topics such as stereochemistry, pericyclic reactions, reaction mechanisms, acid-base chemistry of organic compounds, and organic synthesis. Prerequisite: CHE 212. Three hours lecture. Offered as needed. 3 credits

CHE 418 Organic Spectroscopy

This course involves the study of methods used to elucidate the structure of organic compounds including mass spectrometry, infrared spectrophotometry, nuclear magnetic resonance, ultraviolet-visible spectrophotometry, optical rotary dispersion, and circular dichroism. Prerequisites: CHE 212, PHY 102. Three hours lecture. Offered as needed. 3 credits

CHE/BIO 440 Biochemistry I

This course focuses on the structure/function relationships of macromolecules with an emphasis on proteins. Students investigate the relevance of macromolecular conformation to function and biological activity as it relates to enzymes, bioenergetics, metabolism and its regulation and biomembranes. Laboratory exercises include column chromatography, electrophoresis, spectrophotometry, centrifugation and enzyme kinetics. Computer software is incorporated for data analysis and presentation. Students with little or no background in the biological sciences are encouraged to take BIO 101 or BIO 177 to strengthen their background for this course. Prerequisite: CHE 211. Three hours lecture, three hours lab. Lab fee. Offered fall, alternate years. 4 credits

CHE/BIO 441 Biochemistry II

This sequel course to Biochemistry I (CHE/BIO 440) examines metabolic pathway mechanisms and how they are regulated. Topics include lipids, carbohydrates, membranes, cell cycle regulation, and recombinant DNA. Physiological processes involving diseases affecting metabolism, the endocrine system and nutrition will be explored. Prerequisite: CHE/BIO 440. Three hours lecture. Offered spring, alternate years. 3 credits

CHE/BIO 444 Senior Seminar

Students complete an extensive literature search leading to development of a research thesis. A paper on the topic, a poster and an oral defense will contribute to the final grade. Weekly meetings will include discussion of these assignments, progress reports and database search techniques. This course also will include discussion from guest speakers on career development, resume writing and interview techniques. Limited to senior chemistry and biology majors only. This is a one-year course and students must complete the full year to receive a grade and credit. One and one-half hours lecture. Offered fall and spring. 3 credits (1.5 credits per semester)

R-CHE 466 Undergraduate Research

This course offers an independent but directed collaborative course of study involving a specific research agenda in the discipline under departmental faculty supervision. Research projects typically require literature review, empirical analysis and a written report, poster or oral presentation of the completed research project. Limited to chemistry majors only with science GPA of 2.33 or higher. Prerequisite: Approval of instructor, department chair and dean for academic affairs is required. May be repeated for credit, but a maximum of six credits of R-CHE 466 and CHE 488 may be applied to the major. Variable hours. Lab fee. Offered fall, spring or summer. Variable credits

CHE/BIO 488 Internship

Students in the major have the opportunity to participate in a supervised field experience at an approved off-campus

facility. Credit can be earned in one or two semesters, but only one grade is recorded. Limited to junior and senior biology or chemistry majors only with science GPA of 2.33 or higher and department approval. May be repeated for credit, but a maximum of four credits may be applied to the major. Variable hours. Offered fall, spring or summer. 1-4 credits

CHE/BIO 489 Chemistry Curriculum and Methods

This interactive course is designed to provide pre-service teachers an opportunity to review and experience constructivist instructional strategies, develop a unit of study via the Understanding by Design model, learn to integrate technology with instruction, evaluate various curricular materials, and to discuss state and national science standards, laboratory safety, gender equity and special education issues. Classroom activities related to performance assessment, inquiry methodologies, Socratic seminar, and classroom management will be conducted. Communication skills will be emphasized through mini-lesson presentations and cooperative group activities. Arrangements will be made for the students to observe science lessons in a secondary school setting. Limited to students seeking secondary education certification in biology or chemistry. Three hours lecture. Offered fall. 3 credits

CHE 499 Independent Study

In-depth coverage of a single topic, appropriate for upper-division chemistry majors, with topic to be chosen by mutual agreement of student and instructor. Limited to chemistry majors only with a science GPA of 2.33 or higher. Prerequisite: Approval of instructor, department chair, and dean for academic affairs. Variable hours. Fee. Offered fall, spring and summer. Variable credits

REQUIREMENTS FOR THE MAJOR OR MINOR IN CHEMISTRY*

For general education requirements, consult pages 69-78 (34-48 credits). Students must take PHY 101-102** (with laboratories, 8 credits) as their scientific literacy requirement for the major. Majors also must take MAT 130 as a quantitative literacy course or a free elective. Minors need only take MAT courses required as CHE course prerequisites. Biology majors may only earn a chemistry minor by satisfying the requirements listed below in addition to taking two approved CHE courses above and beyond the requirements of their biology program. **Students interested in teaching at the high school level need to double major in Chemistry and Secondary Education.

REQUIRED COURSES

CREDITS: MAJOR MINOR			
CHE 111-112	General Chemistry I and II	8	8
CHE 201	Analytical Chemistry	3	

CHE 211-212	Organic Chemistry I and II	8	4
CHE 303	Inorganic Chemistr	3	
CHE/BIO 315	Introduction to Scientific Presentations	1	
CHE 401 or 402	Physical Chemistry I or II	4	
CHE 407	Instrumental Analysis	4	
CHE/BIO 440***	Biochemistry I	4	
CHE/BIO 444	Senior Seminar	3	
CHE 488/R-CHE 466/SEC 490	Internship/Undergraduate Research/ Student Teaching	4	
CHE Elective	200-level or higher (Excluding CHE/BIO 315, CHE/BIO 444, CHE/BIO 488, CHE/BIO 489 or CHE 499)	3-4	9

RELATED FIELD REQUIREMENT

CREDITS: MAJOR MINOR			
MAT 131	Calculus II	4	
Total credits for major		49-50	
Total credits for minor			21

No courses used towards the Chemistry major may be taken under the pass/fail option.

* Refer to course description for explanation of PHY 101/102 prerequisites.

**Students intending to earn Secondary Education Certification in Chemistry must take CHE 489 as part of their Secondary Education major requirements. Secondary Education double majors are eligible to take SEC 490 in place of CHE 488 or R-CHE 466.

*** Students with little or no background in the biological sciences are encouraged to take BIO 101 or BIO 177 to strengthen their background for this course.

College Success Seminar

COURSE DESCRIPTION

COL 101 College Success Seminar

Designed to guide first-year students in the transition to their college experience, all new first-year students are required to take this seminar in the first semester of their first year. 1 credit

Communication

OBJECTIVES

The Communication Department offers a strong and varied major for students interested in careers in communication, multimedia and secondary education.

In addition, students develop the ability to think clearly, interpret data, and communicate results using a variety of media. These skills are essential for many fields in addition to communication, including business management and marketing.

The program is housed in a fully digital, networked Communications Center. The Center's interconnectedness mirrors the professional world of converging media by fostering a partnership among video students, audio students, writers, marketing communicators, and graphic designers. Students are encouraged to create content and to develop skills across multiple media.

Students begin their major with an introductory course, Introduction to Media Communication, which gives an overview of aspects of the department: journalism, radio, audio, video, photography, new digital media, advertising and public relations. In selecting subsequent courses, students receive careful individual attention through the department's four-year Professional Development Program, in which students work extensively with the department faculty to identify and research potential career paths.

The department promotes early involvement by all students in the national award-winning College newspaper, the national award-winning College broadcast FM radio station, video studio, digital photography, theater, and in marketing communication, advertising and public relations projects. The approach in all these courses is to encourage individual development through team effort and to include the creation of media projects, which have an audience outside the classroom. Through projects, students learn how to be project team members and project managers/leaders.

An extensive internship and co-op program encourages all students to work during several semesters or summers at the many communication organizations in the Philadelphia area. Students have worked at most of the Philadelphia newspapers, radio, and television stations, as well as at many theaters and ad agencies and companies seeking well-prepared writers in public relations, advertising and technical writing.

Students, upon graduation, are prepared to enter careers in communication or may choose to go on to graduate or professional schools.

SPECIAL REQUIREMENTS

A QPA of 2.33 is required in communication for the major or minor. No course with a grade of 'D+' or lower is counted toward the major.

COMMUNICATION CONCENTRATIONS

The purpose of the following Communication concentrations is twofold. Primarily, it outlines potential career paths a communication student may follow. It also lists which courses may help prepare one for such careers.

No student would take all the listed courses because such a selection would far exceed College requirements for a major. Each student is aided in course selection and career preparation by a faculty member.

COMMUNICATION DEPARTMENT LEARNING OUTCOMES:

In consultation with their adviser, students must select Communication courses that prepare them to meet these learning outcomes. Students' attainment of these Learning Outcomes will be assessed in the Professional Development Program each year.

Students will achieve the ability to communicate in multiple media. Students must be able to employ current technologies and methodologies to create communication for specific audiences for the purposes of informing, creating, and persuading in at least three of the following media: audio, video, text, design, web, social media, sound slide storytelling, and other emerging media.

Students will promote understanding, compassion, and action for the common good through their media creations. As a result of their courses and projects in the general education program and the major, students will exhibit the integration of the theory, values, practices, and advocacy of social justice in their communication work.

Students will articulate their transferable and professional skills, supported by examples of their attainment. Students will identify and articulate their transferable skills in light of research on trends in industry sectors and societal changes. They will provide examples that demonstrate to potential employers the attainment of those skills.

Students will attain a superior level of competency in written communication. Each student will be able to demonstrate (1) a clear focus/thesis aimed at fulfilling the needs of a specific audience, (2) fully-developed content supported by sound research and analysis, (3) logical and well-structured organization, (4) effective writing style, and (5) appropriate conventions that fit the writing purpose.

Students will achieve competency in Communication Project Management. Students will work as part of a cross-disciplinary team to develop a plan for producing messages and to execute that plan in a way that satisfies the project goals. Students will be able to demonstrate the technical, social and organizational skills necessary for teamwork, collaboration, and cooperation.

JOURNALISM AND WRITING

Objectives: This option prepares students for all the careers in which writing is an essential ingredient, including print and digital journalism, magazine publishing, corporate publications, editing, and trade publication.

Among the courses offered appropriate for this focus are these:

- Journalism I: Reporting and Writing
- Journalism I: Editing and Production
- Journalism II: Advanced Reporting and Writing
- Journalism II: Advanced Editing and Production
- Ethics and Communication
- Newspaper Design
- Photography for Publication
- Advanced Radio Practicum
- Location News Production
- Video Documentary Production
- Career Preparation and Job-Search Techniques
- Co-ops and Internships

VISUAL AND SOUND COMMUNICATION

Objectives: This option includes the digital creation of visual and sound products.

Among the courses offered appropriate for this focus are these:

- Video Production
- Radio Broadcasting
- Basic Photography
- Computer Graphics
- Newspaper Design
- Video Producing/Directing
- Remote Video Production
- Video Editing
- Location News Production
- Video Documentary Production
- Advanced Radio Broadcasting
- Photography for Publication
- Digital Imaging
- Advanced Photography
- Journalism
- Ethics and Communication
- Career Preparation and Job-Search Techniques
- Senior convergence courses
- Co-ops and Internships

MARKETING COMMUNICATION

Objectives: Professional communication encompasses the spectrum of internal and external communication that organizations employ in their management and marketing functions.

Among the courses offered appropriate for this focus are these:

- Advertising
- Advertising Copywriting
- Advertising Case Studies and Campaigns
- Integrated Marketing Communication
- Public Relations
- Public Relations Case Studies
- Public Relations Campaigns
- Presentation Communication
- Journalism I: Reporting and Writing
- Journalism I: Editing and Production
- Video Production
- Senior convergence courses
- Co-ops and Internships

DIGITAL CONVERGENCE

Objectives: This option brings together all the media technologies available in the department and, through cross-media projects, prepares students for the integrated world of media that they will enter after graduation.

Among the courses offered appropriate for this focus are these:

- Video Production
- Advanced video courses
- Journalism I: Reporting and Writing
- Journalism I: Editing and Production
- Radio Broadcasting
- Advanced radio courses
- Integrated Marketing Communication
- Photography for Publication
- Computer Graphics
- Digital Imaging
- Senior convergence courses

SECONDARY EDUCATION CERTIFICATION

Objectives: Students receive state certification as communication teachers.

REQUIRED COURSES

(See page 185 for course requirements.)

COURSE DESCRIPTIONS

All courses in communication are open to all Cabrini students as electives unless otherwise specified.

COM 101 Introduction to Media Communication

Students are introduced to the latest developments in media communication, as well as to the significance of the First Amendment in preserving democratic freedoms. Students learn how the media have developed so that they can be critical consumers and producers of news, advertising, public relations, and entertainment. A survey of the changing media landscape of journalism, entertainment, and persuasion, including evolving and emerging sources of news, radio, recording, video, film, photography, advertising, and public relations provides an overview of media career paths. Course is required for communication majors. Offered fall and spring. 3 credits

COM 103 Freshman Professional Development Program

This course, part of the department's four-year professional development program, assists first-year students in exploring their interests, abilities, and values; helps them discover the wide range of career possibilities available; introduces them to the opportunities in the department; and promotes a close working relationship with the student's academic advisor. Course is required of all communication first-year majors, both semesters, except Graduate Studies students. Students are responsible to check the course Learn 9 site periodically for dates and assignments. The course meets approximately twice a month according to the schedule on Learn 9. Offered fall and spring. 1/2 credit each semester

COM 140 Cabrini High School College Experience: Public Speaking

This course reviews basic skills of speech composition and delivery. Students learn about audience analysis, organization and outlining, and the effective use of non-verbal materials for different types of vocal presentations. These techniques are applicable to a variety of settings in business or education. Student progress is enhanced by periodic instructor evaluation, peer feedback, and frequent recording of speeches. 3 credits

COM 203 Sophomore Professional Development Program

This course, part of the department's four-year professional development program, assists sophomores in expanding career possibilities, finding appropriate courses to develop their abilities, learning about opportunities available to communication majors, and promoting a close working relationship with the student's academic advisor. Course is required of all communication sophomore majors, both semesters, except Graduate Studies students. Students are responsible to check the course Learn 9 site periodically for dates and assignments. The course meets approximately twice a month according to the schedule on Learn 9. Offered fall and spring. 1/2 credit each semester

COM/ENG 221 The Writing Process: Theory and Tutoring

In order to prepare students for careers in secondary education, this course addresses critical components of written English. Students will practice various modes of writing as a means to: strengthen their understanding and experience of writing as a process; improve their consideration of audience and purpose; provide evaluative feedback on drafts; and strengthen skills in grammar, mechanics, and usage. By studying research on writing, analyzing one's own writing and that of others, and tutoring students in the Writing Center, students in this course will improve their own writing and help others to improve theirs. Offered spring. 3 credits

COM 246 Photojournalism Practicum

Students perform advanced work in photography for a campus publication. May be repeated for credit. Prerequisite: COM 247 or 248. Offered fall and spring. Credit to be arranged

COM 247 Basic Photography

Coursework reviews basic concepts of still photography: camera usage, exposure and use of software for digital enhancement. Students are exposed to the factors relating to making a precise visual statement. Weekly photo assignments will require the use of a digital camera with aperture, shutter speed and ISO manual settings. Students may use his/her camera if it meets those requirements. A limited number of digital cameras are available to be signed out for class assignments. Students will be required to purchase a Digital Memory Card and Card Reader. 3 credits

COM 248 Photography for Publication

Students will develop an understanding of the fundamentals of digital photography as a means of expressing a unique and artistic view of the world around them. Students work collectively as staff photographers of the College newspaper (Loquitur) and Web site and will produce an extensive portfolio of published photographs from weekly class and Loquitur assignments. Weekly photo assignments will require the use of a digital camera with aperture, shutter speed and ISO manual settings. Students may use his/her camera if it meets those requirements. A limited number of digital cameras are available to be signed out for class assignments. Students will be required to purchase a Digital Memory Card and Card Reader. Offered each semester. 3 credits

COM 250 Journalism I: Reporting and Writing

This course introduces students to the broad range of skills essential for journalism, including techniques for gathering information, interviewing, organizing information, and writing. Course stresses the criteria for judging the importance of news stories, professional conduct, and effective writing. Students write stories for publication in the College newspaper and Web site. Students will report and write weekly for the entire academic year. This is a one-year course, and students must

complete the full year to receive grade and credit. Course must be taken in conjunction with COM 251. Offered fall and spring. 2 credits each semester

COM 251 Journalism I: Editing and Production

Students learn editing and production principles and skills such as copy editing, use of AP Stylebook, rewriting, headline writing, effective visual communication, and caption writing. Ethical and legal considerations important for work in journalism and related fields like magazine editing, book publishing, public relations, and advertising are stressed. Students edit stories for publication in the College newspaper and Web site and work in the production of Loquitur. This is a one-year course, and students must complete the full year to receive grade and credit. This course must be taken in conjunction with COM 250. Offered fall and spring. 2 credits each semester

COM 254 Newspaper Design

This course will provide an introduction to three major software programs of publication design—Adobe InDesign, Photoshop and Illustrator. Students will learn principles of good publication design and produce a portfolio of newspaper pages that demonstrate competence in newspaper design. Prerequisite: Permission of the instructor. Offered spring. 3 credits

COM 270 Video Production

This hands-on course is designed to provide students with basic video production skills. Opportunities are provided to create and execute video productions in the studio and in remote locations. Digital video editing techniques are also included. Students write, produce, direct and crew video productions while learning to use video as a tool for communication. Lecture and lab. Offered each fall and during spring as needed. 4 credits

COM 290 Radio Broadcasting

Students in this course study job descriptions, station formats, broadcast law, ratings and sales, promotional techniques, and other topics. Students learn to write news, produce a demo tape, produce a commercial, keep logs, and manage other aspects of production. Course includes one hour of production time per week and production of a five-minute demo tape. Offered fall and spring. 3 credits

COM 301 Special Topics in Communication

The instructor selects the content of this course each semester to meet the needs of students and to provide opportunities for experiments in creative teaching. 3 credits

H-COM/PSY 302 Honors Communication/Psychology: Psychology in the Media

This course examines media formats such as books, magazines, movies, video, music, video games, marketing and advertising through the lens of psychological theory and research. Activities and assignments include critiques, debates reaction

papers, field and analytic research. Prerequisite: PSY 101. Offered fall. 3 credits

COM 303 Junior Professional Development Program

This course, part of the department's four-year professional development program, assists juniors in developing significant achievements related to their abilities and in further exploring ways to match their talents to potential careers. Course is required of all communication junior majors, both semesters, except Graduate Studies students. Students are responsible to check the course Learn 9 site periodically for dates and assignments. Offered fall and spring. 1/2 credit each semester

COM/PHI 307 Ethics and Communication (V)

Ethical theories are applied to actual cases in the media industry. All aspects of the media are considered: broadcast and print media, advertising and public relations, as well as entertainment. Students analyze the loyalties of case participants to understand the underlying moral values and ethical principles. Offered fall, alternate years. 3 credits

COM 330 Organizational Communication

Human beings live and work within a network of organizations: family, school, club, team, profession, government. This course examines the nature and psychology of organizational communication. Special attention is given to games people play, the impact of non-verbal communication (including body language and environment), and the nature of leadership communication. Teaching methodologies used include role playing and guest lecturers from industry. 3 credits

COM 331 Presentation Communication

This course is designed to prepare students to develop and deliver effective presentations in a corporate or academic setting. It focuses on "presentational speaking," which is the primary method of communication used in most professional organizations today. Presentational speaking expertise is required for those individuals who want to succeed at workplace activities such as: facilitating small group meetings; participating in sales calls; or conducting a training event. Topics include audience analysis, organization of ideas, outlining, delivery, use of visual aids and printed material, presenting a positive and credible image, soliciting feedback, fielding questions, and performing self-evaluation. 3 credits

COM 332 Writing for the Workplace

Students learn principles and practices of clear business writing. Students will write for various internal and external audiences and for a range of purposes, including explanation and persuasion. Assignments will range in complexity from memos to reports. Course includes a brush up of grammar, style and conventions. 3 credits

COM 333 Research for Communication

This course focuses on the methods of social scientific research with primary emphasis on developing real-world research skills for journalism, public relations and advertising. Students will study how a research question is designed and then learn to accurately implement and analyze interviews, surveys, focus groups, and content analyses to answer their question. Each student will design a real-world study during the semester—preferably with a community partner or with instructors and students in other Cabrini courses and projects—and may showcase results at the annual Cabrini Undergraduate Arts, Research and Scholarship Symposium or in another appropriate forum. 3 credits

COM 334 Persuasion and Propaganda in Media

This course covers the nature of persuasion and helps students analyze, evaluate and, use ethical persuasion in personal, group, and public settings. Students will learn how persuasion operates in the world around us in both overt and subtle ways, and be able to articulate

some of the implications/consequences of persuasion. Students also will learn to understand the process of persuasion and propaganda, and use theories and critical approaches to recognize and apply the principles as well as the practices of persuasion. 3 credits

COM 335 Communicate Globally

This class integrates the theory and skills of intercultural communication with the current practices of multinational organizations and international business world. The class provides students with an opportunity to build awareness of diverse worldviews, insights on understanding and overcoming cultural differences, and appreciation of all cultures and ethnic groups. Through case studies, hands-on activities, and group presentations, students acquire practical knowledge in cross-cultural communication as well as the trend of globalization and its impact in various regions of the world. 3 credits

COM 336 Crisis Communication

This course provides students insights regarding key concepts, theoretical perspectives, and critical thinking and problem-solving skills necessary for effective crisis communication and management within organizations. Students will learn about stage-based crisis analyses, successful and unsuccessful cases in crisis communications, and developing crisis management plans. Topics include how public relations and advertising are used to alleviate crises, how the broadcast and print media cover crises, and how to create internal and external communication strategies for a business or a nonprofit organization. 3 credits

COM 347 Advanced Photography

This course is for photography students who want to develop their creative skills beyond the level of earlier courses. Students will experiment with a variety of alternative techniques for

creating and manipulating photo images. Class is devoted to demonstrations, display and critique sessions. Students may borrow a digital camera. Prerequisite: COM 247. 3 credits

COM 348 History of Photography and Basic Technique

This course will give students an academic and practical experience of the history of photography. We will accomplish this by studying the great photographic movements of the 18th/19th centuries with text, illustrations and shooting assignments. These photographic assignments will be drawn from and inspired by the photographic trends of this still-young visual medium. Students must have a 35mm and/or digital camera for this course or may borrow one. 3 credits

COM 352 Journalism II: Advanced Reporting and Writing

Advanced journalism skills, including enhancement of those learned in COM 250. Emphasis is on writing effective leads, structuring complex stories, and writing advanced feature, investigative and interpretive stories. More complex ethical and professional problems are considered. Students write stories for publication in the College newspaper. Prerequisite: COM 250. This is a one-year course, and students must complete the full year to receive a grade and credit. This course must be taken in conjunction with COM 353. Offered fall and spring. 2 credits each semester

COM 353 Journalism II: Advanced Editing and Production

This course reviews advanced editing and production skills, including enhancement of those learned in COM 251. Emphasis is on rewriting, use of creative design principles, planning of pages and sections, and publication design. Ethical and legal considerations are stressed. Students edit stories for publication in the College newspaper and work in production of paper. Prerequisite: COM 251. This is a one-year course, and students must complete the full year to receive a grade and credit. Course must be taken in conjunction with COM 352. Offered fall and spring. 2 credits each semester

COM 354 Journalism Practicum

Students work on a campus publication. Practicum may include experience in planning publications; editorial leadership and decision making; writing and editing; all phases of layout, design and production; and financial aspects—budgeting, advertising, and accounts. Course may be repeated for credit. Offered fall and spring. Credit to be arranged

COM 355 Web site Practicum

This practicum is designed for students working on the newspaper Web site and gives students the opportunity to learn and work on all aspects of a communication Web site. Course may be repeated for credit. 1 credit

COM 360 Public Relations

Students explore the ways businesses and other organizations evaluate public attitudes, identify the policies and actions

of the organizations with the public interest, and execute a communication program to bring about public understanding and acceptance. Knowledge of news writing and editing (COM 250 and 251) highly desirable. Offered fall. 3 credits

COM 361 Public Relations Case Studies

This course studies the application of public relations theory and techniques to case problems in industry, labor, education, government, social welfare, and trade organizations. Prerequisite: COM 360. Offered spring, alternate years. 3 credits

COM 362 Public Relations Campaigns

This course studies the application of public relations theory in the design of a complete media campaign. Prerequisite: COM 360. Offered spring, alternate years. 3 credits

COM 365 Advertising

Students are introduced to advertising, including social and economic roles, the organization of the advertising industry, the advertising campaign, market definition, budget, evaluating effectiveness, creation of the message, and other topics. 3 credits

COM 366 Advertising Copywriting

This is an intensive course on writing advertising copy for a variety of media. Prerequisite: COM 365. 3 credits

COM 367 Advertising Case Studies and Campaigns

This course presents an integration of advertising and marketing principles through study of selected cases and application in student-designed campaigns. Prerequisites: COM 365 and COM 366. 3 credits

COM 369 Integrated Marketing Communication

This course will provide students with both a theoretical and practical understanding of integrated marketing communication (IMC). IMC considers all means by which a unified message is communicated to the public. These methods include the obvious promotional channels—advertisements, direct marketing, public relations, sponsorships, sales promotion, interactive media, and more. However, messages also are communicated via a product's craftsmanship, price, and distribution channels. Without even "saying" a word, marketers can communicate effectively with customers and prospects. Students will create an IMC plan based on an organization's strategic marketing and business goals. 3 credits

COM 372 Video Producing/ Directing

This course covers the basic principles and techniques of video producing and directing. Students analyze the decisions a producer/director makes in developing a program from concept to execution. While creating video productions, students take program material from idea through writing, organizing crew, budgeting, and handling the actual studio/remote production. Prerequisite: COM 270. Offered alternate years. 3 credits

COM 373 Location News Production

This course addresses basic principles and techniques of news gathering, writing, reporting, and producing for the electronic media. Emphasis is on news writing as well as the necessary production techniques. Prerequisite: COM 270. Offered each semester. Variable credits.

COM 374 Remote Video Production

This course provides advanced video production students with a working knowledge of single-camera production. Post-production editing is included. Special attention is paid to remote lighting, remote audio acquisition, sequencing shots to tell a story and recording outside the video studio. Prerequisite: COM 270. Offered alternate years. 3 credits

COM 376 Video Editing

This course provides students with advanced skills in digital video editing. Hands-on projects stress effective video editing techniques for both new and traditional media, video compression and special effects. Prerequisite: COM 270. Offered alternate years. 3 credits

COM 377 Video Documentary Production

This course is designed to provide advanced video production students with a working knowledge of documentary video storytelling and production techniques. By the end of this course students will have practical experience cooperatively designing, writing, directing and producing documentary video productions. Prerequisite: COM 270. Offered alternate years. 3 credits

COM 379 Video Practicum

This course offers guided individual advanced work in video. May be repeated for credit. Students must have video projects approved by instructor before registering. Credit to be arranged

COM 391 Radio Practicum

This one-credit course involves hands-on experience in radio through working for WYBF, the campus radio station. Students will be trained on studio equipment and will learn station policies and FCC regulations. Students also will work in a department such as news, production, music, promotions, public affairs, sales, or sports and may do an air shift, if desired. Prerequisite: COM 290. May be repeated for credit. 1 credit

COM 392 Advanced Radio Practicum

This course focuses on radio station management. Students will oversee all operations of one of WYBF's departments, such as news, production, music, promotions, public affairs, sales, or sports. Students also will do advanced work in programming, production, and promotion. Prerequisite: COM 391. Course may be repeated; instructor's permission required. 2 credits

COM 393 Advanced Radio Broadcasting

This course furthers the course objectives of Radio Broadcasting and offers specialized study in two key areas of radio: consulting and production. Students will be exposed to the core business of radio: audience building and retention, programming techniques and station management. In addition, they will collaborate with classmates to develop and produce special programs and series for 89.1 WYBF-FM, the campus radio station. Course includes one hour of production time per week and the development of a 30-minute documentary. Prerequisite: COM 290. 3 credits

COM 394 Digital Audio Production

This hands-on course looks at the fundamentals of digital audio production. Topics discussed will include sampling fundamentals, MIDI production, software synthesis, mixing, signal processing and sound-to-picture. Students will be exposed at an entry-level workstation, Garage Band, as well as an advanced workstation, Logic Pro. Emphasis will be placed on preparing professional projects that are "air-ready" and developing an artistic voice in the medium through both media and music production. Course fee. 3 credits

COM 395 Advanced Audio Production

This hands-on course continues the curriculum from the Digital Audio Production course with a focus on more detailed production techniques. The lecture will complement the text readings along with in-class production demos and projects. Topics to be covered include microphone types and milking techniques, mixers, gain structure and signal flow, advanced sound design and signal processing, and general studio relationships. 3 credits

COM 403 Senior Professional Development Program

This course, part of the department's four-year professional development program, assists seniors in integrating their experiences obtained during college, in relating their collegiate experiences to potential employers, and in developing methods of life-long learning. Course is required of all communication senior majors, both semesters. Students are responsible to check the course Learn 9 site periodically for dates and assignments. Offered fall and spring. 1/2 credit each semester

COM 465 Marketing Communication Campaigns

Using primary and secondary research activities and a wide variety of marketing communication tools, students will identify and define business problems and opportunities for the purpose of creating marketing communication campaigns for real clients. Prerequisite: COM 360 or COM 365 or COM 369. 3 credits

R-COM 466 Undergraduate Research

This course offers an independent but directed collaborative course of study involving a specific research agenda in the discipline under departmental faculty supervision. Research

projects typically require a review of the literature, a paper developing and defending a hypothesis, and a poster or an oral presentation of the completed research project. Prerequisite: Department approval. Offered fall, spring or summer. 1-3 credits

COM 472 Senior Convergence: Media for Social Justice

This communication capstone course results in the creation of media focused on social justice. Students will research issues and produce pieces in at least two media dealing with those issues. This course or the two-course honors sequence is required of all seniors beginning with the class of 2013. 3 credits

COM 474 Senior Honors Convergence Fall Seminar

Senior students plan and oversee production of media content that will be assembled into a converged-media project in the spring. This is a one-year course and continues as COM 475, Senior Honors Convergence Spring Seminar, during spring semester. Participation in the convergence sequence is limited to students who have distinguished themselves in prior communication courses and whose participation is endorsed by department faculty. Students must be approved each semester by the Convergence-seminar instructor to advance to the next level course. Prerequisite: Permission of instructor or department chair. Offered fall. 3 credits

COM 475 Senior Honors Convergence Spring Seminar

Students with considerable experience working on one or more media platforms plan and produce a converged-media project that uses audio, video, text, photographic, and marketing assets produced in fall courses. Students develop project management and leadership skills and will enhance their ability to tell a story via multiple media for web distribution. The Senior Honors Convergence Spring Seminar is the department's culminating senior seminar limited to those students whose work in previous department courses has prepared them for the very highest level communication experience the department offers. Participation in the convergence sequence is limited to students who have distinguished themselves in prior communication courses and whose participation is endorsed by department faculty. Students must be approved each semester by the Convergence-seminar instructor to advance to the next level course. Prerequisites: COM 474 and permission of instructor. Offered spring. 3 credits

COM 487 Career Preparation and Job-Search Techniques

The course increases the likelihood of professional and academic success in life after graduation. It focuses on aspects of the career-preparation and job-search process: the steps involved in both the job search process and the graduate school admissions process; factors leading to success in the first entry-level job or in the first year of graduate school; self-evaluation of transferable skills and how they can be demonstrated either

academically and experientially; pairing talents, interests and abilities with the needs of society. More than simply focused on the mechanics of finding a job, this course asks students to look within themselves—and outside of themselves—to market their skills effectively. Offered fall and spring. Best taken in junior year or fall of senior year. 3 credits

- COM 488a Journalism Internship
- COM 488b Television Internship
- COM 488c Publishing Internship
- COM 488d Advertising Internship
- COM 488e Theater Internship
- COM 488f Public Relations Internship
- COM 488g Radio Internship
- COM 488h Technical Writing Internship

The department offers qualified upper-division students the opportunity for communication internships. Internships are conducted on campus and at the facilities of cooperating professional communication media. The department must approve all internships. Consult department for requirements. Offered fall and spring. Credit to be arranged

COM/ENG 489 Communication/English Curriculum and Methods

Students are introduced to methods and materials of instruction for teaching literature, composition, speech, and related communication skills on the secondary level. The development of useful lesson plans, and an appreciation for the value of research and information literacy in the high school classroom will be discussed by prospective teachers enrolled in this course. Course is required for secondary education certification in communication. Offered upon sufficient enrollment. 3 credits

COM 499 Independent Study

This course offers directed but independent study. Course content is determined after consultation with the instructor. Prerequisite: Approval of instructor, department chair, and dean for academic affairs. Fee. Offered fall and spring. Credit to be arranged

REQUIREMENTS FOR THE COMMUNICATION MAJOR*

For general education requirements, consult pages 69-78 (34-48 credits).

REQUIRED COURSES

		CREDITS:	MAJOR
COM 101	Introduction to Media Communication	3	
COM 472	Senior Convergence: Media for Social Justice	3	-or-
COM 474			
-and-			
COM 475	Senior Honors Convergence Sequence	6	
COM	Communication electives	24-27	
COM 487	Career Preparation and Job-Search Techniques	3	
COM 103, 203, 303, 403	Professional Development Program	4	
Electives, selected from any department(s)		20-36	
Total credits for major		40	

*Minor: The Communication program offers a minor in communication made up of 18 credits of communication courses. Students wishing to minor in communication are encouraged to consult the department to design a program.

Communication Professional Development Program: In addition to course requirements, students in the department are expected to fulfill the requirements of the Department's Professional Development Program. This four-year program provides majors with individualized career guidance and sets career development goals for each year. All majors are required to register for COM 103 both semesters in their first year, COM 203 both semesters sophomore year, COM 303 both semesters junior year and COM 403 both semesters senior year. The program is fully explained online in Learn 9 for COM 103, 203, 303, and 403.

Cooperative Education and Internship: Three credits of cooperative education or internship may be applied toward fulfilling major requirements in communication.

Computer Information Science

OBJECTIVES

The Computer Information Science degree program's major objective is to prepare students to meet the information technology needs and challenges of the Information Age workplace and society. The curriculum takes a classical mathematical-approach to the discipline, providing students with the concepts, principles, and techniques required by the information technology profession. Students learn concepts and skills needed for designing, programming, and applying information systems while also learning the theoretical and mathematical foundations of computer science. The core of the program emphasizes computer software programming, algorithm design, and system development. Upon graduation, students are prepared for careers in software application programming, software engineering, and system development and implementation, as well as graduate studies.

SPECIAL REQUIREMENTS

Students need to maintain a minimum GPA of 2.0 in all required courses in the major. Those students who drop below this GPA will be placed on probation within the Information Science and Technology Department and will have one semester to increase it to the minimum or they will be dismissed from the major.

COURSE DESCRIPTIONS

(See Information Science and Technology and Mathematics.)

REQUIREMENTS FOR THE MAJOR OR MINOR IN COMPUTER INFORMATION SCIENCE

For general education requirements, consult pages 69-78 (34-48 credits).

REQUIRED INFORMATION SCIENCE AND TECHNOLOGY COURSES

		CREDITS: MAJOR MINOR	
IST 195	Introduction to Programming	3	3
IST 200	Internet Programming Languages	3	3
IST 225	Computer Information Systems	3	3
IST 250	Operating Systems	3	3
IST 270	Ethical and Social Issues in Information Technology	3	3
IST 290	Systems Development3	3	
IST 295	Object-Oriented Programming	3	3
IST 300	Database Management Systems I	3	3
IST 305	Database Management Systems II	3	
IST 315	Human-Computer Interface	3	
IST 335	Network Computing	3	
IST 375	Web-Based Systems	3	
IST 400	Professional Practice in Information Technology I	3	

IST 405	Professional Practice in Information Technology II	3
IST 420	Capstone Project I	3
IST 425	Capstone Project II	3

OTHER REQUIRED COURSES

IST 450	Advanced Special Topics I	3
IST 455	Advanced Special Topics II	3
R-IST 466	Undergraduate Research	3
MAT 201	Introduction to Linear Algebra	3
MAT 215	Discrete Mathematics	3
General Electives		12-26

Total credits for major 63

Total credits for minor 24

Cooperative Education

Cooperative Education is an optional academic program in which students simultaneously learn to apply theoretical principles in a professional environment earning academic credit (based upon the number of hours worked and the value of the work experience gained) and income. Students seek co-op employment as they would full-time permanent employment. They prepare a current resume, review the online co-op job listings, interview and accept a work offer.

Students continue to attend classes while participating in the Cooperative Education Program. Faculty advisors coordinate the cooperative education experience with the director of Cooperative Education.

Cooperative Education placements afford students the opportunity to explore career options, develop invaluable contacts and enhance marketability upon graduation. Students already employed may "petition" an existing job for co-op status if new or expanded responsibilities will be assumed, thereby constituting a quality learning experience.

F-1 status international students are eligible to participate in co-op.

Co-op participants are responsible for meeting work requirements determined by the employer, being punctual at work and submitting all required work assignments in a timely fashion.

Prerequisites: Forty-five (45) college credits (15 must be Cabrini College credits), approval of advisor, department chair and director of Cooperative Education and Career Services.

Students may earn two (2) to six (6) general elective credits each semester (fall, spring and summer) for a maximum of 12 credits toward graduation. One (1) credit placements will be considered upon the Dean for Academic Affairs approval.

Letter grades are awarded to Communication and Religious Studies majors or those needing a letter grade for tuition reimbursement.

Note: The numbering of cooperative education (CEP) courses varies according to the student's grade level, type of grade awarded and the semester in which the co-op is offered.

COURSE DESCRIPTIONS

CEP 202 Sophomore Cooperative Education Work Experience

The course is limited to sophomores and is offered in the spring semester. Pass/No Credit grade is awarded.

CEP 203 Sophomore/Junior Cooperative Education Work Experience

The course is limited to sophomores and juniors and is offered in the summer semester. Pass/No Credit grade is awarded.

CEP 211 Sophomore Cooperative Education Work Experience

The course is limited to sophomores and is offered in the fall semester. Letter grade is awarded.

CEP 212 Sophomore Cooperative Education Work Experience

The course is limited to sophomores in Communication and is offered in the spring semester. Letter grade is awarded.

CEP 213 Sophomore/Junior Cooperative Education Work Experience

The course is limited to sophomores and juniors in Communication and is offered in the summer semester. Letter grade is awarded.

CEP 301 Junior Cooperative Education Work Experience

The course is limited to juniors and is offered in the fall semester. Pass/No Credit grade is awarded.

CEP 302 Junior Cooperative Education Work Experience

The course is limited to juniors and is offered in the spring semester. Pass/No Credit grade is awarded.

CEP 303 Junior Cooperative Education Work Experience

The course is limited to juniors and is offered in the summer semester. Pass/No Credit grade is awarded.

CEP 311 Junior Cooperative Education Work Experience

The course is limited to juniors in Communication and is offered in the fall semester. Letter grade is awarded.

CEP 312 Junior Cooperative Education Work Experience

The course is limited to juniors in Communication and is offered in the spring semester. Letter grade is awarded.

CEP 313 Junior Cooperative Education Work Experience

The course is limited to juniors in Communication and is offered in the summer semester. Letter grade is awarded.

CEP 401 Senior Cooperative Education Work Experience

The course is limited to seniors and is offered in the fall semester. Pass/No Credit grade is awarded.

CEP 402 Senior Cooperative Education Work Experience

The course is limited to seniors and is offered in the spring semester. Pass/No Credit grade is awarded.

CEP 411 Senior Cooperative Education Work Experience

The course is limited to seniors in Communication and is offered in the fall semester. Letter grade is awarded.

CEP 412 Senior Cooperative Education Work Experience

The course is limited to seniors in Communication and is offered in the spring semester. Letter grade is awarded.

Criminology

OBJECTIVES

Students majoring in criminology learn how to conduct and evaluate research, examine and contextualize the social bases of deviant and normal behavior and analyze the social institutions that impact criminal behavior. Graduates are prepared to examine crime, corrections and the criminal justice system from a critical, research-based stance and to see these issues through the sociological lens of social structures and social processes.

Upper-division criminology majors work with faculty on their own research projects, learning research skills from start to finish, and in off-campus supervised internships, earning credits while exploring career choices.

The objectives of the major program in criminology are to:

- develop skills in social observation and analysis regarding criminal behavior;
- understand the impact of crime on victims and communities, and the manner by which offenders are held accountable for their actions;
- increase understanding of the social institutions and social processes that influence criminal behaviors;
- develop skills in assessing and undertaking social research; and
- provide the opportunity to practice and evaluate critically the application of criminological analysis to real-life settings.

Graduates of Cabrini's Criminology program are in graduate programs of sociology and criminal justice, employed in social work, mental health and criminal justice, the U.S. Department of Justice, the Secret Service, ATF (Bureau of Alcohol, Tobacco, Firearms and Explosives), school counseling and police work.

SPECIAL REQUIREMENTS

Students planning a major or minor in criminology must submit an application to the department chair and receive department approval.

Students planning double majors must consult with an advisor in the sociology department for course selection.

All majors must maintain a 2.33 cumulative average in their major courses.

CRIMINOLOGY HONORS PROGRAM

Students who meet the following requirements will graduate with honors in the criminology major:

- (1) active membership in Alpha Phi Sigma;
- (2) a minimum overall GPA of 3.3;
- (3) a minimum cumulative GPA of 3.5 in major courses taken at Cabrini; and
- (4) successful completion of SOC/PSY 342 and presentation of research in a public forum.

COURSE DESCRIPTIONS

CRM 210 Introduction to Criminal Justice

This course offers a broad examination of the American system of criminal justice. The development and contemporary functions of the three subsystems (law enforcement, judicial system and correctional system) are analyzed. This course provides the foundation for further Criminal Justice studies. Offered fall and spring. 3 credits

CRM 301 Special Topics in Criminology

This course offers a criminological perspective of a particular social institution or process. Topics may include cybercrime, white collar crime, gang behavior, social psychology of crime, or other topics in the field. Offered upon sufficient enrollment. 3 credits

CRM/SOC 309 Criminology

Students examine historical and contemporary theories of crime causation. Topics include competing theories, specialized theories (juvenile crime or gender differences in crime), and different theoretical perspectives (micro vs. macro). Prerequisites: SOC 215 and CRM 210. Offered fall. 3 credits

CRM 310 Punishment and Corrections

This course explores the major social and social-psychological perspectives on punishment and behavioral change. Topics include historical and contemporary philosophies of punishment and rehabilitation: capital punishment, prisons, probation and parole, rehabilitation programs, community corrections, restorative justice, and contemporary experimental approaches to corrections. Prerequisites: CRM 210 and SOC 215. Offered spring. 3 credits

CRM 313 Victimology

This course examines the relationship between the victim of crime and its perpetrator, critically exploring the arguments surrounding victim precipitation and facilitation from both a contemporary and historical perspective. Students will examine the representation and treatment of victims within both the criminal justice system and popular media. Topics include the analysis of victims of such acts as human trafficking, school shootings, terrorism, homicide, gang violence, hate crimes, wrongful convictions, and natural disasters. Prerequisites: CRM 210 or SOC 215. 3 credits

CRM 314 Criminal Procedures and Evidence

An analysis of criminal procedure and criminal evidence rules in the United States. Topics include trial procedures, examination of witnesses, real/physical evidence, circumstantial evidence, hearsay evidence and exceptions, privileged communications, declarations against interests and judicial notice. In addition, the course will consider the constitutional issues of arrest, search and seizure, interrogation and confession, self-incrimination and right to counsel. Prerequisites: CRM 210 or SOC 215. 3 credits

CRM 315 Criminal Law and Society

This course is a general overview of the development and application of substantive criminal law within our society. Prerequisites: SOC 215 and CRM 210. Offered spring. 3 credits

CRM 320 Juvenile Justice

This course is a general orientation to the field of juvenile delinquency. The major theories of delinquency among youth will be presented and critically examined in connection with U.S. trends in juvenile delinquency. Students will learn about the history, philosophical objectives and current operation of the juvenile justice system. The future of delinquency prevention and treatment also will be explored. Prerequisite: SOC 215 or CRM 210. Offered spring. 3 credits

CRM 325 Police and Society

This course reviews the fundamental purpose and role of law enforcement agencies in American society. Primary attention is given to the relationship between the formal organization of policing and community security. The practical investigative and patrol operations of policing at both local and federal levels will be explored, along with a discussion of the unique cultural aspects of police organizations. Prerequisites: SOC 215 and CRM 210. Offered fall. 3 credits

CRM 420 Senior Capstone

Students will work on synthesizing information and skills from all major courses and demonstrate mastery of criminological methodology and theory through the preparation and presentation of a senior research project. Students will prepare a major senior paper and make a formal presentation of their findings to the class and invited faculty from the department. Prerequisites: CRM 210, SOC 203 and SOC 215, CRM 325, CRM 310, SOC/PSY 265, SOC/PSY 341 and 342 and department approval. Offered fall and spring. 3 credits

R-CRM 466 Undergraduate Research

This course offers an independent but directed collaborative course of study involving a specific research agenda in the discipline under departmental faculty supervision. Research projects typically require a review of the literature, a paper developing and defending a hypothesis, and a poster or an oral presentation of the completed research project. Prerequisite: Approval of instructor, department chair and dean for academic affairs. Offered fall, spring or summer. 1-3 credits

CRM/SOC 488 Criminology/Sociology Internship

The department offers qualified upper-division students the opportunity for criminology and sociology internships. Internships are conducted at cooperating off-campus institutions. Students must consult with the department's internship coordinator the semester before beginning this course. Acceptance is subject to the approval of the department. Required of all majors. Prerequisites: SOC 215, 203, two 300-level CRM courses and department approval required. 3 credits

CRM/SOC 498 Research Practicum

This course offers an independent but directed course of study leading to the completion and presentation of undergraduate research. Students select projects of interest, typically already underway, involving empirical research under supervision of a department faculty liaison. Projects typically require a comprehensive report written APA style and suitable for publication and/or presentation at a local or regional conference. Prerequisite: Department approval. Offered fall and spring. 3 credits

CRM/SOC 499 Independent Study

This course requires independent research. Before registration, students must submit a written proposal for approval by the instructor. A final report written in acceptable professional style is required. Prerequisites: Approval of instructor, completion of SOC/PSY 341 and 342, junior or senior status, approval from department chair, and dean for academic affairs. Fee. Offered fall and spring. 3 credits

REQUIREMENTS FOR THE MAJOR OR MINOR IN CRIMINOLOGY

For general education requirements, consult pages 69-78 (34-48 credits).

REQUIRED COURSES

		CREDITS:	MAJOR	MINOR
SOC 203	Contemporary Social Problems	3		3
SOC 215	Introduction to Sociology: Race, Class and Gender	3		3
CRM 210	Introduction to Criminal Justice	3		3
SOC/PSY 265	Statistics for the Social Sciences	4		
SOC 302	Race and Ethnic Relations	3		
CRM/SOC 309	Criminology	3		3
CRM 310	Punishment and Corrections	3		3
CRM 315	Criminal Law and Society	3		3
CRM 325	Police and Society	3		
SOC/PSY 341	Research Methods I	3		
SOC/PSY 342	Research Methods II	3		
CRM 420	Senior Capstone	3		
CRM/SOC 488	Criminology/Sociology Internship	3		
Electives, selected from any department(s)		5-49		
Total credits for the major			40	
Total credits for the minor				18

Economics

OBJECTIVES

The economics minor provides students with a more indepth knowledge of the economy from an individual business framework to a broad national policy framework. Students interested in careers in specific segments of the economy, such as with government organizations or private non-profit business, can combine this minor with a major in other areas of Business. Students also may customize the major to meet career interests in everything from sports and recreation, to construction, to managing a family business, to new technological areas through the selection of specific elective courses or minors within and outside of the Business Department.

The Business Department is a member of the Association of Collegiate Business Schools and Programs.

See below for course requirements and descriptions.

COURSE DESCRIPTIONS

(See appropriate departments for related requirement course descriptions.)

ECO 131 Microeconomics (I)

This course addresses the theories of competition and market power, the economic role of government, cost and price systems, and their effect on labor, agriculture, production, and the environment. Prerequisite: Completion of MAT 098 or 099 or placement in MAT 113. Offered fall and spring. 3 credits

ECO 132 Macroeconomics

Students are introduced to national wealth, income, banking, monetary policy, and public debt. Course includes an introduction to international economies. Prerequisite: Completion of MAT 098 or 099 or placement in MAT 113. Offered fall and spring. 3 credits

ECO 212 Environmental Economics

This course uses the tools of microeconomics to study today's important environmental issues. By placing economic activity within a broader environmental context, focus is placed on the "external" impacts that much of our economic activity has on the planet. During the course students learn specific models used to describe environmental issues, and apply the models to specific issues, including pollution, climate change, fisheries management and energy. Particular attention is paid to modeling and policy issues. Students write a semester-long research paper on a specific topic, and present findings to their classmates. 3 credits

ECO 261 Managerial Economics

This course is a continuation of microeconomics using mathematical applications including business condition analysis, short- and long-range planning, monopolistic analysis, and production profitability analysis. Prerequisite: ECO 131. 3 credits

H-ECO 300 Honors Business Administration: The Great Depression (H)

This course studies the various conditions leading up to the Great Depression—commercial banking, the Federal Reserve, stock markets, and macroeconomic policies. Current monetary and fiscal policies will be compared and contrasted to those in operation during the Great Depression. Learn the history of banking in the U.S. and contrast it with today's financial market. Offered fall, alternate years. 3 credits

H-ECO 303 Honors Business Administration: Game Theory

This course introduces students to the basic tools of game theoretic analysis and some of its many applications to economics. Students will learn how to recognize and model strategic situations, and to predict when and how their actions will influence the decisions of others. Offered spring, alternate years. 3 credits

REQUIREMENTS FOR THE MINOR IN ECONOMICS

BUSINESS ENTERPRISE CORE REQUIREMENTS

		CREDITS: MINOR
ECO 131	Microeconomics	3
ECO 132	Macroeconomics	3
BUS 220	Business Statistics I	3

ECONOMICS REQUIREMENTS

		CREDITS: MINOR
ECO 212	Environmental Economics	3
FIN 302	Financial Markets	3
Select one of the following		3
POL 275	Comparative Economics	
H-ECO 300	Honors Business Administration: The Great Depression	
H-ECO 303	Honors Business Administration: Game Theory	

Education and Educational Studies

EDUCATION

OBJECTIVES

"It is in your hands [the teachers'] to form new generations, to lead them in the right direction, to instill into them those principles which are the seeds of good works."

— Saint Frances Xavier Cabrini

In this light, the Cabrini College teacher education programs provide the knowledge and skills necessary to deal with children from all walks of life and encourage the development of a philosophy of education consistent with American democratic ideals and traditions.

CERTIFICATION PROGRAMS

Cabrini College's teacher preparation programs are approved by the Pennsylvania Department of Education, the Pennsylvania State Board of Education, and the National Association of School Directors for Teacher Education Certification. Cabrini College is a member of the American Association of Colleges for Teacher Education (AACTE) and the Pennsylvania Association of Colleges and Teacher Education (PACTE). Graduates of Pennsylvania-approved programs legally qualify for certification in all states party to the Interstate Certification Compact (see Education Department for a list of states). Student transcripts read: "Completed state-approved teacher education program for the preparation of certification."

Cabrini offers programs leading to teaching certification in Pennsylvania and reciprocating states in the following areas:

- Pre K-4
- Middle-Level (4-8) Education in English/ Reading and Language Arts
- Pre K-4 with Special Education Pre K-8
- Secondary Education (Biology, Chemistry, English, Communication, Mathematics and Social Studies with a concentration in History)
- Spanish (K-12 certification in Spanish is offered in cooperation with Eastern University; credit for student teaching and practicum granted on a pass/fail basis)

EDUCATIONAL STUDIES

The educational studies major provides students the option of completing the requirements for the bachelor of science degree in education without completing the requirements for the Pennsylvania Instructional I teaching certificate. Students will substitute the appropriate internships in lieu of student teaching and do not take sophomore or junior field experience courses. Students need to consult the Education Department faculty for standards for being certified in another state.

Interested students need to apply for admission to educational studies at the end of the sophomore year. A minimum GPA of 2.75 is required. A curriculum model will be provided for all applicants. It is possible for an educational studies major to "crossover" into one of the education areas leading to the Pennsylvania Instructional I certificate. Specific requirements need to be satisfied. Please consult with an education advisor.

Education majors who plan to teach in a parochial school may wish to minor in religious studies. The Religious Studies Department offers a minor designed to help place students in the parochial school system (see page 182). The minor consists of six courses (18 credits).

ADMISSION TO THE DEPARTMENT

Acceptance into Cabrini College does not guarantee admission to a specific certification program. Students are encouraged to consult the individual program coordinators.

A cumulative QPA of 3.0 is required for all College coursework for students in the majors leading to certification, and a 2.75 for students in the educational studies major. Any student earning a 'C-' in a course required for the education major must repeat that course. Other requirements prescribed by the Pennsylvania Department of Education, including the National Teacher Examination and field experiences, are described in the Education Department Handbook. Students wishing to transfer credits from other institutions into the major which were taken eight (8) or more years prior to transferring to Cabrini must be reviewed by the department chair to determine if they meet PDE requirements.

To enroll in 300- or 400-level education courses, students must be admitted to the Education Department. Students who are majoring in other fields and who wish to take education courses as electives must have special permission from the Education Department Chair.

Students must complete a minimum of 12 credits at Cabrini before student teaching. Once a student enrolls in a teacher certification program, all courses required for the teaching certificate must be completed at Cabrini College. All coursework and field experiences must be completed satisfactorily before student teaching is begun.

DUE PROCESS PROCEDURES

If certification is not recommended, the student may appeal in writing to the department chair for a review of the application. The applicant will receive a written statement from the chair clearly defining the reason(s) for refusal to recommend certification. A copy of the chair's letter will be forwarded to the dean for academic affairs. The applicant will have the right of appeal to the dean for academic affairs.

FIELD EXPERIENCES AND STUDENT TEACHING

Beginning with the sophomore year, students in the majors leading to certification participate in a full-day field experience in local schools each week. Seniors must arrange their own transportation during their student teaching or internship semester.

THE CHILDREN'S SCHOOL

The preschool/kindergarten is part of the Education Department and is staffed by teachers certified in early childhood education. The Children's School provides Cabrini College education students with the opportunity for observation. In addition, Pre K-4 majors are often assigned to the school for student teaching and field work experiences.

MASTER OF EDUCATION DEGREE

The Pennsylvania Department of Education granted Cabrini College approval to offer a master of education degree in 1982. Cabrini's M.Ed. degree may be combined with teacher certification in Pre-K-4, special education PreK-8, or secondary education. The College also offers reading specialist certification for K-12. The program, approved by the Pennsylvania Department of Education, offers required and elected courses in education.

Persons interested in post-secondary work in education, including teacher certification, should be aware that certifications are offered on the undergraduate and graduate levels.

For additional information, consult the Graduate Catalog or contact the College's Office of Graduate Studies at 610-902-8500.

COURSE DESCRIPTIONS**EDU 171 Reading and Language Arts I**

This course provides an in-depth introduction to the theory, research and practice of language and literacy development from birth to age five. Students will assess language comprehension as evidenced in interviews and classroom settings and will focus on emergent literacy skills. Students will also complete a theme plan considering language development, and will interview parents and teachers on their thoughts on language development and research journal articles relevant to the course. The Pennsylvania Standards and key vocabulary related to the PRAXIS will be emphasized. Offered fall and spring. 3 credits

EDU 172 Reading and Language Arts II

This course provides an in-depth experience in the theory, research, and practice of teaching composed text and associated language arts (handwriting, spelling, grammar, listening, and speaking) skills to children in grades Pre K-4. Students will incorporate this knowledge of literacy development by writing lesson plans, curriculum, and instructional systems for learners in grades Pre K-4. Students, through class exercise, become aware of cultural differences in literacy development. Preliminary, formative, and summative assessments are designed to meet the individual needs of children. Offered spring. 3 credits

EDU 190 Peer Tutoring Seminar

The Peer Tutoring Seminar is a one-credit course designed to increase the effectiveness of peer tutors through examination of practical, philosophical and pedagogical issues associated with teaching adult learners through peer tutoring. The class will consist of three meetings, each three hours long, on evenings or Saturdays convenient for those enrolled. In addition, the course will include supervised peer tutoring sessions. Offered fall and spring. 1 credit

EDU 200 Sophomore English Language Learner Field Experience

During this placement, candidates will investigate the English Language Learner (ELL) needs of the community and students served by the placement school. Students will be asked to complete assignments reflecting their understanding of cultural awareness, instructional strategies, and assessments when planning lessons for ELL students. Candidates will keep a reflective journal after each field day to document their growth as a teacher who is knowledgeable about, comfortable with, and sensitive to the diverse needs of students in the classroom. Offered fall and spring. 1 credit

EDU 202 Sophomore Field Experience

All Pre K-4, middle level and special education majors participate in a regular Wednesday, full-day, field experience course during the sophomore year. Students are assigned an appropriate school and classroom. An education department faculty member provides assignments and supervision. Some seminar sessions are on campus; other assignments are in the field placement. Students are expected to become familiar with public or private school settings. Evaluations of settings, investigation of local school programs, and supervised work with pupils are encouraged. Cooperating teachers rate students' performance and make recommendations regarding students' acceptance into or rejection from the education department's certification programs. Students must meet the education department's acceptance GPA and file a data sheet and a copy of Praxis scores three (3) months prior to placement. Second semester sophomores must have passed a minimum of two PAPA exams. Grading standards are published in the Field Experience Handbook. Offered fall and spring. 1 credit

EDU 219 The Future and American Education (I)

The area of contemporary American government in which the citizen and the governing body interact most closely is usually the local public school system, and yet the nature of public schools and the way in which they function are often widely misunderstood. This course offers insights into how citizens can understand and relate to the public schools as they continue to play an important role in the shaping of the social, political and economic well-being of our communities, states and nation. This course is not open to elementary education majors. 3 credits

EDU 290 Level II Peer Tutoring Seminar

The Level II Peer Tutoring Seminar is a one-credit, 12-hour course of study designed to equip students to become classroom coaches (in-class peer tutors) for upper-level Engagements with the Common Good (ECG) courses. To prepare classroom coaches (tutors) to mentor their peers (tutees), three key questions orient this training: 1. What is social justice and how does it relate to my studies at Cabrini College? To my life? How will I help peers come to their own understanding of these important questions of the relationship of self to community? 2. What are some strategies and skills students need when working with community partners? That is, what does it mean to work collaboratively with others? 3. How

can writing and reading help me (and then me help my peers) express, expand, and share what we learn through community engagement? 1 credit

EDU 302 Junior Field Experience

All Pre K-4, middle level and special education majors participate in a regular Wednesday, full-day, field experience. Students are exposed to a variety of school settings during the course of the field placements. Regular College-based seminars and transportation to field assignments are the responsibility of the student. In addition to education department faculty supervision, the cooperating teacher at the field site evaluates the student's work and makes recommendations regarding the student's progress. To be accepted in the Education Department's certification program, students must be evaluated as satisfactory by the cooperating teacher and the faculty supervisor. Students must meet the education department's acceptance GPA and file a data sheet and a copy of Praxis scores three (3) months prior to placement. All PAPA exams must be passed and the student must be admitted into the education department as a certification student. See the Education Department Handbook for procedure for admission into the department. Grading standards are published in the Field Experience Handbook. Offered fall and spring. 1 credit

EDU 304 Foundations of Education

This course provides students with experience in the theories of psychology and learning development. Students will become acquainted with an organized body of scientific information in the field of educational psychology. The course will focus on the study of the human learner in diverse environments, the teaching-learning process and the evaluation of learning with current learning theories, research findings and their application to individual differences and diverse classroom experiences. Course topics include the teaching profession, school law and professional ethics, school funding, educational reform and major schools of educational philosophy. The instructional format of the course involves lecture presentations, frequent group discussion, debates, role playing, and group and individual student presentations. Offered fall and spring. 3 credits

EDU 308 Classroom Management Techniques

This course centers on the development of classroom management techniques which foster student success and promote positive student behavior. The course examines strategies for keeping students motivated and on task as well as techniques for working with disruptive students. Topics include the start of the school year, legal issues, effective teaching techniques, conflict resolution, behavior intervention strategies, and working with parents. The instructional format of the course involves lecture presentations, frequent group discussion, debates, role playing, and group and individual student presentations. Offered fall and spring. 3 credits

EDU 320 Middle-Level (4-8) Methods

This course centers on the development of classroom pedagogy and techniques designed for effective instructions at the 4-8

middle-level grades. The course examines specific instructional strategies, technologies, subject matter pedagogy, and assessment skills for the middle-level educator. Topics include the philosophy of the middle-level educator, student transitional issues, effective teaching techniques, and assessment skills. The instructional format of the course involves lecture presentations, frequent group discussion, debates, role playing, and group and individual student presentations. Offered fall and spring. 3 credits

EDU 330 Junior Special Education Field Experience

During this placement, candidates will develop a strong understanding of the role the classroom environment, lesson planning, differentiated teaching strategies, teacher philosophy and support personnel play in the success of struggling/advanced learners. Candidates will understand the Individualized Education Program (IEP) process and the various partnerships required for student success. Students will also complete assignments to demonstrate their knowledge of developing and presenting tiered lessons to meet the needs of a diverse classroom community. Offered fall and spring. 1 credit

EDU 363 Creative Arts - Music and Art

The pre-service teacher is introduced to methods, materials and activities for teaching art and music to children in pre-school through grade four. Students develop lesson plans, prepare materials and learn to integrate the arts into the core curriculum. materials, and learn to evaluate commercially developed curriculum materials. (Formerly entitled Creative Arts in Elementary Schools) Offered fall and spring. 3 credits

EDU 380 Theories and Activities I

This course stresses creating an environment conducive to healthy child development and learning. A historical review of events/trends in the education of young children as well as major education models will be reviewed. Further, all domains of a child's development, typical as well as atypical, will be discussed in light of individual language and cultural differences. A child's play will be considered the essential integrator of the curriculum. Planning to teach with an overview of techniques helpful in guiding children's autonomy will be another pivotal emphasis. Finally, all aspects of professionalism will be discussed. Offered fall and spring. 3 credits

EDU 381 Theories and Activities II

This course emphasizes teaching strategies and instructional planning for individuals and groups. Students will investigate current research in early childhood curriculum and program designs. Critical experiences (from birth through grade 4) that children need to prepare to learn and be successful in school will be delineated. Use of knowledge of content (language, early literacy, reading-writing connection, math foundations, science social studies, music, art, health, nutrition and safety) and pedagogical theory through the student's instructional delivery will be demonstrated. Further, crafting instructional goals which reflect PA standards and developing thematic units (which integrate the discipline within the educational curriculum) will also be required. Offered fall and spring. 3 credits

EDU 402 Pre-Student Teaching

This is the beginning of student teaching in which candidates teach small groups of students in schools and early learning settings under the supervision of a certified teacher. This field experience is a combination of individual tutorials, small group, and whole class instruction at the selected grade level over the course of the semester. Students work with materials that they have prepared and created for classroom instruction. Prerequisites: Admission into the Education Division; completion of sophomore and junior field experiences; successfully passed all PRAXIS I exams and fundamental subjects (for those areas of certification requiring this exam). NOTE: Minimum time requirement is 150 hours. Offered fall and spring. (Formerly entitled Senior Field Experiences.) 2 credits

EDU 406 Family, School and Community

Students review parent and community roles in the educational process. The essential investment parents assume in their child's growth and development is reviewed as well as a historical overview of family involvement. Effective communication strategies between the home, school and community (including collaborative leadership styles) will be stressed so that the congregate of talent will enhance early childhood programs. Critical issues regarding child rearing will be discussed with a particular focus on diversity, disabilities and abuse. Further, home and school-based programs will be examined, and the rights of students and teacher responsibility in advocating for the family will be emphasized. Offered fall and spring. 3 credits.

R-EDU 466 Undergraduate Research

This course offers an independent but directed collaborative course of study involving a specific research agenda in the discipline under departmental faculty supervision. Research projects typically require literature review, empirical analysis and a written report, poster or oral presentation of the completed research project. Prerequisite: Department approval. Offered fall, spring or summer. 1-3 credits

EDU 488 Internship

The internship is a nine- to fifteen-week practical experience designed to meet the career goals of the student who is a senior Educational Studies major. Each supervised internship requires a seven- to eight-week placement in which a student works with a qualified cooperating teacher and supervisor. Student interns simultaneously take EDU 493, Senior Seminar, and meet weekly on campus for seminar sessions and also to meet with their supervisor as a group. Students must apply six (6) months prior to the start of the internship semester (deadlines are January 30 for fall and winterim placements and May 30 for spring and summer placements). Grading procedures for the course are published in the Internship Handbook. This course is graded as pass/fail and limited to seniors only. Prerequisites: Required clearances (PA Child Abuse, PA Criminal History, FBI Criminal Check, TB test) and grade-point average (2.75). Offered fall, spring and summer. Variable 3-6 credits for internship

EDU 489 Internship

The internship is a nine- to fifteen-week practical experience designed to meet the career goals of the student who is a senior Educational Studies major. Each supervised internship requires a seven- to eight-week placement in which a student works with a qualified cooperating teacher and supervisor. Student interns simultaneously take EDU 493, Senior Seminar, and meet weekly on campus for seminar sessions and also to meet with their supervisor as a group. Students must apply six (6) months prior to the start of the internship semester (deadlines are January 30 for fall and winterim placements and May 30 for spring and summer placements). Grading procedures for the course are published in the Internship Handbook. This course is graded as pass/fail and limited to seniors only. Prerequisites: Required clearances (PA Child Abuse, PA Criminal History, FBI Criminal Check, TB test) and grade-point average (2.75). Offered fall, spring and summer. Variable 3-6 credits for internship

EDU 490 Student Teaching

Student teaching includes two seven-week sessions of actual teaching at a level appropriate for the certification being sought. The experience is supervised by the cooperating teacher and the College supervisor. Student teachers simultaneously take EDU 493, Senior Seminar, and meet weekly on campus for seminar sessions and meet with their supervisor as a group. Student must apply for student teaching six (6) months prior to the start of the student teaching semester (deadlines are January 30 for fall and winterim placements and May 30 for spring and summer placements). Grading procedures for the course are published in the Student Teaching Handbook. This course is graded as pass/fail. Prerequisites: Admission into the Education Division; completion of the sophomore, junior and senior field placements; attained a 3.0 grade point average; required clearances (PA Child Abuse, PA Criminal History, FBI Criminal Check, TB test); successfully completed all Praxis I and II exams. Offered fall, spring and summer. Variable 3-12 credits (consult with Director of Student Teaching to determine appropriate credits)

EDU 491 Student Teaching

Student teaching includes two seven-week sessions of actual teaching at a level appropriate for the certification being sought. The experience is supervised by the cooperating teacher and the College supervisor. Student teachers simultaneously take EDU 493, Senior Seminar, and meet weekly on campus for seminar sessions and meet with their supervisor as a group. Student must apply for student teaching six (6) months prior to the start of the student teaching semester (deadlines are January 30 for fall and winterim placements and May 30 for spring and summer placements). Grading procedures for the course are published in the Student Teaching Handbook. This course is graded as pass/fail. Prerequisites: Admission into the Education Division; completion of the sophomore, junior and senior field placements; attained a 3.0 grade point average; required clearances (PA Child Abuse, PA Criminal History, FBI Criminal Check, TB test); successfully

completed all Praxis I and II exams. Offered fall, spring and summer. Variable 3-12 credits (consult with Director of Student Teaching to determine appropriate credits)

EDU 492 Practicum in Education

Practicum is a field-based course of study designed to prepare experienced teachers for completing competencies in a new area of certification. Emphasis is on practical experience in the classroom. Practicum is limited to those completing second certification areas and/or having previous teaching experience. Prerequisite: limited to seniors. Students must meet the education department acceptance GPA and submit the application for student teaching to the director of student teaching one year prior to the start of the student teaching semester. Variable credits are based on students' prior experience and background. Grades are pass/fail and are not part of the GPA. Offered each fall and spring. 1-3 credits

EDU 493 Student Teaching Seminar

Student teaching includes weekly seminar meetings which are required and taken concurrently with student teaching. The sessions will provide an opportunity for each supervisor to meet with his/her whole group of student teachers each week. Additionally, this seminar will reinforce topics addressed throughout the teacher preparation program (e.g., assessment, school law) as well as address some new topics, such as how to handle evidence of child abuse, current issues in education, etc. Prerequisites: Admission to the Education Division; completion of sophomore, junior and senior fields; have at least a 3.0 GPA; clean clearances (PA Child Abuse, PA Criminal History, FBI Criminal Check, TB test); and successful completion of PRAXIS I and II exams. Offered fall and spring. 2 credits

EDU 499 Independent Study

Those who wish to pursue research or field work may submit plans to the area coordinator. Prerequisite: Approval of instructor, department chair, and dean for academic affairs. Fee. Offered each fall and spring. 1-3 credits, depending on the nature or complexity of the study.

REQUIREMENTS FOR THE MAJOR IN EDUCATIONAL STUDIES*

For general education requirements, consult pages 69-78 (34-48 credits). Education majors are required to complete ELE 386 and PHY 120 concurrently and ELE 387 and BIO 121 concurrently as their core requirements.

Education students should read the Internship Handbook to determine specific core requirements.

REQUIRED COURSES

CREDITS: MAJOR		
BIO 121	Life Science and Health for Teachers	3.5
EDU 171	Reading and Language Arts I	3

EDU 172	Reading and Language Arts II	3
EDU 304	Foundations of Education	3
EDU 320	Middle-Level (4-8) Methods	3
EDU 363	Creative Arts - Music and Arts	3
EDU 380	Theories and Activities I	3
EDU 381	Theories and Activities II	3
EDU 406	Family, School and Community	3
EDU 488	Internship+	6-12
EDU 493	Student Teaching Seminar	2
ELE 281	Teaching Social Studies and Social Justice	3
ELE 386	Teaching Methods for Elementary Science and Health I	1.5
ELE 387	Teaching Methods for Elementary Science and Health II	1.5
PHY 120	Physical Sciences for Elementary Teachers	3.5

RELATED FIELD REQUIREMENTS

CREDITS: MAJOR		
PED 289	Movement for Children	1
SPE 110	Introduction to Development Psychology and Learning Theory	3
SPE 302	Assessment I	3
SPE 320	Instructional Strategies for Learners with Diverse Needs	3
SPE 406	Assessment II & Professionalism	3
Electives, selected from any department(s)		11-31
Total credits for major		58-64

*Education majors who plan to teach in the parochial schools should take a minor in religious studies. Students who wish to teach in a daycare or preschool should take six (6) credits in early childhood education.

This major does not qualify the student for a Pennsylvania Instructional I teaching certificate. Please consult the education department faculty for standards for being certified in another state.

+Students who plan to teach in a classroom setting also must complete the following courses: ELE 471, Reading and Language Arts III; ELE 481, Math Discoveries; and EDU 308, Classroom Management Techniques.

Education:

Middle-Level (4-8) Education in English/Reading and Language Arts

OBJECTIVES

The middle-level education program provides the student with opportunities to acquire the skills, knowledge, and attitudes appropriate for teaching children English/Reading and Language in fourth through eighth grade.

Experiences are designed to develop students' understanding of human development and the teacher-student learning process, as well as the acquisition of skills necessary for utilizing technology in the planning of effective instruction.

Attention also is given to the evaluation and preparation of curriculum materials during the field experience and student teaching assignment.

See the education section on pages 116-118 for more information.

COURSE DESCRIPTIONS

(See Biology, Education, History, Political Science, Physics, Physical Education, Psychology, and Special Education for related course descriptions)

ELE 281 Teaching Social Studies and Social Justice

Readings and discussions during this course introduce concepts and basic skills in the elementary social studies curriculum. Students participate in simulations, role playing, and other methods for involving children in social studies. Textbooks, media, and/or computer software are evaluated. Students prepare lesson plans and assessment plans for the preschool and elementary learner. Social justice issues are discussed and researched, with a focus on multicultural education. Students, through class exercises, become aware of cultural identities, explore stereotyping and discrimination in education, and discover techniques for nurturing cultural strengths brought to school by children with diverse backgrounds. Offered fall and spring. 3 credits

ELE 386 Teaching Methods for Elementary Science and Health I

This course is designed to influence strategies for learning and teaching science. Learning is an active participant role for all ages. This class invites the student to become actively involved in the learning associated with acquiring science content knowledge and teaching science to students. The National Science Education Standards (NSES) state that "teachers must use an inquiry-based approach to teaching science." This course affords the opportunity to experience and model "hands-on/minds on" strategies to use in teaching inquiry-based science. In providing different strategies to teaching science, the students will be able to develop and refine instructional approaches that will meet the National and Pennsylvania Content Standards for Science and Technology, Environment and Ecology. (PHY 120 and ELE 386 are taken concurrently and offered only in the fall. ELE 387 and BIO 121 are required as the second semester counterpart to this course.) 1.5 credits

ELE 387 Teaching Methods for Elementary Science and Health II

This course is designed to influence student strategies for learning and teaching science. Learning is an active participant role for all ages. This class will invite the student become actively involved in the learning associated with acquiring science content knowledge and teaching science to students. The National Science Education Standards (NSES) state that "teachers must use an inquiry-based approach to teaching science." This course affords the opportunity to experience and model "hands-on/minds on" strategies to use in teaching inquiry-based science. In providing different strategies to teaching science, the students will be able to develop and refine instructional approaches that will meet the National and Pennsylvania Content Standards for Science and Technology, Environment and Ecology. (BIO 121 and ELE 387 are taken concurrently and offered only in the spring.) Prerequisites: ELE 386 and PHY 120. 1.5 credits

ELE 471 Reading and Language Arts III

This course of study deals with techniques of teaching reading and language arts including listening and speaking, language development, the reading process and the writing process. Children's literature including poetry, responding to literature, grammar, punctuation, reading assessments and current reading research will also be emphasized. Students will learn how to integrate the language arts in the content areas. The Pennsylvania Standards and key vocabulary related to the PRAXIS will be emphasized. Offered fall. 3 credits

ELE 481 Math Discoveries

This course will provide procedures, strategies, and curriculum materials to introduce and reinforce mathematical concepts to children in grades Pre K-4. Practical demonstrations and individual projects will be an important component of the course. Related fieldwork is recommended. this course is required for teacher certification. Offered fall. 3 credits

REQUIREMENTS FOR THE MAJOR IN MIDDLE-LEVEL (4-8) EDUCATION IN ENGLISH/READING AND LANGUAGE ARTS*

For general education requirements, consult pages 69-78 (34-48 credits). Education majors are required to complete ELE 386 and PHY 120 concurrently and ELE 387 and BIO 121 concurrently as their core requirements.

Education students should read the Field Experience Handbook to determine specific core requirements.

REQUIRED COURSES

		CREDITS: MAJOR
BIO 121	Life Science and Health for Teachers	3.5
EDU 171	Reading and Language Arts I	3
EDU 172	Reading and Language Arts II	3
EDU 200	Sophomore English Language Learner Field Experience	1
EDU 202	Sophomore Field Experience	1
EDU 302	Junior Field Experience	1
EDU 304	Foundations of Education	3
EDU 308	Classroom Management Techniques	3
EDU 320	Middle-Level (4-8) Methods	3
EDU 330	Junior Special Education Field Experience	1
EDU 402	Pre-Student Teaching	2
EDU 490	Student Teaching	3-12
EDU 493	Student Teaching Seminar	2
ELE 281	Teaching Social Studies and Social Justice	3
ELE 386	Teaching Methods for Elementary Science and Health I	1.5
ELE 387	Teaching Methods for Elementary Science and Health II	1.5
ELE 471	Reading and Language Arts III	3
ELE 481	Math Discoveries	3
PHY 120	Physical Sciences for Elementary Teachers	3.5
SPE 110	Introduction to Developmental Psychology and Learning Theory	3
SPE 320	Instructional Strategies for Learners with Diverse Needs	3

RELATED FIELD REQUIREMENTS

		CREDITS: MAJOR
BIO 171	Biological Perspectives of Environmental Science	3
ENG 307	Literature for Young Adults	3
ENG	English Electives	9
HIS 107	Survey of United States History I	3
HIS 108	Survey of United States History II	3
MAT 113	Modern College Mathematics I	3
MAT 114	Modern College Mathematics II	3
MAT 117	Algebra and Trigonometry	3
MAT	Mathematics Elective	3
PED 289	Movement for Children	1
SEC 303	Reading and Communication in Content Areas	3
POL 206	Comparative Government	3
Total credits for major		100

Education: Pre K-4

OBJECTIVES

The Pre K-4 program is designed to prepare students to make sound judgments concerning the needs, abilities, and behavior of young children and to plan curriculum, materials, and teaching strategies conducive for an effective learning environment in grades Pre K-4.

See the education section on pages 116-118 for more information.

COURSE DESCRIPTIONS

(See Biology, Education, Pre K-4, Physics, Physical Education, and Special Education with Pre K-8 for related course descriptions.)

REQUIREMENTS FOR PRE K-4 EDUCATION PROGRAM

For general education requirements, consult pages 69-78 (34-48 credits). Education majors are required to complete ELE 386 and PHY 120 concurrently and ELE 387 and BIO 121 concurrently as their core requirements.

Education students should read the Field Experience Handbook to determine specific core requirements.

REQUIRED COURSES

CREDITS: MAJOR		
BIO 121	Life Science and Health for Teachers	3.5
EDU 171	Reading and Language Arts I	3
EDU 172	Reading and Language Arts II	3
EDU 200	Sophomore English Language Learner Field Experience	1
EDU 202	Sophomore Field Experience	1
EDU 302	Junior Field Experience	1
EDU 304	Foundations of Education	3
EDU 308	Classroom Management Techniques	3
EDU 330	Junior Special Education Field Experience	1
EDU 380	Theories and Activities I	3
EDU 381	Theories and Activities II	3
EDU 402	Pre-Student Teaching	2
EDU 406	Family, School and Community	3
EDU 490	Student Teaching	3-12
ELE 281	Teaching Social Studies and Social Justice	3
ELE 386	Teaching Methods for Elementary Science and Health I	1.5

ELE 387	Teaching Methods for Elementary Science and Health II	1.5
ELE 471	Reading and Language Arts III	3
ELE 481	Math Discoveries	3
EDU 493	Student Teaching Seminar	2
PHY 120	Physical Science for Elementary Teachers	3.5

RELATED FIELD REQUIREMENTS

CREDITS: MAJOR		
PED 289	Movement for Children	1
SPE 110	Introduction to Developmental Psychology and Learning Theory	3
SPE 302	Assessment I	3
SPE 320	Instructional Strategies for Learners with Diverse Needs	3
SPE 406	Assessment II & Professionalism	3
Electives, selected from any department(s)		0-6
Total credits for major		71

Education: Secondary Education

OBJECTIVES

In cooperation with other academic departments, students can prepare to teach a content area on the secondary level (grades 7-12).

Majors include biology, chemistry, English, communication, mathematics and social studies (with a concentration in history). Students who major in Spanish may get K-12 certification in cooperation with Eastern University and must take three credits of linguistics in addition to the 39 credits listed here. Credit for student teaching and practicum is granted on a pass/fail basis.

For certification, students must complete the major/discipline course requirements, ECG 100, the College's math requirements, maintain a 3.0 GPA, and pass the appropriate PAPA and Praxis II exams.

Students take a professional sequence of education courses and participate in secondary school field experiences.

See the education section on pages 116-118 for more information.

COURSE DESCRIPTIONS

SEC 202 Secondary Field Experience in Secondary Education

All secondary education certification students participate in a weekly half day of fieldwork during both semesters of their sophomore year. Students observe, tutor and teach in secondary school settings. At the end of each semester, students submit a completed Field Experience Handbook and cooperating teacher evaluation to the secondary education supervisor. Students must meet the Education Department acceptance GPA and file data sheets three (3) months prior to the placement. Offered fall and spring. 1/2 credit each semester

SEC 210 Oral Communication for Professionals

This course is designed to equip students with the skills necessary to be effective creators, deliverers and analysts of effective oral communication and rhetoric. It will focus on both the effective use of voice and the effective communication design for the purpose of informing in classroom-like settings. This course will be especially useful for students who aspire to teach, to practice trial law or to conduct training/instructional experiences for groups. 3 credits

SEC 303 Reading and Communication in Content Areas

Students will be introduced to current theories, programs and practices in the pedagogy of reading, writing and speaking in secondary classrooms. Students will develop and implement effective classroom language-use strategies and activities for improving content understanding and for increasing higher-order thinking in content areas. Emphasis will be placed on

teaching students from different cultural backgrounds and English Language Learners. It is recommended that students enroll in this course in their junior year. 3 credits.

SEC 389 Seminar in Secondary Education

This course in instructional methods and practices includes lectures, discussions, readings, peer teaching, self-evaluation and curriculum planning projects. Special topics include American adolescence, cognition, cooperative and social learning, high school organization and structure, instructional technology, classroom management, learning styles, higher-order teaching strategies, student diversity, lesson and unit planning, assessment and professionalism. It is recommended that students enroll in this course in their senior year. 4 credits

SEC 402 Senior Field Experience in Secondary Education

During the first semester of the senior year, secondary education certification students must participate in a weekly full-day session in local secondary schools. Students observe and begin some tutoring and teaching responsibilities. Students submit a completed Field Experience Handbook and evaluation from the cooperating teacher. Students must meet the education department acceptance GPA and file data sheets three (3) months prior to the placement. Offered fall and spring. 2 credits

SEC 488 Secondary Internship

SEC 489 Secondary Internship

Senior educational studies majors are offered the opportunity to complete an internship in cooperation with an accredited private school. This is a supervised senior field experience. Each internship requires a placement of seven weeks, teaching under the supervision of a qualified cooperating teacher and College supervisor. Practicums continue throughout the semester with conferences, placement and certification procedures. Prerequisite: limited to seniors. Students must meet the education department acceptance GPA and submit the applications for placements to the director of student teaching six (6) months prior to the start of the internship semester. Grading procedures are published in the Internship Handbook. These courses are graded only as pass/fail. Offered each fall and spring. 6 credits

SEC 490 Student Teaching and Practicum

Student teaching and practicum involves 14 weeks of actual teaching in secondary schools under supervision of cooperating teacher and College supervisor. Practicum continues throughout the semester with conferences, placement and certification procedures discussed. Prerequisite: limited to seniors. Students must meet the education department acceptance GPA and submit the application for student teaching to the director of student teaching six (6) months prior to the start of the student teaching semester. Students

also must have the recommendation of the department chair of their respective major. Grading standards are published in the Student Teaching Handbook. This course is graded only as pass/fail. Offered each fall

SEC 499 Independent Study

Students wishing to pursue field-based research work may submit proposals to the area coordinator. Prerequisite: Approval of instructor, department chair, and dean for academic affairs. Fee. Offered fall and spring. 1-3 credits, depending on the nature or complexity of the study

REQUIREMENTS FOR SECONDARY EDUCATION MAJOR

Students also should follow the general education requirements for their individual major.

REQUIRED COURSES

CREDITS: MAJOR		
EDU 200	Sophomore English Language Learner Field Experience	1
EDU 304	Foundations of Education	3
SPE 110	Introduction to Developmental Psychology and Learning Theory	3
SPE 302	Assessment 1	3
SPE 320	Instructional Strategies for Learners with Diverse Needs	3
SEC 303	Reading and Communication in Content Areas	3
SEC 389	Seminar in Secondary Education	4
SEC 202	Secondary Field Experience in Secondary Education	1
EDU 330	Junior Special Education Field Experience	1
SEC 402	Senior Field Experience in Secondary Education	2
489	Methods in Subject Area	3
SEC 490	Student Teaching and Practicum	12
Total credits for certification		39

Note: Certification credit hour requirements may cause a student to exceed degree credit hour requirements. Students should read the Field Experience Handbook to determine specific requirements and consult with the secondary education coordinator and department chair.

Special Education Pre K-8

OBJECTIVES

The special education Pre K-8 curriculum prepares teachers to understand their professional roles, including the history and legal implications, and the nature of students with special needs. The program provides techniques for creating an educational environment where all students have equal opportunity to develop academically as well as socially. The curriculum stresses assessment, planning, including IEP development and implementation, evaluation, and instructional methods in relation to theories of growth, development, and basic learning theory. Teachers also learn to consider affective needs, to implement behavior management principles and to manage the learning environment.

The program meets the requirements for the Pennsylvania Department of Education Certificate, Teacher of the Mentally and/or Physically Handicapped. The Pennsylvania Department of Education has revised the Standards for Special Education Services and Programs. The special education teacher preparation program at Cabrini College will be adjusted to meet the changing standards.

During their first year, students are expected to volunteer on and off campus for social and recreation activities for people with special needs.

Beginning in the sophomore year, students participate in field experiences each Wednesday for the full day. Students are assigned to a variety of special education settings so that before entering the student teaching situation, each student will have participated in five different programs for exceptional children and adults. A fee will be assessed to those students requiring transportation to field sites. Seniors must arrange their own transportation during their student teaching semester. Cabrini College does not provide transportation during the student teaching semester.

Note: Some courses are offered only in evening or the late afternoon. Most special education courses are offered only one semester each year. Consider the sequence of course offerings when planning a complete program.

See the education section on pages 116-118 for more information.

COURSE DESCRIPTIONS

SPE 110 Introduction to Developmental Psychology and Learning Theory (I)

Students examine child development from conception through adolescence. Major theories of human development and learning are explored. Topics for discussion include motivation, critical milestones, and cultural diversity and trends. This course is open to education majors only. Offered fall and spring. 3 credits

SPE 205 Legal and Ethical Issues

Students will summarize historical foundations, major legislation, and major court cases and current issues related to special education. It also allows students to formulate discussion points on the issues of the day. This is a seminar course. Students are expected to carry much of the discussion and demonstrate an understanding of laws and policies regarding referral and placement for students with disabilities. The professor's role will be to facilitate and at times, initiate discussion. The syllabus is extensive. It is prepared in a way that allows students an opportunity to familiarize themselves with the issues and controversies of the day. Offered fall and spring. 3 credits

SPE 221 High Incidence Disabilities

This course assists students in becoming partners in teaching and cooperative learning structures. Students learn to assess learning styles of school-aged children with varying cognitive abilities, developmental and learning disabilities to achieve inclusive classrooms in our schools. Emphasis is placed on assessment and remediation techniques for school-aged populations in all curriculum areas. Students learn to plan, teach, and remediate learning problems of diverse populations while providing appropriate social and emotional support using appropriate multimedia technology. IEP development, lesson planning for inclusion, and overall achievement testing are addressed. Students participate in assessment and remediation methods in all curriculum areas. Fee. Offered fall. 3 credits

SPE 302 Assessment I

This course presents an introduction to assessment, particularly applicable to inclusive classroom settings. Application of individual and group techniques will be required. A primary emphasis will include identifying, administering and interpreting formative and summative screening as well as diagnostic assessment information in order to plan and implement effective differentiated instruction. Assessment of learning styles of school-aged children with varying cognitive abilities, and developmental and learning disabilities will be discussed. Remediation techniques in the areas of language arts and mathematics will be explored. Examination of informal and formal instruments which measure student aptitude, achievement, personality and adaptive functioning will be reviewed. Offered fall and spring. 3 credits

SPE 312 Autism Spectrum Disorders and Other Issues and Trends

This course focuses on current topical issues and trends related to students with special learning needs. Major components address placement, diversity, special education funding, parental involvement, least restrictive environment and usage of the Standards Aligned System. Offered fall and spring. 3 credits

SPE 320 Instructional Strategies for Learners with Diverse Needs

The course introduced general education teachers working with students in PreK to secondary classrooms to the needs of diverse learners. Strategies for the inclusion of children with disabilities and varying learning styles are addressed. Students study laws in relation to special education and learning to support families of diverse populations. Course topics include research-based curriculum and instructional strategies in the content areas, skills for accommodating and adapting instruction, and universal design and differentiation. The roles of assessment, progress monitoring and assistive and instructional technologies are also discussed. Offered fall and spring. 3 credits

SPE 360 Low Incidence Disabilities

Programming needs of children with moderate to severe handicaps in relationship to physical, emotional or mental development are explored. Developmental problems and handicapping conditions related to motor and perceptual problems are addressed. Students are required to use multimedia technology in their presentations. Offered fall and spring. 3 credits

SPE 406 Assessment II & Professionalism

This course presents the multiple-criteria approach to child study. Application of individual and group techniques as well as an in-depth case will be required. A primary emphasis will include identifying, administering and interpreting formative and summative screening as well as diagnostic assessment information in order to plan and implement effective differentiated instruction. Emphasis is placed on assessment and remediation techniques in the areas of language arts and mathematics. Examination of informal and formal instruments which measure student aptitude, achievement, behavior and personality will be reviewed and discussed. Offered fall and spring. 3 credits

SPE 488 Mild Internship / SPE 489 Severe Internship

Senior Educational Studies majors are offered the opportunity to complete an internship in cooperation with an accredited private school. This is a supervised senior field experience. Each internship requires a placement of seven weeks, teaching under the supervision of a qualified cooperating teacher and College supervisor. Practicums continue throughout the semester with conferences, placement and certification procedures. Prerequisite: limited to seniors. Students must meet the education department acceptance GPA and submit the applications for placements to the director of student teaching one year prior to the start of the internship semester. Grading procedures are published in the Internship Handbook. These courses are graded only as pass/fail. Offered each fall and spring. 6 credits

SPE 491 Student Teaching with Severe Intellectual Disabilities Population

Students spend half of the semester in a class for moderately, severely or profoundly handicapped students under approved supervision of cooperating teacher and College supervisor. Prerequisite: Approval of the special education faculty. Students must meet the education department acceptance GPA and submit the application for student teaching to the director of student teaching one year prior to the start of the student teaching semester. Grading standards are published in the Student Teaching Handbook. This course is graded only as pass/fail. Offered fall and spring. 6 credits

SPE 499 Independent Study

Those wishing to pursue research field work may submit plans to the area coordinator. Prerequisite: Approval of instructor, department chair and dean for academic affairs. Fee. Offered fall and spring. 1-3 credits, depending on the nature or complexity of the study

All coursework in education and related fields must be completed before beginning student teaching. No other courses may be taken with the student teaching semester. EDU 490 and SPE 491 constitute a full course load.

REQUIREMENTS FOR SPECIAL EDUCATION CERTIFICATION

For general education requirements, consult pages 69-78 (34-48 credits). Education majors are required to complete ELE 386 and PHY 120 concurrently and ELE 387 and BIO 121 concurrently as their core requirements. Education students should read the Field Experience Handbook to determine specific core requirements.

REQUIRED COURSES

		CREDITS
SPE 110	Introduction to Developmental Psychology and Learning Theory	3
SPE 205	Legal and Ethical Issues	3
SPE 221	High Incidence Disabilities	3
SPE 302	Assessment I	3
SPE 312	Autism Spectrum Disorders and Other Issues and Trends	3
SPE 320	Instructional Strategies for Learners with Diverse Needs	3
SPE 360	Low Incidence Disabilities	3
SPE 406	Assessment II & Professionalism	3
SPE 491	Student Teaching w/Severe Intellectual Disabilities Population	6

RELATED FIELD REQUIREMENTS

		CREDITS
BIO 121	Life Science and Health for Teachers	3.5
EDU 171	Reading and Language Arts I	3
EDU 172	Reading and Language Arts II	3
EDU 200	Sophomore English Language Learner Field Experience	1
EDU 202	Sophomore Field Experience	1
EDU 302	Junior Field Experience	1
EDU 304	Foundations of Education	3
EDU 308	Classroom Management Techniques	3
EDU 330	Junior Special Education Field Experience	1
EDU 380	Theories and Activities I	3
EDU 381	Theories and Activities II	3
EDU 402	Pre-Student Teaching	2
EDU 406	Family, School and Community	3
EDU 490	Student Teaching	6
EDU 493	Student Teaching Seminar	2
ELE 281	Teaching Social Studies and Social Justice	3
ELE 386	Teaching Methods for Elementary Science and Health I	1.5
ELE 387	Teaching Methods for Elementary Science and Health II	1.5
ELE 471	Reading and Language Arts III	3
ELE 481	Math Discoveries	3
PED 289	Movement for Children	1
PHY 120	Physical Sciences for Elementary Teachers	3.5
Electives, selected from any department(s)		0-9
Total credits for major		85

English

OBJECTIVES

Within the English Department, the course offerings serve four interrelated purposes:

1. English majors, whatever their focus or career aspirations, ought to be critical thinkers, lifelong learners, and display a commanding mastery of these qualities. English majors are trained to be shrewd interpreters of culture and practiced, articulate writers with skills transferable to any profession requiring eloquence of writing, speech, and thought.
2. English majors are mentored to display a comprehensive understanding of literary traditions, as well as the changes and challenges to those traditions posed by new perspectives and new media. As part of that awareness, majors are exposed to contemporary literary and cultural theory, as well as the signal achievements of literary artists past and present.
3. The Department of English fosters a distinctive culture of study and achievement within which a variety of educational and professional goals may be pursued including: careers in Secondary Education; graduate study in English or other disciplines; work in the business or non-profit worlds; entrance into professional schools of law and higher learning; or any career path in which strong analytical and communicative skills are prized.
4. English is an ideal choice for students looking not merely for interesting courses or concentrations within a major, but for a discipline to pair creatively with other majors or programs at the College.

Students majoring or minoring in English discover a world of invigorating intellectual experiences and future career opportunities. The important writing and information literacy instruction that students receive in our department are applicable to all fields of academic and professional endeavor at the College. While many English majors do follow more traditional paths, such as teaching or graduate study, today the range of professional uses to which an English major may be put is growing ever wider. Students committing themselves to English studies become thoughtful, analytical, and articulate professionals in all walks of life. From the corporate world to the publishing industry to the legal profession and beyond, English majors have in common essential and transferable skills that can be applied to any rewarding endeavor. These skills are derived in large part from English majors' encounters with ideas that require an appreciation of the nuances and ambiguities of human interaction. By learning to be critical readers of difficult texts, and by coming to grips with different voices and perspectives in those texts, English students become adaptable learners whose intellectual understanding can be applied to almost any vocation or line of work. The lifelong skills nurtured in the Department of English include: the capacity to

communicate effectively in written and oral form; the ability to absorb, synthesize, and relay insights to diverse audiences; and the proficiency to thrive in what is an increasingly information-driven age and economy.

English majors also may be certified in secondary education and prepared to teach English on the secondary level. (See chart on page 123 for additional information.)

ENGLISH CONCENTRATIONS

English majors, at their option, may focus on one or more concentrations within the department. These optional, specialized areas of study are offered to focus student work in the major and include: a) Film and Media Studies, b) Theater, c) Women's Studies, and d) Writing. Specific requirements are outlined below for each concentration; each concentration requires the dedication of a minimum of 12 elective credits to a course of study developed by the student in consultation with the student's faculty advisor. Note that the required course in each concentration is ideally taken first; however, students are permitted to take their concentration courses in any order given their scheduling needs and interests. While some courses listed here count towards more than one concentration, students pursuing two or more concentrations may only count a given course toward one such concentration. At the discretion of the English department chair, courses other than those listed here may be approved as counting towards an English concentration.

A. CONCENTRATION IN FILM AND MEDIA STUDIES

REQUIRED:

ENG 213	The Aesthetics of Film
plus any three courses from the following:	
ENG 206	Film History: The First 50 Years
ENG 208	Film History: The Last 60 Years
ENG 228	Social Realism in Literature and the Media
ENG 263	Book to Film
ENG 335	Images of Women in Literature and Media
ENG 342	The Politics of Film
ENG 343	The Art of Film Directing
H-ENG 344	Honors English: Television as Narrative Art
ENG 345	Film Genre: A Work in Progress
ENG 380	Scriptwriting
ENG 201/301	Special Topics in Literature courses as approved by the department chair

B. CONCENTRATION IN THEATER**REQUIRED:**

ENG 280 Acting OR ENG 380 Scriptwriting OR
ENG 384 Theater Directing

plus any three courses from the following:

ENG 275 Drama
ENG 280 Acting (if this is not counted as the required course)
ENG 340 Public Speaking
ENG 380 Scriptwriting (if this is not counted as the required course)
ENG 382 Theater Practicum
ENG 384 Theater Directing (if this is not counted as the required course)
ENG 385 Musical Theater
ENG 387 Acting in New Plays
ENG 388 Advanced Acting
ENG 201/301 Special Topics in Literature courses

as approved by the department chair

C. CONCENTRATION IN WOMEN'S STUDIES**REQUIRED:**

ENG 253 Bodies of Literature: Women's Studies in the Arts and Humanities

plus any three courses from the following:

ENG 328 Asian American Women Writers
ENG 329 Women and Sexuality
H-ENG 330 Honors English: Theorizing Beauty in Literature and Culture
ENG 335 Images of Women in Literature and Media
ENG 336 African-American Women Writers
ENG 338 Feminist Theory and Gender Studies
ENG 339 Toni Morrison
ENG 201/301 Special Topics in Literature courses

as approved by the department chair

D. CONCENTRATION IN WRITING**REQUIRED:**

ENG 207 The Creative Eye: Writing with Style

plus any three courses from the following
(or the equivalent of 9 credits):

ENG 220 Creative Writing
ENG 221 The Writing Process (the required course for writing center tutors)
ENG 222 Writing Center Practicum (1 credit offering)
ENG 225 Experiential Poetry: Writing in the World
ENG 306 Advanced Creative Writing
ENG 356 Woodcrest Practicum (1 credit offering)
ENG 378 Literary Journalism
ENG 380 Scriptwriting
ENG 420 Writing, Editing and Publishing
ENG 201/301 Special Topics in Literature courses

as approved by the department chair

ENGLISH HONORS PROGRAM

Students who meet the following English Department requirements will graduate with honors in the major: 1) a minimum cumulative GPA in English of 3.5; 2) a minimum cumulative overall GPA of 3.0; 3) active membership in Lambda Iota Tau, the national honorary society for literature; and 4) presentation of the student's capstone paper or some other independent research project in a public forum. The public presentation may include, but is not limited to, an oral or poster presentation of the paper or project as part of the College's Undergraduate Arts, Research and Scholarship Symposium, publication of creative work in the Woodcrest magazine, or presentation before the SEPCHE Honors colloquium.

SPECIAL REQUIREMENTS

A GPA of 2.33 (C+) is required in English for the major or minor. No course with a grade of 'D+' or lower is counted toward the major.

COURSE DESCRIPTIONS

Courses at the 200-level are open to all students as electives. While 300-level courses are designed for majors and minors, non-majors are eligible to take these courses as elective and core requirements where appropriate. All 200- and 300-level courses in the Department of English are writing intensive and represent an excellent learning opportunity for any student, regardless of ability, who wants to develop this essential proficiency.

ENG 100 Introduction to Basic Writing

ENG 100 is a developmental writing course that introduces students to the fundamentals of composition including: considerations of audience, thesis development, organization of ideas, methods of argument, revision, and copy-editing for grammatical correctness. Assignments include common forms of college writing—such as the personal, expository, and argumentative essays—designed to support student writing in other academic courses. The use of various instructional modalities (including computer-based instruction) will apply. Course does not fulfill the College writing requirement. Students are not allowed to withdraw from the course, except in cases of documented exigencies. Permission of the English department chair is required for withdrawal. Offered fall and spring. 3 credits

ENG 201 Special Topics in Humanities

This course investigates a wide variety of humanities topics. Topics and themes are determined each semester by the instructor and explored through both literature and other media (e.g., film, television, art, music). Interdepartmental credit may be granted in cooperation with other departments and majors, subject to approval. 3 credits

ENG 206 Film History: The First 50 Years

Film is a unique art form, a revolutionary mode of communication, and an expansive industrial enterprise that has made an indelible mark on world culture since its introduction at the end of the nineteenth century. In part, this course is a chronological journey through world cinema's first half-century, though it also requires students to think critically about the themes and aesthetics of the films, movements, and national cinemas discussed, and how they at once helped to shape and were products of the cultural, historical, and industrial moments in which they were made. Topics include cinema's precursors, early documentary forms, the emergence of sound cinema, German expressionism, and early Hollywood classics. 3 credits

ENG 207 The Creative Eye: Writing with Style

This class is about the craft of writing. Students will read mostly contemporary essays to study how an author's subject—and a reader's understanding of it—can be shaped and illuminated by diction, syntax, tone, form and structure. Through assigned readings, students will explore how techniques such as description, dialogue, digression, anecdote, narrative and setting are used to convey information with power and style. Students will take the insights gleaned from class readings and discussion and apply them to their own writing projects. As a result, students in The Creative Eye will become more accomplished writers capable of producing sophisticated and compelling written work. 3 credits

ENG 208 Film History: The Last 60 Years

Film is a unique art form, a revolutionary mode of communication, and an expansive industrial enterprise that has made an indelible mark on world culture since its introduction

at the end of the nineteenth century. In part, this course is a chronological journey through world cinema after World War II, though it also requires students to think critically about the themes and aesthetics of the films, movements, and national cinemas discussed, and how they at once helped to shape and were products of the cultural, historical, and industrial moments in which they were made. Topics include Italian neorealism, film noir, the Hollywood blacklist, the French new wave, and new Hollywood. 3 credits

ENG 210 Alienation: The Literature of Love and Longing (V)

This "Values" course explores alienation in the modern and postmodern worlds. Students will investigate how the experience of a profound loss of meaning is articulated and communicated via literature, art, philosophy, the media, and other cultural expressions. The course will examine how love and longing together contribute to the complex nature of human relationships and the experience of anxiety and alienation in the contemporary era. 3 credits

ENG 211 Modern Literature: A Question of Values (V)

This "Values" course examines texts (e.g., novels, short stories, non-fiction, and film) to survey the remarkably diverse assumptions that have defined good and evil in the last 100 years. Through a rigorous sequence of reading and writing assignments, students in this course will develop a more informed appreciation of the contemporary world-view and the expressive forces (social, cultural, religious, political) that shape it. 3 credits

ENG 212 The Hero (V)

Through the lens of literature, film, and cultural politics, this "Values" course critically interrogates the ideology of heroism from the ancient world to the present. It explores how notions of heroism have been transformed in response to the implicit and explicit assumptions that define our evolving ideas of greatness. Both western and non-western ideals will be examined. 3 credits

ENG 213 The Aesthetics of Film (A)

Film is a unique art form with its own language, techniques, and practitioners. In this "Aesthetics" class students will learn to become engaged with and think critically about film as film—as well as how to communicate clearly, thoughtfully, and convincingly about it. Students will learn the language of film and be introduced to some of the techniques by which we, as both viewers and scholars, interpret film. Topics include aspects of film aesthetics such as cinematography, acting, editing, sound, and screenplays. 3 credits

ENG 215 Voices of Other Cultures (I)

This "Individual and Society" course explores other cultures as a way of enriching our sense both of where we come from as interpreters of culture and where others find themselves in the

dynamic process of coming to terms with the world. The course is a passport to understanding cultural paradigms different from our own through novels, short stories, essays, films, and cross-cultural activities. A fieldwork project investigating one or more aspects of cultural difference is required. 3 credits

ENG 216 Folklife Studies

This course is an introduction to everyday artistry around the world. It explores how food, architecture, festivals, games, beliefs, landscapes, and narratives can be read as cultural texts and what these texts mean to cultural insiders and outsiders alike. Because much of the course deals with the breadth of vernacular culture, course participants will write several papers and read several specific book-length studies to gain depth in the field. Additionally, course participants will conduct a small-scale fieldwork project. 3 credits

ENG 217 Myths, Folktales, and Legends

In this folklore and folklife studies course, students will be exposed to familiar cultural texts (popular fairytales and legends), as well as texts that will seem exotic because they are produced in cultures removed from our own. In both cases, students will encounter narratives that are startlingly different and yet eerily the same—narratives that suggest there are common cultural characteristics that bind us to our fellow man. Looking for these connections—and understanding them in their specific social, political, and historical contexts—will enlighten students to the diversity that exists within the human family around the globe and throughout time. 3 credits

ENG 219 Contemporary African-American Literature (I)

Students in this “Individual and Society” course explore fiction, drama, essays, and poetry by twentieth and twenty-first-century African-American authors. Students will develop a critical appreciation for the role of diversity in American cultural life through an examination of essential texts in the African-American tradition. 3 credits

ENG 220 Creative Writing (A)

Students enrolled in this course create poetry and prose for Woodcrest, the literary and visual arts journal of the Cabrini College Department of English. This “Aesthetics” course, conducted as a workshop, assists students in bringing their writing from conception through publication. As one would expect in a creative writing class, students will be asked to both write and evaluate their work in a cooperative setting. Students will additionally support editorial staff for the magazine and will have the opportunity to participate in all phases of its production. 3 credits

ENG/COM 221 The Writing Process: Theory and Tutoring

In order to prepare students for careers in secondary English education, this course addresses critical components of written English. Students will practice various modes of writing as a means to strengthen their understanding and experience of writing as a process; improve their consideration of audience

and purpose; provide evaluative feedback on drafts; and strengthen skills in grammar, mechanics, and usage. By studying research on writing, analyzing one’s own writing and that of others, and tutoring students in the Writing Center, students in this course will improve their own writing and help others to improve theirs. Offered each spring. 3 credits

ENG 222 Writing Center Practicum

Advanced work in tutoring students in the Writing Center. Course may be repeated for credit. Prerequisite: ENG/COM 221. Offered fall and spring. Credit to be arranged

ENG 225 Experiential Poetry: Writing in the World (A)

Over the course of the semester, students in Experiential Poetry will study various schools of poetry and produce their own poems based on these models. This “Aesthetics” course is organized around a series of field trips to Philadelphia area cultural attractions (including the Brandywine River Museum, the Wharton Esherick Museum, and Longwood Gardens) with the expectation that these experiences, coupled with students’ own personal journeys, will help them to make the connection between art, life, and inspiration. Designed as an experiential course, students will be encouraged to ask questions about how other poets and artists found inspiration and meaning in their work, as students are themselves experimenting with the art of creative writing. 3 credits

ENG 228 Social Realism in Literature and the Media (I)

This “Individual and Society” course looks at social realism as an artistic mode and philosophical approach to subjects, themes, and social issues that most people do not wish to acknowledge, let alone see or transform. The raw materials of this course are literary and media representations of socio-economic and political injustices that would otherwise go unnoticed or misunderstood. These materials can include novels, journalism, music, film, or television; non-fiction works in other disciplines (sociological studies, etc.) may be incorporated. Contemporary materials also may be complemented with historical examples. 3 credits

ENG 229 Immigrant Authors: The Literature of Transition (I)

This “Individual and Society” course focuses on the culture shock experienced by immigrants to America and on the tension between foreign-born parents and their American-born children. Many of the readings reveal the conflicts generated by the parents’ desire to hold on to their homeland’s culture as opposed to their American-born children who, in the face of discrimination, struggle to become assimilated into mainstream American life. 3 credits

ENG 253 Bodies of Literature: Women’s Studies in the Arts and Humanities (H)

In this “Heritage” course students will survey many women’s studies issues, such as work, sexuality, violence, and gender roles. By examining the tradition of women’s writing,

deconstructing the controlling images of women in the media, and analyzing how women define their experiences through language, we will contemplate how a tradition of women's literature has evolved—one that both reflects and impacts the place of women in contemporary Western and non-Western societies. 3 credits

ENG 254 African-American Literature (H)

In this "Heritage" course students will trace the ethos of African-American literature from roughly pre-Civil War to the present day by examining a variety of genres, such as narratives of slavery, poetry of the Harlem Renaissance, protest essays of the Black Arts Movement, and modern African-American novels. Throughout the semester we will focus on the cultural importance of literary, artistic, and musical production and consumption throughout African-American history. 3 credits

ENG 263 Book to Film (A)

This "Aesthetics" course helps students develop an appreciation of contemporary film adaptations and the literary texts on which they are based. Screening of films by both American and foreign directors will complement course discussion and writing about screenplay adaptations of literary sources, the novels and short stories students will read in this class. 3 credits

ENG 273 The Epic (H)

This "Heritage" course introduces students to literary epics drawn from diverse cultural contexts, historical moments, and creative traditions. Attention will be given not only to the literary dimensions of the epic, but also to the epic's role as an anthropological touchstone and artifact. Read and interpreted closely, epics reveal the ideological assumptions and cultural practices of the societies that gave rise to them. Examples of the kinds of texts read in this course include, but are not limited to: Homer's *Odyssey*, Virgil's *Aeneid*, Tasso's *Jerusalem Delivered*, Eliot's *The Waste Land*, and other texts that aspire to the epic form and scope. 3 credits

ENG 274 The Short Story (H)

In this "Heritage" course students will read short stories focusing on the art of storytelling and the defining characteristics of the genre as it has manifested in a variety of historical and social contexts. Students will have the opportunity to screen cinematic interpretations of some stories, and will consider how different narrative styles contribute to the ethos of the genre, as well as explore the historical dimensions of literary practice. In addition to the course reading, students will concentrate on a single short story writer of their choice for purposes of guided research. 3 credits

ENG 275 Drama (H)

In this "Heritage" course students study several classic plays from the dramatic heritage of Western civilization. Students will explore the impact of the theatrical traditions those plays

represent, especially as they impact American drama, culture and history. Students will additionally explore American theatrical works that are unique to and illuminate our national life and art. 3 credits

ENG 276 Poetry (H)

This "Heritage" course focuses on the history of poetry. Students read a wide range of poems in order to understand how the formal principles of poetic composition have been used to reflect specific historical and cultural contexts. Students in this course also will come to see how everything from religious liturgy to pop and rap lyrics is a function of poetic innovation. Select examples will be drawn from a variety of periods and authors to illustrate the remarkable influence of poetry in various media. 3 credits

ENG 277 The Novel (H)

This "Heritage" course treats the history and development of the novel as a genre with its own distinctive features. Novels from a range of national traditions and historical periods will be read with an eye toward how the novel form reflects both aesthetic choices and cultural contexts. Different sub-genres of the novel (e.g., stream of consciousness, historical, romance, psychological, detective) will also be explored with the aim of placing each within the broader historical traditions of world literature. 3 credits

ENG 280 Acting (A)

This "Aesthetics" course provides an introduction to the art of acting and the College Theater Program. Emphasis is placed on developing self-awareness of and confidence in physical relaxation, vocal production, concentration, and imagination. Students work on freeing inhibitions, creative exploration, basic acting fundamentals, and beginning characterization. 3 credits

ENG 289/CCA 213 On Stage—Live (A)

This "Aesthetics" course offers an experiential study of contemporary English-speaking theatre. In a series of weekly on-campus seminars in the spring semester, students will explore the traditions and nature of British and American theatre. The course will culminate with a week of seminars and performances in London during which students will experience and analyze a variety of dramatic and musical-dramatic works from both the West End and Broadway. 3 credits

ENG 290 Literary Theory and Cultural Studies

This cornerstone course provides an introduction to key concepts and developments in contemporary literary theory, from the "linguistic turn" to deconstruction, new historicism, and beyond. Students in the course also will meet the interdisciplinary challenges posed by "cultural studies" as a new mode of analysis that can be brought to bear not only on literature, but on other cultural "texts" such as films, television, the Internet, music, "found artifacts," school textbooks,

marketing campaigns, and many other products of high or popular culture. In the course of wrestling with these various perspectives, students will be exposed to a range of classical, modern, and postmodern contributions to the most essential and heated debates in the humanities today. This course will also train students in the essentials of research methods and information literacy in the discipline. 3 credits

H-ENG 292 Honors English: Reacting to the Past: Advanced Master Class

This course engages students in “Reacting to the Past,” a teaching method developed originally at Barnard College and now used in college classrooms across the country. “Reacting” calls on students to play out the parts of historical figures in key moments of cultural and political crisis. Students inhabit their roles, getting into the minds and hearts of those historical individuals they portray. Public speaking and writing “in character” are essential features of the “reacting” method. This course is primarily designed for veterans of “reacting” who have worked with the pedagogy in other courses; however, motivated students who are new to “Reacting” are also welcome. Course enrollment is limited to Honors students. 3 credits

ENG 299 Sophomore Professional Development Seminar

This course assists students in thinking critically about their place within the field of English and will allow students to develop a greater understanding of the various career options available to English and English education majors. The class will develop practical skills such as resume/vita and cover letter writing, as well as introduce proven job search strategies. This course serves as a primer for the Senior Capstone course and prepares students for entering either the work force, professional school, or graduate study in the humanities. 1 credit

ENG 301 Special Topics in Literature

This course investigates a wide variety of humanities topics at an advanced level with English majors and minors specifically in mind. Topics and themes are determined each semester by the instructor and explored through both literature and other media (e.g., film, television, art, music). The work of single authors—such as Toni Morrison, Samuel Beckett, and Dante—are sometimes explored in detail. Interdepartmental credit may be granted in cooperation with other departments and majors, subject to approval. 3 credits

ENG 302 British Literature I: Old English to Neoclassic (H)

This “Heritage” survey course introduces students to the complexities of the English literary tradition, from its origins to the eighteenth century, with significant attention paid to medieval and early modern England. Particular emphasis will be placed on the historical and social contexts of literary production over a range of representative genres and periods.

As students explore the possibilities of literary history and textual analysis, they will take into account their own distance from the texts at hand, be it temporal, cultural, or linguistic. Students are introduced to some of the most important English authors including Chaucer, Shakespeare, Donne, Milton, Pope, and Swift. Offered each fall. 3 credits

H-ENG 305 Honors English: Creation, the Fall and Redemption in Poetry, Painting, and Music

Throughout the centuries, biblical stories have been the inspiration for great art in a variety of media, most especially literature, music, and the visual arts. This course will focus on the story of the Creation, the Fall, and Redemption as it is treated in John Milton’s *Paradise Lost*, George F. Handel’s *Messiah*, the paintings of William Blake and Gustave Dore, and other artistic interpretations of both Old and New Testament biblical narratives. Course enrollment is limited to Honors students. 3 credits

ENG 306 Advanced Creative Writing

Students enrolled in Advanced Creative Writing will have the opportunity to both write and evaluate (critique) poetry and prose in a rigorous setting. Students in the course will undertake discussion of one another’s work for the purpose of our shared enrichment. Class discussion also will focus on guided reading of poetry and prose by sage and contemporary writers of note, as well as writing about the world of small press publication in the arts. We will interrogate the assumptions that prescribe our responses to the literary arts in the attempt to introduce your work into the public sphere (e.g., readings and publication). 3 credits

ENG 307 Literature for Young Adults

This course offers a survey of literature appropriate to the secondary school curriculum. The course is designed primarily for students seeking certification in secondary education in English. This course does not fulfill a major requirement for students who are not pursuing a career in secondary education. Offered each fall. 3 credits

ENG 313 Chaucer

From courtly to earthly and in between, Chaucer’s wise and witty portrayals of the human comedy have enriched and entertained readers for centuries. Students read from the *Book of the Duchess*, *The Canterbury Tales*, and *Troilus and Criseyde*. Students also will gain an appreciation for Middle English as it is experienced through their encounter with these works. 3 credits

H-ENG/HIS 314 Honors English/History: The European Renaissance (H)

This Honors “Heritage” course provides a detailed examination of the European Renaissance from its Italian origins to its unique manifestation in the literature and culture of England. Students will explore the dynamic cultural history of a

watershed moment in the transformation of the western world. They will interrogate important yet controversial notions of art, culture, and historical periodization—seen through the linked lenses of primary, secondary, and interdisciplinary sources. Course enrollment is limited to Honors students. 3 credits

ENG 315 Shakespeare

Students in this course will read, analyze, and discuss the major poems and plays of this renowned English author. Students will develop their own interpretations after comparing and contrasting the interpretations of various directors, actors, and critics of Shakespeare's work. Students will explore the context of Shakespeare's time as it relates to their understanding of his broad contributions to the arts. Offered each fall. 3 credits

ENG 316 Milton

This course aims at a historically informed understanding of one of English literature's most controversial poetic innovators, John Milton. We will not only read Milton's poetic masterpieces such as *Paradise Lost* and *Samson Agonistes*, but we will also examine his political prose and his career in the Republican regime of Cromwell. A key goal will be to contextualize Milton's literary efforts by looking at other political writing of the period. The course also will touch on subsequent appropriations of Milton in literature and film. 3 credits

ENG 319 Romantic Literature

Every list of favorite, most often quoted, and best-known poems includes works by the poets read in this course. The course reviews the major romantic poets (including Blake, Wordsworth, Shelley, Byron, Coleridge, Keats) and Mary Shelley's *Frankenstein*—and introduces students to the broad nineteenth-century cultural movement that inspired a later generation of modernist artists and writers in England, America, and Europe. 3 credits

ENG 321 Contemporary British Literature

This course encompasses representative examples of the major works by English, Irish, Scottish, and Welsh writers from approximately 1945 through the present. Students will consider the extent to which twentieth-century British authors were influenced by the international modernist movement, while still retaining the distinctive character of their national literary tradition(s). 3 credits

ENG 323 British Literature II: Romantic, Victorian and Modern (H)

This "Heritage" survey course introduces students to the complexities of the English literary tradition, from the Romantic and Victorian periods to the groundbreaking revolutions in literary practice that emerge in the modernist era. Particular emphasis will be placed on the historical and social contexts of literary production over a range of representative genres

and periods. As students explore the possibilities of literary history and textual analysis, they will take into account their own distance from the texts at hand, be it temporal, cultural, or linguistic. Representative authors include Wordsworth, Shelley, Coleridge, James, Yeats, and Eliot. 3 credits

ENG 328 Asian American Women Writers

This women's studies class will focus on the idea of femininity and of a woman's place in the family and in society from an Asian perspective. Students will read Asian American authors such as Maxine Hong Kingston, Amy Tan, Hisaye Yamamoto, Genny Lim, Velina Hasu Houston, Wakako Yamamuchi, Elizabeth Wong, and others. Students will read short stories, novels, poetry, plays, and will examine film adaptations of some of our readings. Through reading, class discussion, and opportunities for undergraduate research, students will develop an appreciation for Asian American women's unique contributions to world literature. 3 credits

ENG 329 Women and Sexuality

In this women's studies class, students will explore how women's sexuality has been a site of abuse, reproduction, pleasure, political control, perversion, and subversive agency. Students will consider how theories and viewpoints on women's sexuality and violence against women are shaped by cultural assumptions about race, class, gender, religion, and sexual orientation. The course will engage the study of theoretical texts like Foucault's *The History of Sexuality*, literature like Hawthorne's *The Scarlet Letter* and Kate Chopin's "The Storm," and current issues in women's sexuality such as human trafficking and sex work that has enslaved millions of young women worldwide. 3 credits

H-ENG 330 Honors English: Theorizing Beauty in Literature and Culture (I)

In this "Individual and Society" course students will examine various arguments about what and who defines beauty in America. Students will also explore how a culturally constructed standard of beauty becomes complicated by questions about race, class, and gender. Student researchers will gather data on subjects such as the impact of media on perceptions of physical attractiveness, body satisfaction in different cultures, and the relationship between beauty and justice. The class will develop a consensus theory of beauty that will be applied to texts—material and literary—to see how those texts both express and shape an evolving culture of beauty in America. Course enrollment is limited to Honors students. 3 credits

ENG 335 Images of Women in Literature and Media

This course will focus on typical portrayals of women in literature and the media, such as woman as wife and mother, woman as sex object, woman as artist, and woman as professional. Readings will include classic and controversial portrayals of women such as Blanche DuBois in *A Streetcar Named Desire* and Nora Helmer in *A Doll's House*. Through works by well-known and little-known male and female writers, students will come to appreciate the evolving and multiple roles available to women over time. 3 credits

ENG 336 African-American Women Writers

This course will focus on archetypal African-American women writers such as Toni Morrison, Alice Walker, Maya Angelou, and Gloria Naylor. Students will read novels, short stories, poems, and essays to gain an understanding of the importance of these significant women of color and their influence upon the fabric of American life. 3 credits

ENG 338 Feminist Theory and Gender Studies

This theory course will examine several frameworks for thinking about sex, gender, and power that inform the scholarship of Women's Studies. Students will study the theoretical essays that reflect the multiple waves of feminism, along with key texts about gender and queer theories. Examining key feminist debates regarding race, class, essentialism, and the politics of sameness and difference, students will have the opportunity to apply theoretical texts to their reading of literature, art, and film. 3 credits

ENG 339 Toni Morrison

In this course, students will read the work of the first African-American woman to win the Nobel Prize in literature, Toni Morrison. Students will critically study her texts in light of Black feminist theory, new historicism, cultural studies, psychoanalysis, and contextually in popular reception. By examining the recurring themes in her novels such as (re) memory, migration, good vs. evil, community responsibility, and loss of innocence, students will develop an appreciation for Morrison's contributions to modern literature. 3 credits

ENG 340 Public Speaking

This course reviews basic skills of speech composition and delivery. Students learn about audience analysis, organization and outlining, and the effective use of non-verbal materials for different types of vocal presentations. These techniques are applicable to a variety of settings in business or education. Student progress is enhanced by periodic instructor evaluation, peer feedback, and frequent recording of speeches. 3 credits

ENG 342 The Politics of Film

This course explores films that are themselves controversial or ideological—some obviously, others less so. Beyond individual examples, we will examine the nature of film as a medium for political discourse, as well as the politics of film production, distribution, and interpretation. 3 credits

ENG 343 The Art of Film Directing

This course explores the art of film direction through a close analysis of the career of one or more of the masters of world cinema. The directors studied will vary each time the course is offered, and the course can be repeated by interested students. Examples include, but are not limited to: Welles, Kubrick, Hitchcock, the Coen Brothers, Scorsese, Fellini, Kurosawa, Herzog, Almodovar, Bergman, Godard, and Kiarostami. Directors selected in a given term will be assessed in terms of technical innovation, cultural and political significance, and key trends in the history of national and international cinema. 3 credits

H-ENG 344 Honors English: Television as Narrative Art

From the 1990s to the present, critics and scholars have noted a revolution in long-form storytelling on television, both in drama and comedy. Groundbreaking and ambitious series such as *The Sopranos*, *Seinfeld*, *Six Feet Under*, *Arrested Development*, *Deadwood*, *The Wire*, *24*, *Lost*, and *Mad Men* have irrevocably transformed the media landscape. What many have termed a new "golden age" of television has emerged to challenge the traditional artistic dominance of cinema. We now find television, at its best, claiming the status of art and discovering in its narratives the richness of character and plotting once assumed to be the domain of novels. This course endeavors a scholarly appraisal of television, with special attention to how the medium not only emulates literary narrative, but is in fact transforming narrative as we know it. Course enrollment is limited to Honors students. 3 credits

ENG 345 Film Genre: A Work in Progress

This course assesses the evolution and influence of a particular film genre, with special attention paid to the difficulties of defining and working within a genre. The genre studied will vary each time the course is offered, and the course can be repeated by interested students. Examples include, but are not limited to: film noir, documentary, the period film, cyberpunk, comedy, the political thriller, the war film, western, superhero film, science fiction and fantasy, and the gangster film. In each case, the ways in which genres cross-pollinate and transform one another will also be explored. 3 credits

ENG 350 Early American Literature

The course reviews major texts from early Spanish, French, and British colonization of the Americas, the Puritan period, the Virginia experience, the American Revolution, and the early Republic. In each semester, the course will focus on a unique facet of the American literary tradition, such as indigenous voices, slave narratives, the sermon, and political tracts. 3 credits

ENG 351 Nineteenth Century American Literature (H)

In this "Heritage" course students will examine American literature in the nineteenth century to discover the literary practices that distinguish nineteenth-century American writers from their English and European counterparts. Classic

American writers like Washington Irving, Nathaniel Hawthorne, Ralph Waldo Emerson, Walt Whitman, and Emily Dickinson will be studied, as will signature historical events influencing writers of the American Romantic period. 3 credits

ENG 352 Modern American Literature (H)

This “Heritage” course examines American literature in the early 20th century to reveal the remarkably diverse literary practices that define the American Modernist era. Specifically, our consideration of early-century poetry, prose, and drama will suggest that American Modernism is not so much an artistic movement as it is an expression of avant-garde trends we are only beginning to understand. Works by Gertrude Stein, William Carlos Williams, Marianne Moore, William Faulkner, Ernest Hemingway, Tennessee Williams, and others will be considered. 3 credits

ENG 353 Contemporary American Literature

By looking at contemporary American literature (1945-present), students in this course will better understand the experimental impulses that define the American postmodernist era. Specifically, our consideration of late-century poetry, prose, and drama will suggest that American postmodernism—like the Modernism that preceded it—does not so much refer to an artistic movement as it does reflect the broad constellation of socio-cultural trends that compose American culture today. In each semester, the course will focus on a unique cohort of twentieth and twenty-first-century writers. 3 credits

H-ENG 355 Honors English: Literature of the Holocaust

This Honors course examines the literature of the Jewish Holocaust and, specifically, writing by Holocaust survivors (Jewish and non-Jewish) whose work defines the culture of remembrance we associate with this historical event. By looking at the work of writers like Elie Wiesel, Anne Frank, Viktor Frankl, Primo Levi, and others—and by examining other media (shetl diaries, photographs, and film)—we will, as a class, develop an understanding of the political, spiritual, and aesthetic dimensions of this work and its informing influence on cultures around the world. Through committed study of the period, students will better appreciate our human capacity for hate and the redemptive powers of love, forgiveness, and art. Course enrollment is limited to Honors students. 3 credits

ENG 356 Woodcrest Practicum

This practicum course is designed for students interested in participating in the publication of Woodcrest, the Cabrini College literary journal. Students will have the opportunity to contribute to all phases of the magazine and online publication including writing, copyediting, layout, distribution, as well as development of the English Department programming associated with the each issue. May be repeated for credit. Credit to be arranged

ENG 358 The Harlem Renaissance

In this course students will study literary, musical, film, and artistic productions of the Harlem Renaissance. As W.E.B. Dubois pondered the power of “Negro Art,” prolific authors such as Claude McKay, Countee Cullen, Langston Hughes, Jean Toomer, and Zora Neale Hurston created works that gave expression to the diverse and complex African American experience. Students will analyze these works and genres in the context of major debates, social movements, political shifts, and intellectual transformations of the modern era. The course will focus specifically on the construction of black identity and modern black aesthetics through jazz music, avant-garde texts, and blues women. Through our study, we will explore the rich cultural history of the Harlem Renaissance Movement and how it continues to influence our culture today. 3 credits

ENG 363 Alternative Genres: Science Fiction, Horror, and Fantasy

This course explores literary genres that have challenged our traditional notions of literature and society. The science fiction, horror, and fantasy short story and novel have deeply informed the creation of a mass market for imaginative art, including film and other media. Through a rigorous sequence of reading and writing assignments, students in this course will develop a more informed appreciation of these popular genres. 3 credits

ENG 365 The Beat Movement: Writing and the New Revolution

This course examines the poetry and novels of the so-called “Beat Generation.” Examining the works of William Burroughs, Jack Kerouac, Allen Ginsberg, Gary Snyder, and other artists of the post-war era, students will develop an appreciation for the broad contribution (social, political, and artistic) of these writers to the counter-cultural revolution of the time. Students will have the opportunity to research the work of a Beat writer of their choice as a part of their course study. 3 credits

ENG/HIS 368 The Classical World

Through the lens of cultural history, this course explores the rich life and heritage of the ancient Mediterranean world, with special attention to Greece and Rome. The approach of the class is fundamentally interdisciplinary in scope, with an eye toward how developments in politics, art, education, literature, philosophy, and technology mutually inform one another in any proper assessment of the classical world. 3 credits

ENG 378 Literary Journalism

This course examines the rise of the “New Journalism” that blends non-fiction writing with traditional and experimental literary devices. Students will study representative examples of the form (such as the work of James Agee, Truman Capote, and Tom Wolfe) and will develop their own writing projects for the course. Special emphasis is placed on the unique ethical challenges that literary journalists face. 3 credits

ENG 379 Introduction to the Study of Language

The course examines the ways in which the English language has developed and changed over the past 1,500 years. Students acquire an understanding of some basic linguistic principles (morphological, phonological, syntactic, and semantic), paying attention to the nature and problems of contemporary English grammar and the history and structure of American English. This course is required for all students seeking the English Secondary Education certification. 3 credits

ENG 380 Scriptwriting (A)

In this "Aesthetics" course the study of a variety of dramatic forms and techniques leads to students writing scenes on subjects of their choice. Students will work as authors, editors and critics as they work toward creating a short- or full-length stage, screen, or television play. All facets of script development (from conception to production) will be explored. 3 credits

ENG 382 Theater Practicum

This practicum course involves advanced work in connection with a theater production. May be repeated for credit. Credit to be arranged

ENG 384 Theater Directing (A)

This "Aesthetics" course is offered for students interested in learning the fundamentals of theater directing. The class combines lectures and discussions with hands-on experience. Students will discover what a director does from choosing a script, researching the production, and developing a concept, to casting and directing the play. Students create director's books for one play during the semester and have the opportunity to direct other students in scenes from dramatic literature. 3 credits

ENG 385 Musical Theater (A)

From Cohan to Sondheim, from Kern to Lloyd Webber, the musical theater remains America's greatest contribution to theatrical literature. In this "Aesthetics" course students will study musicals through a variety of media, as many musicals have been adapted from literature and film to stage and screen. Students will read, discuss, experience, and write about this unique American art form and study musical theater's broad scope from dramatic operas to modern rock musicals. 3 credits

ENG 387 Acting in New Plays

Conducted in conjunction with ENG 380, Scriptwriting, this course allows selected actors the opportunity to appear in a scene from new plays. Students will explore various acting styles and genres, with an emphasis on performance in student-authored scripts. Prerequisite: ENG 280 or permission of instructor. 3 credits

ENG 388 Advanced Acting

This course continues the work of ENG 280 and also offers specialized study in a particular area of theater and acting

relevant to student interests. The course will include advanced study of acting in the classics, acting for the musical theater, and acting in comedy. Prerequisite: ENG 280 or permission of instructor. 3 credits

ENG 399 Senior Professional Development Seminar

This course assists seniors in thinking critically about their place within the field of English and will allow students to refine the proficiencies most relevant to their post-undergraduate plans. The class will further develop the practical skills introduced in ENG 299, and will complement individual preparation for the work force, professional school, or graduate study in the humanities. 1 credit

ENG 403 Senior Capstone/Thesis Experience

The English capstone experience has two essential goals. First, students will reflect extensively and systematically on the importance of their academic discipline, with an eye toward what their individual and collective experiences as English majors suggest about their professional development (be it entering the workforce, teaching, further study at the graduate level, or other pursuits). The second goal is each student's development and refinement of a significant senior project or other achievement that explicitly integrates their disciplinary and core studies. Examples of this include the senior research thesis, a vocation-specific portfolio (such as a teaching or creative writing portfolio), or any other project approved by the instructor that demonstrates the student's intellectual growth and readiness for professional life after college. The capstone is required of all senior English majors. Offered each fall. 3 credits

ENG 420 Writing, Editing and Publishing

Students in this advanced writing course will assume primary editorial responsibilities for the Department of English publication program. Work on the Woodcrest magazine and website—and related print and Internet media endeavors—will provide students with real-world experience in the professional fields of publishing and editing. In addition to refining their fundamental skills for the fields—including the development of publishable writing samples—the course provides an opportunity for students to reflect on the cultural role of publishing, the history of the book, and the contemporary emergence of the "virtual" publishing environment. 3 credits

ENG/COM 489 English/Communication Curriculum and Methods

Students are introduced to methods and materials of instruction for teaching literature, composition, speech, and related English and communication skills on the secondary level. The development of useful lesson plans, and an appreciation for the value of research and information literacy in the high school classroom will be discussed by prospective teachers enrolled in this course. Course is required for Secondary Education certification in English. Course should be taken in conjunction with ENG 307. Offered each fall. 3 credits

ENG 499 Independent Study

Independent study of course content determined in consultation with the supervising instructor. Prerequisite: Approval of instructor, English department chair, and dean for academic affairs. Credits to be arranged

REQUIREMENTS FOR THE MAJOR IN ENGLISH*

For general education program and elective requirements, consult the Cabrini College catalog pages 69-78 (34-48 credits)

REQUIRED COURSES

CREDITS: MAJOR		
ENG 290	Literary Theory and Cultural Studies	3
ENG 299	Sophomore Professional Development Seminar	1
ENG 315	Shakespeare -and either-	3
ENG 313	Chaucer -or-	3
ENG 316	Milton	
ENG	Literature electives (200-level)	6
ENG	Literature electives (300-level)	15
ENG 403	Senior Capstone/Thesis Experience	3

RECOMMENDED COURSES

CREDITS: MAJOR		
ENG 221	The Writing Process: Theory of Tutoring	3
ENG 302	British Literature I -and-	6
ENG 323	British Literature II	
ENG 351	Nineteenth Century American Literature -and-	6
ENG 352	Modern American Literature	
Total credits for major		34

*Minor: The English Department offers a minor in English made up of 18 credits of English courses at the 200-level or higher (one of which must be ENG 290). Students wishing to minor in English should apply to the department chair.

*For Teaching Certification: 34-35 credits are required in professional education courses. Specific requirements are found in the Secondary Education section.

REQUIREMENTS FOR THE MAJOR IN ENGLISH WITH SECONDARY EDUCATION CERTIFICATION IN ENGLISH

For general education requirements, consult pages 69-78 (34-48 credits).

REQUIRED COURSES

CREDITS: MAJOR		
ENG 290	Literary Theory and Cultural Studies	3
ENG 299	Sophomore Professional Development Seminar	1
ENG 307	Literature for Young Adults	3
ENG 315	Shakespeare	3
ENG 379	Introduction to the Study of Language	3
ENG 302	British Literature I -and-	6
ENG 323	British Literature II	
ENG 351	Nineteenth Century American Literature -and-	6
ENG 352	Modern American Literature	
ENG 489	English/Communication Curriculum and Methods	3
ENG 340	Public Speaking	3
ENG/COM 221	The Writing Process: Theory and Tutoring	3
ENG 403	Senior Capstone/Thesis Experience	3

Note: ENG 489 does not count toward major requirements but toward students' professional studies in Education.

Environmental Science

COURSE DESCRIPTIONS

ENS 204 Wetlands Ecology

This course takes a classroom and field-based approach to understanding wetland types and basis of classification. Students will examine wetland functional values and their relationship to surrounding ecology and assess threats (i.e., development, highway construction) that prevent long-term preservation and restoration of wetlands systems. Prerequisite: BIO 102. Three hours integrated lecture/lab. Lab fee. Offered as needed. 3 credits

ENS/BIO 211 Watershed Ecology

Ecologists have long used the small watershed as a unit of analysis of terrestrial ecosystems. This course aims to give students the skills and background they need to understand the physical, chemical, and biological components of their local watershed, and the interactions among those components, as well as a variety of human impacts on the watershed. This course will be open to both science majors and non-majors and will integrate both field and laboratory components. Topics to be covered will include hydrology, soil science, nutrient transformations, pollutant transport, decomposition, macroinvertebrate population dynamics, and sustainability science. Satisfies part of the Scientific Literacy requirement. Three hours integrated lecture/lab. Lab fee. Offered fall. 3 credits.

ENS/CHE 320 Environmental Chemistry

This course includes an in-depth study of the chemistry of pollution, acid rain, ozone depletion, global warming and energy issues. Prerequisite: CHE 112. Three hours lecture, three hours lab. Lab fee. Offered as needed. 4 credits

REQUIREMENTS FOR THE MINOR IN ENVIRONMENTAL SCIENCE

Students may earn a minor in environmental science by completing the following requirements. Students must maintain a 2.0 GPA in required courses to obtain a minor and must complete 9 credits of the coursework at Cabrini College. Biology or Chemistry majors must complete at least two courses (6+ credits) outside their major requirements to earn an Environmental Science minor.

REQUIRED COURSES

		CREDITS: MINOR
BIO 101	Biological Science I	4
BIO 102	Biological Science II	4
BIO 348	Ecology	4
	Electives*	6
Total credits for minor		18

* Selected from BIO 209, ENS/BIO 211, ENS 204, ENS/CHE 320, PHI 326, or other 200+-level courses with approval of Science Department Chair.

Environmental Studies

COURSE DESCRIPTIONS

Environmental Studies is an interdisciplinary minor that provides the opportunity for students from any major to study the environmental issues that are integral to the way we live today and the impacts our actions will have on the future. As environmental issues are inherently interdisciplinary, drawing from multiple disciplines (including the sciences, social sciences, and humanities) enable students to choose a combination of courses that fit with their interests and goals.

REQUIREMENTS FOR THE MINOR IN ENVIRONMENTAL STUDIES

To fulfill the requirements of the minor, students need to complete six courses from two groups of courses (for a total of 18-20 credits, depending on the courses selected); two from Group One and four from Group Two.

REQUIRED COURSES GROUP ONE

CREDITS: MINOR

(must complete two courses for a minimum of six credits)

BIO 171	Biological Perspectives of Environmental Science	3
	-or-	
BIO 348	Ecology	4
CHE 173	Science and Society	3
	-or-	
CHE 111	General Chemistry I	4

REQUIRED COURSES GROUP ONE

CREDITS: MINOR

(must complete four courses for a minimum of twelve credits)

COM 301	Special Topics: Environmental Communication	3
ECO 212	Environmental Economics	3
ECG 100	Sustainable Communities	3
ECG 200	Watershed Citizenship	3
PHI 326	Environmental Ethics	3
POL 272	Environmental Politics I	3
POL 273	Environmental Politics II	3
POL 499	Independent Study with approval of the Environmental Studies Minor Council	3
Total credits for minor		18

Exercise Science and Health Promotion

OBJECTIVES

This major is science-based and provides students with training for careers that follow the present and future trends for health awareness and wellness. The content of this program focuses on physical activity as a preventative discipline in maintaining good health, cardiovascular stamina, muscular strength and endurance, flexibility, agility and athletic performance. The relationship between these objectives, diet and nutrition also are addressed. A secondary focus of the program is to assess the role of lifetime physical activity in offsetting the aging process, in the prevention and management of disease and in maintaining the quality of one's life.

The major has a choice between TWO tracks of study (Sports Science or Health and Wellness Management). In addition to the required courses, all majors must select ONE of the tracks. The Sports Science track prepares the student for careers in various allied health professions, health care, gerontology and provides a natural gateway to post-graduate studies in such disciplines as Physical Therapy, Nursing, Cardiac Rehab, Physicians Assistant, Exercise Physiology and Sports Science. The Health and Wellness Management track prepares the student for careers in the ever-growing fields of corporate health and wellness, and professional services needed for the health- and fitness-conscious baby boomers. This track would strongly prepare students for graduate studies in Community Health, Health Education and Administration, and Sports and Fitness Management.

A signature component of the Exercise Science and Health Promotion program has been the integration of the academic curriculum with the daily operations of The Dixon Center (Cabrini's sports and recreation center). The integration of academics with the fitness, aquatics, intramurals, recreation, intercollegiate and athletic training programs of The Dixon Center provides an excellent model of preparation for the future workplace.

INTERSHIPS

For spring placements (January–May):

Students must have a 2.5 minimum GPA in the major to be eligible for an off-campus internship. Internship interviews for a spring placement are conducted in the previous fall semester.

For fall placements (September–December):

Students must have a 2.5 minimum GPA in the major to be eligible for an off-campus internship. Internship interviews for a fall placement are conducted during the previous spring semester.

For summer placements (May–August):

Students must have a 2.5 minimum GPA in the major to be eligible for an off-campus internship. Internship interviews for a summer placement are conducted in the previous spring semester.

COURSE DESCRIPTIONS

ESH 101 Introduction to Personal Health, Fitness and Wellness

A personal health, fitness and wellness exploration, offering students the opportunity to learn, evaluate and maximize health-enhancing strategies for optimal well-being. Students will examine key lifestyle choices and issues, including nutrition, fitness, stress management, relationships and sexual health, substance use and disease prevention, and will be motivated to consider positive behavior change for improved life quality and longevity. Non-majors only. 3 credits

ESH 119 Personal Training and Group Exercise Instruction

This course is an introductory course focused on professional preparation for personal trainers and group exercise class instructors. Students will become familiar with a variety of techniques, principles and safety issues with opportunity for application and practice. Professional organizations and certifications also will be discussed, as well as modalities for training/instructing various populations. 2 credits

ESH 201 Aging, Physical Activity and Health

Physical activity as a health-related behavior is explored with specific reference to aging and chronic degenerative diseases. The factors that can modify, improve functional capacity, and upgrade one's quality of life are studied. Concepts of physical activity epidemiology with regard to health and longevity are introduced. 3 credits

ESH 215 International Health Promotion

In this seminar course, students will explore health statistics, cultural and behavioral influences on diseases, health promotion resources and strategies in developed countries and compare them to the United States. Students will work in small groups to research, synthesize and orally present material pertaining to their selected country. Prerequisite: ECG 100. Non-majors only. 3 credits

ESH 220 Health Promotion/Disease Prevention

This course focuses on techniques, policies, and programs to maintain and enhance existing levels of health among various populations. Particularly, community, industrial and hospital health promotion will be studied. Concepts of preventive medicine, disease prevention, health education, and wellness will be considered. Prerequisite: ECG 100. 3 credits

ESH 225 Fundamentals of Exercise Physiology

Examination of the fundamental concepts of energy transfer and physical training are studied. Special emphasis is placed on the integration of pulmonary dynamics and cardiovascular function during exercise and training. This course involves physical activity. Students will be required to participate in laboratory session of physical activity. 3 credits

ESH 340 Metabolic and Biochemical Aspects of Physical Activity

The energy spectrum of exercise is evaluated. Mechanisms of oxygen transport, delivery and utilization in relation to frequency, intensity and type of physical activity are closely examined. Presentations on the assessment of anaerobic power, anaerobic capacity and aerobic fitness are included. Prerequisite: ESH 225. 3 credits

ESH 350 Cardiovascular Physiology/Patho Physiology

The process of circulation in oxygen delivery during exercise and the role of the cardiovascular system in integrating the body as a unit to maintain homeostasis in varied environments is studied. The functional capacity of the cardiovascular system is evaluated with respect to health and disease. Topics such as functional versus pathological cardiac hyper-trophy are broached. Prerequisite: ESH 225. 3 credits

ESH 360 Body Composition and Nutrition

This course examines principles of nutrition as related to body composition, disease prevention and athletic performance. Nutritional software is utilized as a tool to analyze dietary habits and programs for weight management are discussed. Within this course students will learn to understand and utilize a variety of techniques used to assess body composition. 3 credits

ESH 370 Laboratory Methods in Exercise Science

This comprehensive, interactive course deals with a variety of health and fitness assessments. Students will practice and participate in the measurement of body composition, blood pressure, flexibility, muscular strength and endurance, pulmonary function and aerobic fitness. Prerequisite: ESH 225. 3 credits

ESH 388 Internship

An off-campus field experience is provided for seniors to gain relevant practical experience in exercise and sport science. Internship opportunities include a variety of clinical settings, wellness and fitness centers, and sports conditioning programs. 5 credits

ESH 410 Skeletal Muscle Adaptation to Training and Rehabilitation

This course addresses the physiological function of muscle along with neural and cellular adaptations to resistance training. Special emphasis will focus on the uniqueness of Target loading in maximizing the muscle's response to physical stress. The practical implications of strength training for fitness, athletic performance and rehabilitation of injuries will be discussed. Prerequisite: ESH 225. 3 credits

ESH 440 Care and Prevention of Athletic Injury

This course is an introduction into the field of athletic training. Administrative issues and the type of scientific knowledge needed to implement a program of injury prevention is studied. Special emphasis is placed upon the care, treatment and injury management of various sport related injuries. Prerequisite: ESH 225. 3 credits

ESH 450 Research Methods

Research methods, experimental methods of approach and biostatistical applications used in exercise science and sports medicine studies are presented. Students will be introduced to a statistical software package and learn how to develop a scientific research proposal. 3 credits

ESH 465 Health and Wellness Programming

Methods and techniques essential to planning, implementing and evaluating successful health and wellness programs will be surveyed. Major areas covered are needs assessment, allocating resources, marketing strategies and evaluation methods. These topics will be presented as they pertain to community, commercial, corporate and clinical programs. Prerequisite: ESH 220. 3 credits

ESH 470 Methods of Exercise Testing and Exercise Prescription

The application of data gained from assessments of body composition, pulmonary function, muscular strength, anaerobic power and capacity, and aerobic fitness is emphasized. Course objectives include proficiency in quantitating exercise programs and exercise counseling, as well as program implications for special populations. Prerequisite: ESH 370. 3 credits

ESH 488 Internship

This course offers an advanced extended capstone field experience for seniors. Internship opportunities include a variety of clinical settings, wellness and fitness centers, and sports conditioning programs. 6 credits

ESH 499 Independent Study

This course offers independent but directed study on a topic of interest to the student but not included in the regular course offerings. Prerequisite: Approval of instructor, department chair and dean for academic affairs. Fee. Offered fall and spring. 3 credits

REQUIREMENTS FOR THE MAJOR IN EXERCISE SCIENCE AND HEALTH PROMOTION

For general education requirements, consult pages 69-78 (34-48 credits).

REQUIRED COURSES FOR ALL MAJORS

		CREDITS: MAJOR
BIO 230	Human Anatomy and Physiology I	4
BIO 231	Human Anatomy and Physiology II	4
ESH 201	Aging, Physical Activity and Health	3
ESH 220	Health Promotion/Disease Prevention	3
ESH 225	Fundamentals of Exercise Physiology	3
ESH 360	Body Composition and Nutrition	3
ESH 370	Laboratory Methods in Exercise Science	3
ESH 410	Skeletal Muscle Adaptation to Training and Rehabilitation	3
ESH 440	Care and Prevention of Athletic Injury	3
ESH 470	Methods of Exercise Testing and Exercise Prescription	3
ESH 388	Internship*	5
ESH 488	Internship*	6
PED 111	First Aid and CPR	1
ESH 119	Personal Training and Group Exercise Instruction	2
Total credits for major		46

REQUIRED COURSES FOR SPORTS SCIENCE TRACK

		CREDITS: MAJOR
ESH 340	Metabolic and Biochemical Aspects of Physical Activity	3
ESH 350	Cardiovascular Physiology/Patho Physiology	3
ESH 450	Research Methods	3
CHE 111	General Chemistry I	4
CHE 112	General Chemistry II	4
BUS 120	Principles of Management	3
-or-		
BUS 230	Principles of Marketing	3
Total credits		20

REQUIRED COURSES FOR HEALTH AND WELLNESS MANAGEMENT TRACK

		CREDITS: MAJOR
ESH 465	Health and Wellness Programming	3
BUS 120	Principles of Management	3

BUS 230	Principles of Marketing	3
Subtotal		9

(Take 3 of the following 4 courses)

PSY 316	Positive Psychology and Health	
BUS 200	Human Resources Management	
BUS 310	Training and Development	
BUS 364	Leadership and Supervisory Skills	
Subtotal		9

COM 330	Organizational Communication -or-	
COM 331	Presentation Communication -or-	
ENG 340	Public Speaking	
Subtotal		3

TOTAL **21**

There is a cumulative total of 66 credits associated with the Sports Science track and 67 credits associated with the Health and Wellness Management track. Students are required to take BIO 101 (4 credits) as one of their scientific literacy requirements.

* In order to be eligible for an off-campus internship in Exercise Science and Health Promotion, students must have a 2.5 minimum GPA in the major.

REQUIREMENTS FOR THE MINOR IN EXERCISE SCIENCE AND HEALTH PROMOTION

All students interested in an exercise science and health promotion minor will be required to complete the following six (6) credits. For general education requirements, consult pages 69-78 (34-48 credits).

REQUIRED COURSES MINOR

		CREDITS: MAJOR
ESH 220	Health Promotion/Disease Prevention	3
ESH 225	Fundamentals of Exercise Physiology	3

Students are required to complete 12 credits from the following list depending on their interests:

ESH 201	Aging, Physical Activity and Health	3
ESH 360	Body Composition and Nutrition	3
ESH 370	Laboratory Methods in Exercise Science	3
ESH 410	Skeletal Muscle Adaptation to Training and Rehabilitation	3
ESH 440	Care and Prevention of Athletic Injury	3
ESH 465	Health and Wellness Programming	3

Total credits for minor **18**

Finance

OBJECTIVES

The finance major prepares students for a professional position in a variety of financial areas including banking, corporate finance, investment management, commercial development, or personal financial counseling. The design of the program of study is to introduce students to these areas, to provide them with the appropriate skills for employment, and to develop skills which will allow them to move professionally within their chosen career sector.

All of the business major programs at Cabrini include a common business core which recognizes the 'enterprise' nature of today's business world that integrates the various strategic areas of business.

Students may find a concentration or minor useful in customizing the major to meet diverse career goals. Students should consult with their faculty advisor about the use of concentrations and minors.

SPECIAL REQUIREMENTS

Students transferring into the finance program from another college must complete a minimum of 18 Cabrini College Business Department credits, 15 credits of which must be 300-level or above finance courses.

MINORS

Students can minor in related business fields (Accounting, Marketing, Human Resources Management and Business Administration) or in the following:

- Economics
- International Business
- Sports Management

See Business Administration for course requirements and descriptions.

CONCENTRATIONS

Nonprofit Management: Department requirements plus three upper-division nonprofit management courses (BUS 312, MKT 382 and a three-credit course approved by the Department).

Public Administration: Department requirements plus FIN/POL 307, POL 213 or POL 324 and SOW 402.

Advertising: Department requirements plus MKT 365 and two from the following: COM 360, COM 366, GRA 253, GRA 318, and GRA 319.

COURSE DESCRIPTIONS

(See Business Administration, Communication, Graphic Design, Political Science and Social Work.)

REQUIREMENTS FOR THE MAJOR OR MINOR IN FINANCE

For general education requirements, consult pages 69-78 (34-48 credits).

BUSINESS ENTERPRISE CORE REQUIREMENTS

		CREDITS:	MAJOR	MINOR
BUS 120	Principles of Management	3		
ECO 131	Microeconomics	3		3
ECO 132	Macroeconomics	3		3
ACC 210-211	Accounting Principles I and II	6		6
BUS 220-221	Quantitative Business Analysis I and II	6		
MKT 230	Principles of Marketing	3		
FIN 285	Business Finance I	3		3
BUS 321	Business Law I	3		
BUS/IST 351	Management Information Systems	3		

FINANCE REQUIREMENTS

		CREDITS:	MAJOR	MINOR
FIN 235	Principles of Investment	3		
FIN 302	Financial Markets	3		
FIN 306	International Finance	3		3
FIN 371	Business Finance II	3		3
FIN 454	Finance Seminar	3		

FINANCE ELECTIVE

		CREDITS:	MAJOR	MINOR
(select one of the following)		3		
FIN/POL 307	Public Finance			
FIN 342	Financial Statement Analysis			
FIN 374	Risk Management			

ADVANCED FINANCE ELECTIVE

		CREDITS:	MAJOR	MINOR
(select one of the following)		3		
FIN 403	Mergers & Acquisitions			
FIN 405	Capital Budgeting			
FIN 431	Investment Portfolio Management			
General Electives		21-35		
Total credits for major		54		
Total credits for minor				21

FIN 235 Principles of Investment

Students are introduced to problems and procedures of investment management, including types of risk, types of investments, timing, selection, and basic determinants of investment value and risk. The course provides fundamental and technical analyses and sources of information. Prerequisite: FIN 285. Offered fall. 3 credits

FIN 285 Business Finance I

Students are introduced to the financial functions of business. Topics include cash management, cash flow analysis, and profit planning. Prerequisites: Completion of math requirement, ACC 210. Offered fall and spring. 3 credits

FIN 302 Financial Markets

This course explores the working of money markets, capital markets, futures markets, and options markets. The course will highlight the role of investment bankers, money market instruments, futures market contracts, and options trading. There also will be a thorough study of interest rate determination, term structure of interest rates, and yield curves. Offered fall. 3 credits

FIN 306 International Finance

This course examines investment and financing strategies of multinational corporations. Topics covered include: capital acquisition in international environments, international borrowing decisions, currency swaps, hedging techniques, and international risk management instruments. Prerequisites: ECO 132 and FIN 285. Offered spring. 3 credits

FIN/POL 307 Public Finance

This course deals with public finance at the federal, state and local level. It is an introductory course into the main issues facing the public arena, such as: tax equity and incidence for all types of taxes, allocation and efficiency of public goods, and the budgeting and allocation process of the Fiscal Federalism system in the United States. Offered spring, alternate years. 3 credits

FIN 342 Financial Statement Analysis

This course studies the methods of investors, creditors, and other groups in examining financial statements of a business firm for a variety of important decisions. Prerequisite: ACC 211. Offered spring, alternate years. 3 credits

FIN 371 Business Finance II

This course continues the work in FIN 285 with the application of analytical tools and concepts used in the business decision process. Topics include acquisitions, debt and equity-funding, dividend policy and derivatives. Prerequisites: FIN 285 and BUS 220. Offered fall. 3 credits

FIN 374 Risk Management

This course is designed to be an introduction to the fundamentals of risk management and insurance and will provide a broad perspective of risk management that will emphasize traditional risk management and insurance as well as introduce other types of risk management. Offered spring, alternate years. 3 credits

FIN 403 Mergers & Acquisitions

This course is designed to provide students with an understanding of basic mergers and acquisitions principles and analysis grounded in current market dynamics. Prerequisites: FIN 285 and FIN 371. Offered spring, alternate years. 3 credits

FIN 405 Capital Budgeting

The student will learn capital expenditure project evaluation, allocation and management of capital assets and how to calculate rates of return as well as cost of capital. Also studied will be the impact of capital budgeting decisions on the debt-to-equity balance, long-term profit planning, and the impact of these decisions on shareholder wealth. Prerequisite: FIN 371 or permission of department chair. Offered spring, alternate years. 3 credits

FIN 431 Investment Portfolio Management

This course studies the security markets with discussions of both technical and fundamental analysis techniques. Portfolio management problems are considered. Prerequisite: FIN 235. Offered spring, alternate years. 3 credits

FIN 454 Finance Seminar

This course is the capstone for students majoring in finance. It is designed to combine various quantitative skills, financial analyses, and current topics in the financial community in an integrated way that includes the development of a strategic financial plan. Prerequisites: FIN 371 or permission of department chair. Offered spring. Open only to all seniors majoring in finance. 3 credits

Fine Arts

The Graphic Design and Fine Arts Department enriches the life of the student body by offering elective courses in art, music and the performing arts; by providing the opportunity for vocal, dance and instrumental instruction; and by presenting a variety of cultural programs in the arts for the campus and the surrounding community.

CLASSES AND PRIVATE LESSONS—APPLIED MUSIC

The Graphic Design and Fine Arts Department offers individual instruction for students at varying levels of proficiency. See department chair for details. See page 37 for fee schedules.

COURSE DESCRIPTIONS

FNA 124 Private Piano

This course introduces the student to the techniques of piano playing. Students will develop proficiency in reading treble and bass clefs, recognize basic rhythmic patterns, major scales, key signatures and learn to play piano pieces according to their ability. Students with prior experience will work at their current level. Class meets once weekly for 30 minutes. Course may be repeated for credit. Private music lesson fee. Offered fall and spring. 1 credit per semester

FNA 128 Voice

Discover YOUR voice! Private vocal study will prove to be tailor-made made for YOU. Enjoy the process of getting to know your voice at your own pace. For students with prior experience, the lessons are structured around each person's current level. Class meets once weekly for 30 minutes. Course may be repeated for credit. Private music lesson fee. Offered fall and spring. 1 credit per semester

FNA 132 Classical Ballet

In a class setting, students are introduced to beginning ballet technique, barré work and center floor exercises. Basic positions, movements and terms associated with classical ballet technique are taught. 1 credit per semester

FNA 134 Modern Dance

This class is designed for students who have some previous dance experience but is open to anyone interested in dance. The class will be a full workout including floor exercises for flexibility. Center floor work incorporates traditional modern dance techniques such as swings, slides and momentum, simple jumps, leg extensions and full body movement across the floor. A number of these elements will be incorporated into dance combinations and routines. 1 credit

FNA 141 Guitar

Students receive private instruction on the guitar. All levels, beginner through advanced, are welcome. The lessons are structured around each student's experience level. The course covers many styles, including Rock, Pop, Jazz and R&B, while focusing on modern guitar technique. Material covered includes chordal technique (rhythm) as well as improvisation (lead), reading music (standard musical notation) and theory. This course may be repeated for credit. Private music lesson fee. Offered fall and spring. 1 credit per semester

FNA 201 Art History I: Prehistoric Through Middle Ages

Students examine painting, sculpture, and architecture as developed from the Old Stone Age to the end of the Middle Ages. Offered fall. 3 credits

FNA 202 Survey of Music (A)

This course surveys music from the Middle Ages to modern time with emphasis on music from the late baroque to the early 20th century. Focused listening is stressed to increase understanding and enjoyment of music. Offered fall and spring. 3 credits

FNA 203 Art History II: Renaissance Through Twentieth Century

Students examine painting, sculpture and architecture as developed from the Renaissance to the Modern World. Offered spring. 3 credits

FNA 206 American Music (H)

This course encourages an appreciation of American musical life from colonial times to the present. Emphasis is on the multi-faceted aspects of America's music: art, folk, jazz, popular song, Broadway musical, and film. Lecture is supplemented with recordings, tapes, videos and live performances. 3 credits

FNA 207 Art History: The Renaissance

This course is a detailed study of painting and sculpture of the Italian Renaissance. 3 credits

FNA 208 Jazz and Its Heritage

This course surveys jazz, tracing its development from African European musical traditions to its fusion into American culture. Landmark recordings of major jazz artists are heard. Materials presented include ragtime to rock. 3 credits

FNA 209 Art of Philadelphia

This course concentrates on the painting, furniture and architecture of Philadelphia from the time of William Penn to the early 20th century. 3 credits

FNA 211 Introduction to Drawing and Painting (A)

This course provides an introductory experience in drawing and painting for prospective studio art minors, as well as for students in other majors who wish to fulfill their Aesthetic requirement by taking a studio art course. Experiences will include exposure to the work of famous artists as well as the use of a variety of drawing and painting materials and techniques. 3 credits

FNA 212 Interpretation of the Opera

This course addresses selected operas of contrasting style and character. Lecture is supplemented with audio, video, and live performance. 3 credits

FNA 213 Painting I

This course teaches students ways of seeing and painting with accuracy and expression. Students will learn how to produce cohesive compositions and understand the principles of pictorial organization through employment of basic techniques. The focus will be on seeing rather than looking. Prerequisite: FNA 215 or permission of instructor. 3 credits

FNA 214 Music/Culture of South and Southeast Asia (H)

This course focuses in depth on several representative cultures from south and southeast Asia. The traditional music of Malaysia, Indonesia and India is examined as a human activity in diverse historical, social, and cultural contexts. Films, videos, slides, sound recordings, and live performances are used to bring the student as close as possible to the culture being studied. Previous knowledge of music is not required. Offered fall and spring. 3 credits

FNA 215 Drawing I

The Drawing I course is designed to teach students the technical aspects of drawing, which is needed for continued study in both Graphic Design and Studio Art. The focus of this course will be on the language of line, proportion, structure and the use of perspective in developing a drawing. Students will learn how to draw what is seen through direct observation and communicate through employment of basic techniques. This course is open to Graphic Design majors/minors and Studio Art minors only. 3 credits

FNA 220 College/Community Chorus (A)

This course involves the study and performance of music of diverse styles. No audition is required. Group performs public concert each semester. Course may be repeated for credit and may be taken as non-credit. Offered fall and spring. 1 1/2 credits

FNA 221 Two-Dimensional Design

This course centers on the principles of two-dimensional design in black-and-white. Line, shape, space and value are explored as elements of a visual language. Problem solving begins in the studio and continues through outside assignments. Analysis through individual and group critiques allows students to develop an analytical attitude and clearer vision of design concepts. Prerequisite: FNA 215. 3 credits

FNA 300 Experiencing the Arts (A)

Students develop an awareness and enthusiasm for exploring the arts around them. Various art forms are introduced (spatial, temporal, and composite). Attendance at professional performances and exhibitions is required. 3 credits

FNA 301 Art History: Romanticism, French Impressionism, and Post-Impressionism

This course studies major movements in 19th-century art and the influences leading up to and following these styles. Lecture is supplemented with slides. Offered fall. 3 credits

FNA 303 Twentieth Century Art

This course reviews contemporary trends in painting, sculpture, and architecture with emphasis on developments in Europe and America. Fauvism, cubism, expressionism, surrealism, abstract expressionism, pop art, and photo realism are discussed. Lecture is supplemented with slides. 3 credits

FNA 305 American Art History

This course examines the arts of the United States from the colonial period through the end of the 20th century. Students will study the impact of European influences and regional contributions on the development of American architecture,

sculpture and painting. Lectures will be illustrated with slides as well as online materials. 3 credits

FNA 306 Masterpieces of Orchestral Music

This course focuses on major orchestral works. Topics include symphonies, concertos, suites, overtures, and tone poems. Lecture is supplemented with recordings, tapes, and live performances. Offered as needed. 3 credits

FNA 310 Performing Arts in America

This course offers an introduction to selected performing media in America today. Particular emphasis is on Broadway musical theater, opera and dance. Reading, lecture, television performances, and analyses of critical reviews are included. Course may be repeated for credit. Offered as needed. 3 credits

FNA 313 Painting II

This course builds upon the foundation of painting with the added emphasis on color, mixed media and on finding the student's own style and signature. Prerequisite: FNA 213 or permission of instructor. 3 credits

FNA 315 Drawing II

In the Drawing II course, students refine their technical skills and are introduced to both value and color through a variety of media. Perceptual skills will be honed as students work from both observation and other sources. The process of drawing is stressed as well as the product. This course is open to Graphic Design majors/minors and Studio Art minors only. Prerequisite: FNA 215. 3 credits

FNA 321 Color Theory

This course centers on color theory and its relationship to design. Problems in color mixing and color grouping are studied and solved through studio and outside assignments. Individual and group critiques continue as a means of refining analytical thinking and of developing a vocabulary to express design concepts. Scientific as well as the emotive and symbolic qualities of color will be explored. 3 credits

FNA 335 Special Topics

The course focuses on a timely subject of special interest. 3 credits

FNA 413 Painting III

This course stresses individual growth and a culmination of techniques and methods used in previous painting courses. Prerequisite: FNA 313. 3 credits

FNA 415 Drawing III

This course stresses individual growth and a culmination of techniques and media used in previous drawing courses. Prerequisite: FNA 315. 3 credits

FNA 499 Independent Study

Students are able to work in special areas of interest under faculty direction. Prerequisite: Approval of instructor, department chair, and dean for academic affairs. Fee. Offered fall and spring. Credit to be arranged

French

OBJECTIVES

The French curriculum is designed to develop oral and listening skills, a reading knowledge and writing proficiency in French and to enhance an awareness and appreciation of French culture in order to provide insight and understanding of global interdependence. The ability to speak and write well in French prepares students for a wide variety of careers such as teaching, banking, business, communications, public relations, social work, travel agencies, and government.

Course placement is determined by an online placement test and a review of high school language courses. Students will not fulfill their competency requirement with a course that is at a lower level than what is determined by the department without prior approval of the department chair.

French majors are highly encouraged to study abroad. Cabrini College has programs of its own and also works with area and other colleges to provide study abroad opportunities for students. The credits earned abroad will be applied to fulfill requirements toward the major or minor. French majors or minors should design a course of study in consultation with the department chair prior to a study abroad experience or other off-campus offering.

*Note: Students should expect to take all of their upper-level French courses for the major at consortium institutions and should consult with the department chair when planning their curriculum.

PASS/FAIL OPTION

To encourage maintenance of language skills, the pass/fail option is available to non-language majors and minors who have fulfilled the foreign language core requirement and who may wish to pursue additional language courses.

COURSE DESCRIPTIONS

Note: FRE 202 or equivalent is a prerequisite to all advanced French courses. These courses must be taken in sequential order: FRE 101, 102, 201, 202.

FRE 101-102 Introductory French I and II

This sequence of introductory French presents a thorough groundwork in spoken and written language as well as an emphasis on listening and reading comprehension, while enhancing cultural awareness and appreciation. Students are provided numerous realistic opportunities to apply vocabulary, grammatical structures and cultural information in a wide variety of practical contexts. Course is open to students with no previous experience with French, or those with only one or two years of French in secondary school. Two semesters. Offered fall and spring. 3 credits each

FRE 201-202 Intermediate French I and II

This course emphasizes spoken and written French with more complex grammatical structures and aural and reading comprehension activities, while enhancing cultural awareness and appreciation. Students are provided numerous realistic opportunities to apply, in a wide variety of practical contexts, the vocabulary, grammatical structures and cultural information introduced in the course. Emphasis is on oral proficiency and aural comprehension. FRE 202 is accepted for credit toward the minor

with approval of the department chair. Prerequisite: For French 201: three years of secondary school French or FRE 102; for FRE 202: FRE 201. Offered fall and spring. 3 credits each

FRE 203-204 Conversation/Composition

The course emphasizes oral practice and composition to enhance correct usage, increase vocabulary and improve style and naturalness of expression. Reading comprehension through literature and grammar review are also major components of the course. Both FRE 203 and FRE 204 (or equivalents) are required of all French majors and minors. Prerequisite: For FRE 203: Four years of secondary school French or FRE 202 or equivalent; for FRE 204: FRE 202 or 203 or equivalent. Offered according to student need and interest. 3 credits each

FRE 400 Special Topics

This course is devoted to intensive study of a specific area of interest in French literature, culture or society. The instructor will choose topics pertinent to the needs of the students enrolled. Prerequisites: FRE 203 and 204 (or equivalent) or approval of the department chair. Offered as needed. 3 credits

FRE 499 Independent Study

This course is devoted to an independent study and further research of a specific area of interest in French literature, culture or history. This course is intended for French majors and minors only. Prerequisite: Approval of instructor, department chair and dean for academic affairs. Fee. Offered as needed. 3 credits

REQUIREMENTS FOR THE MAJOR OR MINOR IN FRENCH**

For general education requirements, consult pages 69-78 (34-48 credits).

REQUIRED COURSES

		CREDITS: MINOR
FRE 203-204	Conversation/Composition (or equivalent)	6
FRE 301-302	Survey of French Literature I and II (or equivalent)	6
FRE 307-308	French Civilization and Culture (or equivalent)*	6
FRE 311	Advanced Conversation (or equivalent)*	3
FRE 312	Advanced Grammar and Composition (or equivalent)*	3
FRE	French Electives	9
Electives, selected from any department(s)		42-56
Total credits for major		33

**Major: French majors are encouraged to study abroad and to consult the department chair regarding course selection abroad. The six credits earned abroad will be applied to fulfill required or elective credits.

**Minor: 18 credits beyond 201. Students wishing to minor in French are encouraged to consult the department chair to design a program.

Graphic Design

OBJECTIVES

The graphic design major at Cabrini College is designed to prepare today's students for the graphic design workplace of tomorrow.

The professional Apple computer labs allow students hands-on experience using the same equipment and software found in professional design studios around the world.

The combination of print, web, and multimedia design courses allow our students the unique opportunity to explore the future of graphic design utilizing the latest technology.

The Cooperative Education program at Cabrini provides an opportunity for graphic design students to explore career options, obtain work experience and gain college credit for experiential learning.

Design theory and technology balanced with Cabrini's liberal arts education prepare students to compete in a competitive business environment.

SPECIAL REQUIREMENTS

Students must declare their major/minor no later than the beginning of the sophomore year. No course with a grade lower than 'C-' will count toward the major.

COURSE DESCRIPTIONS

GRA 205 Computer Graphics

This course is an introduction to the use of the Mac computer as a design tool for the creation of visual communication. Students will learn the basic skills necessary to produce computer-generated images for advertising and graphic design. This includes the computer design and production of projects that utilize both four-color process and spot color models. Offered fall and spring. 3 credits

GRA 210 Digital Imaging

Students will learn digital imaging techniques for applications in photography, advertising, graphic design and multimedia. Using professional editing software and scanners, students will digitize photographs, 35mm transparencies and negatives. These scanned images can be retouched, modified and combined to create exciting new visual images. Assignments range from monitor displays to hard copy printing for newspapers and magazines. Students must spend much time outside of class to master skills in this modern visual communication technique. Offered fall and spring. 3 credits

GRA 215 Typography

This course is an introduction to typography as a visual communications tool. Students will study the principles of type from a historical and technological context. Type selection, hierarchy and creative expression will be emphasized. Prerequisite: GRA 205. Offered fall. 3 credits

GRA 253 Computer Publication Design

This course is designed to explore the Mac working environment used in publication design. Students will experiment with creative problem solving through the use of grids, typography and imagery. These concepts will be applied, using professional page layout and graphics software, to design and produce several comprehensive publication layouts. Prerequisites: GRA 210 and 215. Offered spring. 3 credits

GRA 301 Special Topics: Graphic Design

This course focuses on a timely subject of special interest. 3 credits

GRA 305 Digital Color Theory

The importance of Color Management is essential to a designer. Learning how to manage color workflow, adjusting colors and calibrating different devices is essential to achieving the desired expectation. Fundamental color theory principles also will be addressed using the computer. Mastering color corrections, spots colors and printer calibration will be just some of the exercises reviewed. Prerequisites: GRA 205 and 210. Offered fall. 3 credits

GRA 310 User Interface Design

This course is an introduction to the user-interface from a design principles perspective. Students will study how site architecture, navigational systems, color, typography and layout are used to enhance usability. Emphasis is placed on the development of projects that demonstrate effective use of these concepts. Prerequisites: GRA 210 and GRA 215. Offered fall. 3 credits

GRA 318 Graphic Design I

This course is an introduction to the elements and principles of two-dimensional graphic design. Students will begin to develop a visual vocabulary and a working knowledge of the basic creative problem-solving process. Students also will learn, through assignments, techniques necessary to produce successful and creative designs. Emphasis is placed on visual communication through conceptualization and technical proficiency using the computer. The relationship between graphic design and computer graphics also will be discussed. Prerequisites: GRA 205, 210 and 253. Offered fall. 3 credits

GRA 319 Graphic Design II

This course covers the study of the relationship between research, concept, image, typography, computers and color within the field of publication design. Projects emphasize the use of research techniques, design principles, typography, computer applications and terminology used in professional design studios. Prerequisite: GRA 318. Offered spring. 3 credits

GRA 358 Web Graphics Design

This course introduces students to visual design techniques as applied to the World Wide Web. It provides an overview of

the graphic design principles and methodologies necessary in creating successful websites. The course material will include exercises and projects focusing on planning and execution, as well as necessary technical skills. Assignments will allow practical application of principles and skills, while providing students with potential portfolio pieces. Prerequisite: GRA 310. Offered spring. 3 credits

GRA 400 Multimedia Design

Students learn to integrate digital audio, graphics and video together with text to create interactive presentations using multimedia-authoring software. This Mac-based course requires students to have previous experience with computer graphics and digital imaging software programs. Introduction to digital video and audio software and current examples of interactive CD-ROMs will be presented. Projects will include the production of an interactive multimedia computer presentation. Prerequisite: GRA 358. Offered fall. 3 credits

GRA 408 Graphic Design III

This course introduces students to corporate identity and branding. Students will use the principles of brand identity to research, design and develop a graphic identity system. This system will include logo design and examples of its use for all applications in the form of a graphic identity manual. Prerequisite: GRA 319. Offered fall. 3 credits

GRA 409 Graphic Design IV (Capstone)

Students will propose a senior project that demonstrates advanced proficiency in the following areas: print and web, design and production. The project will be a comprehensive exploration of the students' topic, which includes design and production. The resulting project will be presented in a final group presentation. Prerequisite: GRA 408. Offered spring. 3 credits

GRA 435 Portfolio Preparation and Exhibition

This course is a study of the presentation of students' artwork in portfolio and exhibition format. Exhibition is held for spring graduates only. Required for all senior graphic design majors. Offered spring. 1 credit

GRA 488 Internship in Graphic Design

Students are offered the opportunity for internship in cooperation with outside agencies to acquire on-the-job learning in a professional medium and under the guidance of a professional supervisor. Course is open to senior design majors only. Offered as needed. Credit to be arranged

GRA 499 Independent Study

Students are able to work in advanced areas of interest under faculty direction. Lab fee. Offered fall and spring. Prerequisite: Approval of instructor, department chair and dean for academic affairs. Credit to be arranged

REQUIREMENTS FOR THE MAJOR IN GRAPHIC DESIGN*

For general education requirements, consult pages 69-78 (34-48 credits).

REQUIRED COURSES

		CREDITS:	MAJOR	MINOR
GRA 205	Computer Graphics	3		3
GRA 210	Digital Imaging	3		3
GRA 215	Typography	3		3
GRA 253	Computer Publication Design	3		3
GRA 305	Digital Color Theory	3		3
GRA 310	User Interface Design	3		
GRA 318	Graphic Design I	3		3
GRA 319	Graphic Design II	3		
GRA 358	Web Graphics Design	3		
GRA 400	Multimedia Design	3		
GRA 408	Graphic Design III	3		
GRA 409	Graphic Design IV	3		
GRA 435	Portfolio Preparation and Exhibition**	1		

RELATED FIELD REQUIREMENTS

		CREDITS:	MAJOR	MINOR
FNA 201	Art History I	3		
FNA 203	Art History II	3		
FNA 215	Drawing I	3		
FNA 315	Drawing II	3		
Electives		26-40		
Total credits for major			49	
Total credits for minor				18

*Minor: The minor in graphic design consists of 18 credits.

**Required for all senior graphic design majors only.

History

OBJECTIVES

The purpose of the history major is to enrich students' lives through a broader perspective of different times and places, an appreciation of human difficulties and accomplishments, and a realization of the underlying unity of the human experience. Courses give meaning and integration to historical events, forming a basis for understanding contemporary issues. The curriculum helps develop habits of open inquiry, patient pursuit of truth, and objective, critical judgment. History majors offer a variety of career options in business, government at all levels, law, teaching, and archival professions. Students must select from at least one of two tracks of study (United States History or World History).

SPECIAL REQUIREMENTS

A QPA of 2.33 (C+) is required in history courses for the major.

COURSE DESCRIPTIONS

Courses numbered in the 300s and 400s are open to sophomores, juniors, and seniors.

HIS 103-104 Europe from the Middle Ages to 1815

This course explores cultural history in the broadest sense – economics, social structure, politics, religion, literature, and art from 300 to 1815. Two semesters. Offered as required. 3 credits each

HIS 105 European History from 1648 to 1900 (H)

This course studies the progress of European history from the end of the Thirty Year's War to the dawn of the twentieth century. Special attention will be paid to the Enlightenment, the French Revolution, Napoleon Bonaparte, the development of modern ideologies, the era of national unification, and imperialism. Offered fall. 3 credits

HIS 106 European History from 1900 to the present (H)

This course studies the progress of European history in the twentieth century. Special attention will be given to World War I, the rise of totalitarian dictators, World War II, the Cold War, and the evolution of the European Union. Offered spring. 3 credits.

HIS 107 Survey of United States History I (H)

This course presents a general appraisal of United States history from the migration of Indian Peoples to the Civil War. Special attention will be paid to European Exploration, colonization, the struggle for independence, nation-building, the development of democracy, Manifest Destiny, and the division of the nation. Offered fall. 3 credits

HIS 108 Survey of United States History II (H)

This course presents a general appraisal of United States history from Reconstruction to the present. Fundamental political, economic, social, and cultural trends in American history are discussed. Offered spring. 3 credits

HIS 109 Introduction to American Studies (I)

This course explores what it means to be an American. Using American Studies Methodology, the course provides an introduction to American historical, political, social and cultural life with particular emphasis on both the founding of the nation and recent America. Offered fall and spring. 3 credits

HIS 124 Introduction to Black Studies

This course will analyze the experience and traditions of black people from across the globe. Particular emphasis is placed on culture and ideological battles against dominant power structures. Themes of identity politics, diasporic studies, and Pan-African debates frame the discussion of the black experience(s). Offered as required. 3 credits

HIS 205 History of Art and Protest (A)

This interdisciplinary seminar takes a socio-historical approach to art, from long-standing examples in American history through modern day manifestation and current initiatives. Every unit draws upon interdisciplinary examples from across diverse forms: visual arts, oral and written literature. Students participate in several different experiential art forms. Offered fall and spring. 3 credits

HIS 211 African-American History from 1619 to 1877 (H)

This course focuses on the complex historical experience of African-Americans in American society from 1619 to the end of Reconstruction. The early history of Africa and Africans is considered, as is the history of the African American in Latin America, the Caribbean, and Canada. Topics considered include: the Atlantic Slave Trade, Slavery in America, the Civil War and Reconstruction. Offered spring. 3 credits

HIS 212 African-American History from 1877 to the Present (I)

This course focuses on the complex historical experience of African-Americans in American society from 1877 to the present. The life and times of Booker T. Washington, the involvement of African-Americans in the World Wars, the social and cultural history of the Harlem Renaissance, the epoch of Roosevelt, and the era of integration, civil rights, and the protests of the 1950s and 1960s. Offered spring. 3 credits

HIS 213 American Constitutional History

This course traces the development of the American Constitution from its colonial roots to its contemporary interpretations. The impact of the colonial experience, the American Revolution and the Articles of Confederation on

the constitutional design adopted by the delegates to the Constitutional Convention will be analyzed in detail. Basic constitutional principles and civil liberties will be examined in light of their historical evolution and their effects on political, economic and social change in American society. Offered fall. (Formerly offered as HIS 303) 3 credits

HIS 251 Survey of Latin American History from Colonization to 1800 (H)

This course covers the growth and development of Hispanic America from pre-Columbian times to the emergence of Independence movements. Course stresses the transmission of institutions and ideas from Spain and Portugal to the Western Hemisphere and considers how those forces were altered or changed in the New World. Offered fall. 3 credits

HIS 252 Survey of Latin American History from 1800 to the Present

This course covers the growth and development of Hispanic America from the emergence of Independence movements to the present. Course stresses the post-revolutionary struggles of Latin American people. Offered fall. 3 credits

H-HIS/PHI 309 Honors History/Philosophy: Baseball and the American Tradition (H)

Within the context of the game of baseball, this course will examine significant historical/cultural aspects of American life. The history of the game itself sets the stage for analyzing class stratification of rich and poor; race and gender relations; the "level playing fields" of baseball as a business; the inspiring influence the game has had on literature and the arts and the psychology of the human drama of triumph and tragedy played out on and off the field. 3 credits

H-HIS/ENG 314 Honors History/English: The European Renaissance (H)

This "Heritage" course provides a detailed examination of the European Renaissance from its Italian origins to its unique manifestation in the literature and culture of England. Students will explore the dynamic cultural history of a watershed moment in the transformation of the western world. They will interrogate important yet controversial notions of art, culture, and historical periodization—seen through the linked lenses of primary, secondary, and interdisciplinary sources. Course enrollment is limited to Honors students. Offered spring, alternate years. 3 credits

HIS 315 The Civil War (H)

This course offers a dramatic and detailed examination of causes, people, strategies, and battles that shaped the most violent and pivotal event in American history. Offered fall. 3 credits

H-HIS 315 Honors History: The Civil War (H)

This course offers a dramatic and detailed examination of causes, people, strategies, and battles that shaped the most violent and pivotal event in American history. Offered as required. 3 credits

HIS 317 Modern American Popular Culture (A)

This course presents an analysis of the development and structure of twentieth century American forms of mass recreation, mass leisure and popular cultural habits. Includes historical study of movies, sports, popular music, media, and other mass leisure genre. Prerequisite: HIS 108, or permission of instructor. Offered spring, every third year. 3 credits

HIS 321 Media and History

This course traces the development of the media in American history from the Zenger case to the blogosphere. Emphasis is on the development and utilization of new forms of media, as well as the democratizing effect of the new media. Offered spring. 3 credits

HIS 330 Greece and Rome

This course studies the Greek and Roman foundations of Western thoughts and institutions. 3 credits

HIS 331 The Early and Antebellum Republic (H)

This course presents the history of America from the ratification of the Constitution to the end of the Mexican-American War. Students examine the development of political parties, the growth of industrialization in the North, the entrenchment of slavery in the South, and the evolution of American culture. Offered fall, every third year. 3 credits

HIS 335 Spike Lee's America (A)

This course approaches American history through the eyes of one of the nation's most controversial and iconic filmmakers, Spike Lee. Through this course, students will learn about the film writing and filmmaking processes as art forms. Students will engage in critical analyses and extensive discussion about all aspects of filmmaking such as cinematography, acting, lighting and editing. Offered spring alternate years. 3 credits

HIS 336 Engaged Ethnography (V)

This course explores the ways in which ethnography (writing about culture) can be viewed in terms of how communities past and present have come together to tell stories or create a historical record about themselves. Our readings will explore how various writers, researchers, artists, activists, scholars, community organizers and public intellectuals connect historical traditions with contemporary practices of lively engagement with social issues. Students will also engage in some hands-on practice in anthropological and ethnographic

methodology: collecting, gathering, and producing oral historical accounts. Satisfies Secondary Education requirement in Cultural Anthropology for Social Studies certification. Offered as required. 3 credits

HIS/ENG 368 The Classical World

Through the lens of cultural history, this course explores the rich life and heritage of the ancient Mediterranean world, with special attention to Greece and Rome. The approach of the class is fundamentally interdisciplinary in scope, with an eye toward how developments in politics, art, education, literature, philosophy, and technology mutually inform one another in any proper assessment of the classical world. 3 credits

H-HIS 376 Honors History Pennsylvania: A History of the Keystone State (H)

This course covers Pennsylvania's history from the colonial era to the present day. Special attention will be paid to Philadelphia's central role in the colonial and revolutionary eras, to the ethnic diversity of Pennsylvania's society, to the conflicts between labor and industrialists in late nineteenth century western Pennsylvania, and to the evolution of city politics in twentieth century Pittsburgh and Philadelphia. 3 credits

HIS 378 Sports and American Society

This course covers America's amateur and professional sports history from the colonial era to the present day. Students examine the genesis of the present-day sports world and the ways in which the sports world reflected American society. The course includes debates about current issues and controversies. Offered fall, every third year. 3 credits

HIS 396 Sports and American Society

This course examines black history, heritage, and culture as illuminated through expression of Folklore and Folklife, including music, oral narratives, beliefs, customs, foodways, crafts, tools, and decorative objects—in short, everyday creative expressions employed in, by, and among various black populations in the African diaspora. The course offers a particular (but not exclusive) emphasis on African-Americans and the history of Africans in the Americas, exploring the development of identities both through common groups (i.e., occupational, family, religious, regional, etc.) and through common genres. Readings, case studies, and experiential activities may include traditions revolving around foodways, music, gender relations, occupation, movement arts, beliefs and customs and narrative. 3 credits

HIS 400 Special Topics in History

The instructor selects content of this upper-division course, keeping in mind the needs of the students and providing experimental coursework at an advanced level. Consult the department chair for specific information on course content each semester. Offered as required. 3 credits

HIS 406 Comparative Revolutions

Students study selected revolutions, including the French, American, Russian and Chinese, in addition to a study of revolutionary theory, philosophy and personality. Offered as required. 3 credits

HIS 409 American Colonial History

This course presents the history of America from colonial times to the Constitutional Convention of 1787. Students examine the political, economic, and social development of the American colonies with special emphasis on the coming of the American Revolution and the early Independence period. Offered fall, every third year. 3 credits

HIS 410 Twentieth Century United States History

This course studies the domestic history of the United States in the twentieth century with emphasis on the political, economic, and social factors that changed America from a rural, agrarian nation to an urban, industrial, technological state. Offered spring, every third year. 3 credits

HIS 416 America and the Vietnam War

This course studies the United States' involvement in the Vietnam War that includes political, diplomatic, social and military analysis of the conflict both in the United States and Southeast Asia. Offered fall. 3 credits

HIS 419 Women and History

This course takes an interdisciplinary approach to the global study of gender, sex, and sexuality. Topics include sexism, human sexuality, critical theory, gender studies, post-colonial feminism, and queer theory. Offered fall, every third year. 3 credits

HIS 420 United States Military and Diplomatic History

This course presents the history of American foreign relations from the Revolutionary War to the present. Course stresses domestic and external factors in United States history that led to American foreign policy. The second half stresses the rise of America to world power in the twentieth century. This course also considers the purpose and functions of the military in a democratic society, the use of American military in national security, and the evolution of the American armed forces through over two centuries of United States history. Offered fall, every three years. 3 credits

HIS 424 Comparative Slavery

This course provides a comparative framework to examine the development of slavery across the globe. Students explore the history of slavery in Africa, Asian, Latin America, and North America. The course also examines slave cultures and slave resistance to and eventual independence from the exploitation. Offered fall, every third year. 3 credits

HIS 426 Nazi Germany

This course presents the history of the rise and fall of Nazi Germany. Offered as needed. 3 credits

HIS 427 The Struggle for Black Equality

This course will examine efforts to break down racially-based segregation and inequality in Western social, economic, political, and cultural arenas. This course will analyze these united efforts through the lens of moral and values-based motivations that led individuals and groups to challenge existing hegemonic structures. The course will highlight connections among Western struggles for the rights of black peoples and broader Pan-African and diasporic battles for the rights of people of African descent. Prerequisite: HIS 108 or HIS 211 or HIS 212 or permission of instructor. Offered fall, every third year. 3 credits

HIS 428 The Gilded Age and the Progressive Era

This course presents the history of America from the end of Reconstruction to the end of World War I. Students examine the settlement of the American West, the emergence of the industrial "titans," the growth of worker's unions, the influx of immigrants to America's growing cities, and the Populist and Progressive movements. Prerequisite: HIS 108 or permission of the instructor. Offered as needed. 3 credits

HIS 439 World War II

This course covers the history of the Second World War, beginning with World War I and the Treaty of Versailles and ending with Japan's surrender in 1945. Students examine the causes of World War II, America's reaction to the outbreak of war in 1939, America's war effort in the European and Pacific theaters, Franklin Roosevelt's wartime diplomacy, and the Allied victory over the Axis powers. Offered spring, every third year. 3 credits

R-HIS 466 Undergraduate Research

This course offers an independent but directed collaborative course of study involving a specific research agenda in the discipline under departmental faculty supervision. Research projects typically require a review of the literature, a paper developing and defending a hypothesis, and a poster or an oral presentation of the completed research project. Prerequisite: Department approval. Offered fall, spring or summer. 1-3 credits

HIS 487 Historiography Seminar

This course surveys historical writing with readings of the great historians. Course includes extensive study of modern historical writing arranged according to type: political, social, economic, and so forth. Course limited to History, Political Science, and American Studies majors. Must have approval of instructor. Offered spring, every year. 3 credits

HIS 488 Internship

Students have the opportunity to be involved with an internship in a museum, a library or historical site. Credit to be arranged

HIS 489 History Curriculum and Methods

This course is designed to help prepare students to become secondary school social studies teachers. Coursework will involve the creation, delivery and evaluation of social studies lessons. History 489 is recommended only for students with a strong background in history and government and a desire to teach high school or middle school. Course required for those seeking secondary education certification in social studies. Students not enrolled in a teacher certification program must have the permission of the instructor. Offered fall. 3 credits

HIS 499 Independent Study

This course offers independent but directed study of a special topic of interest to the student but not included in the regular course offerings. Prerequisite: Approval of instructor, department chair, and dean for academic affairs. Fee. Offered fall and spring. 3 credits

REQUIREMENTS FOR THE MAJOR IN HISTORY*

For general education requirements, consult pages 69-78 (34-48 credits).

REQUIRED COURSES FOR UNITED STATES HISTORY TRACK

		CREDITS: MAJOR
HIS 107	Survey of United States History I	6
	-and-	
HIS 108	Survey of United States History II	
HIS 105	European History from 1648 - 1900	3
	-or-	
HIS 106	European History from 1900 to the Present	3
HIS 109	Introduction to American Studies	3
	-or-	
HIS 213	American Constitutional History	
HIS 409	American Colonial History	3
	-or-	
HIS 410	Twentieth Century United States History	
	-or-	
HIS 427	The Struggle for Black Equality	
HIS 487	Historiography Seminar	3
HIS Electives at least six of these credits must be at the 300 - level or above		15
Total credits for major		30

REQUIRED COURSES FOR WORLD HISTORY TRACK

CREDITS: MAJOR		
HIS 105	European History from 1648 - 1900	6
	-and-	
HIS 106	European History from 1900 to the Present	
HIS 107	Survey of United States History I	3
	-or-	
HIS 108	Survey of United States History II	
HIS 251	Survey of Latin American History from Colonization to 1800	3
	-or-	
HIS 252	Survey of Latin American History from 1800 to the Present	3
HIS 427	The Struggle for Black Equality	3
	-or-	
HIS 424	Comparative Slavery	
	-or-	
HIS 426	Nazi Germany	
HIS 487	Historiography Seminar	3
HIS Electives at least six of these credits must be at the 300 - level or above		12
Total credits for major		30

*Minor: The history and political science department offers a minor in history made up of 18 credits of history courses. Students wishing to minor in history should consult the department chair.

Note: Students may substitute up to 6 credits of relevant coursework from outside of the major.

For teaching certification, 34-35 credits are required in professional education courses. Specific requirements are found in the secondary education section, page 185. Students interested in secondary education certification in social studies (with a concentration in history) are required to take HIS 107, HIS 108, HIS 251, HIS 252, HIS 336, HIS 487. The following additional courses are added to the list of history requirements: POL 230, POL 206, and POL 275.

Honors Seminars

(See page 63 for more information about the Honors Program.)

COURSE DESCRIPTIONS

H-ECG 100 Honors Engagements with the Common Good: Reacting to the Past, Engaging the Present

This writing-intensive course approaches the common good from a variety of perspectives by exposing and interrogating the tension between the individual and society. It also examines the individual's position in various communities: family, nation, race, class, gender, and other categories of identity. This course makes students increasingly prepared to see solidarity, reciprocity, and mutual engagement as social justice. Through reading, writing, classroom discussion, and co-curricular activities, students come to a greater understanding of the formal and informal social structures that construct their identities. A key teaching method in the class is the nationally recognized "Reacting to the Past" pedagogy. This method was developed originally at Barnard and Columbia, and it is now used in college classrooms across the country. "Reacting" calls on students to play out the parts of historical figures in key moments of cultural and political crisis. Students inhabit their roles, getting into the minds and hearts of those historical individuals they portray. Public speaking and writing "in character" are essential features of the "reacting" method. For first-year Honors students only. Offered fall. 3 credits

H-BIO 101 Honors Biology: Biological Science I

This introductory course for majors includes the scientific method, biochemistry of life processes, cell structure and function, metabolism, taxonomy, and evolution. Prerequisite: Placement in MAT 117 or higher or completion of MAT 111. Limited to science, allied health, exercise science and health promotion majors, or by permission of the department chair. Satisfies part of the Scientific Literacy requirement. Three hours lecture, three hours lab. Lab fee. Students may not receive credit for both BIO 101 and BIO 177. 4 credits

H-BIO Honors Biology: Biological Science II

The second semester continues H-BIO 101 with studies of molecular and Mendelian genetics, diversity of life including animal physiology, and ecology and the environment. Lab includes an independent project and research paper. Limited to science, allied health, exercise science and health promotion majors, or by permission of the department chair. Prerequisite: BIO 101, earning a 'C-' or higher. Three hours lecture, three hours lab. Lab fee. Students may not receive credit for both BIO 102 and BIO 177. 4 credits

H-BIO 170 Honors Biology: Biological Evolution

This non-majors course will review fundamental theories and mechanisms of biological evolution of life on Earth with a focus on how evolution occurs at the genetic level. Topics will include a review of historical and modern figures in evolution and their theories, DNA and its role as the molecular basis of heredity, the fossil record, phylogeny and the evolutionary history of biological diversity with emphasis on the human species.

Satisfies part of the Scientific Literacy requirement.
Prerequisite: Completion of quantitative literacy requirement.
Three hours integrated lecture/lab. Lab fee. 3 credits

H-BUS 304 Honors Business Administration: Business Ethics (V)

This course will examine issues and scenarios that relate directly to the workplace, so that future employees can develop a clearer sense of how their corporate code of ethics relates to operational decisions made on a daily basis. 3 credits

H-COM/PSY 302 Honors Communication/Psychology: Psychology in the Media

This course examines media formats such as books, magazines, movies, video, music, video games, marketing and advertising through the lens of psychological theory and research. Activities and assignments include critiques, debates reaction papers, field and analytic research. Prerequisite: PSY 101. 3 credits

H-ECO 300 Honors Business Administration: The Great Depression (H)

This course studies the various conditions leading up to the Great Depression—commercial banking, the Federal Reserve, stock markets, and macroeconomic policies. Current monetary and fiscal policies will be compared and contrasted to those in operation during the Great Depression. Learn the history of banking in the U.S. and contrast it with today's financial market. 3 credits

H-ECO 303 Honors Business Administration: Game Theory

This course introduces students to the basic tools of game theoretic analysis and some of its many applications to economics. Students will learn how to recognize and model strategic situations, and to predict when and how their actions will influence the decisions of others. 3 credits

H-ENG 292 Honors English: Reacting to the Past: Advanced Master Class

This course engages students in "Reacting to the Past," a teaching method developed originally at Barnard College and now used in college classrooms across the country. "Reacting" calls on students to play out the parts of historical figures in key moments of cultural and political crisis. Students inhabit their roles, getting into the minds and hearts of those historical individuals they portray. Public speaking and writing "in character" are essential features of the "reacting" method. This course is primarily designed for veterans of "reacting" who have worked with the pedagogy in other courses; however, motivated students who are new to "Reacting" are also welcome. Course enrollment is limited to Honors students. 3 credits

H-ENG 305 Honors English: Creation, the Fall and Redemption in Poetry, Painting, and Music

Throughout the centuries, biblical stories have been the inspiration for great art in a variety of media, most especially literature, music and the visual arts. This course will focus on the story of the Creation, the Fall, and Redemption as it is treated in John Milton's *Paradise Lost*, George F. Handel's *Messiah*, the paintings of William Blake and Gustave Dore, and other artistic interpretations of both Old and New Testament biblical narratives. 3 credits

H-ENG/HIS 314 Honors English/History: The European Renaissance (H)

This Honors "Heritage" course provides a detailed examination of the European Renaissance from its Italian origins to its unique manifestation in the literature and culture of England. Students will explore the dynamic cultural history of a watershed moment in the transformation of the western world. They will interrogate important yet controversial notions of art, culture, and historical periodization—seen through the linked lenses of primary, secondary, and interdisciplinary sources. 3 credits

H-ENG 330 Honors English: Theorizing Beauty in Literature and Culture (I)

In this "Individual and Society" course students will examine various arguments about what and who defines beauty in America. Students will also explore how a culturally constructed standard of beauty becomes complicated by questions about race, class, and gender. Student researchers will gather data on subjects such as the impact of media on perceptions of physical attractiveness, body satisfaction in different cultures, and the relationship between beauty and justice. The class will develop a consensus theory of beauty that will be applied to texts—material and literary—to see how those texts both express and shape an evolving culture of beauty in America. 3 credits

H-ENG 344 Honors English: Television as Narrative Art

From the 1990s to the present, critics and scholars have noted a revolution in long-form storytelling on television, both in drama and comedy. Groundbreaking and ambitious series such as *The Sopranos*, *Seinfeld*, *Six Feet Under*, *Arrested Development*, *Deadwood*, *The Wire*, *24*, *Lost*, and *Mad Men* have irrevocably transformed the media landscape. What many have termed a new "golden age" of television has emerged to challenge the traditional artistic dominance of cinema. We now find television, at its best, claiming the status of art and discovering in its narratives the richness of character and plotting once assumed to be the domain of novels. This course endeavors a scholarly appraisal of television, with special attention to how the medium not only emulates literary narrative, but is in fact transforming narrative as we know it. 3 credits

H-ENG 355 Honors English: Literature of the Holocaust

This Honors course examines the literature of the Jewish Holocaust and, specifically, writing by Holocaust survivors (Jewish and non-Jewish) whose work defines the culture of remembrance we associate with this historical event. By looking at the work of writers like Elie Wiesel, Anne Frank, Viktor Frankl, Primo Levi, and others—and by examining other media (shetl diaries, photographs, and film)—we will, as a class, develop an understanding of the political, spiritual, and aesthetic dimensions of this work and its informing influence on cultures around the world. Through committed study of the period, students will better appreciate our human capacity for hate and the redemptive powers of love, forgiveness, and art. 3 credits

H-HIS/PHI 309 Honors History/Philosophy: Baseball and the American Tradition (H)

Within the context of the game of baseball, this course will

examine significant historical/cultural aspects of American life. The history of the game itself sets the stage for analyzing class stratification of rich and poor; race and gender relations; the "level playing fields" of baseball as a business; the inspiring influence the game has had on literature and the arts and the psychology of the human drama of triumph and tragedy played out on and off the field. 3 credits

H-HIS 315 Honors History: The Civil War (H)

This course offers a dramatic and detailed examination of causes, people, strategies, and battles that shaped the most violent and pivotal event in American history. 3 credits

H-HIS 376 Honors History Pennsylvania: A History of the Keystone State (H)

This course covers Pennsylvania's history from the colonial era to the present day. Special attention will be paid to Philadelphia's central role in the colonial and revolutionary eras, to the ethnic diversity of Pennsylvania's society, to the conflicts between labor and industrialists in late nineteenth century western Pennsylvania, and to the evolution of city politics in twentieth century Pittsburgh and Philadelphia. 3 credits

H-LAN/SPA 301 Honors Language/Spanish: Don Quixote and the Art of Imagination

This online course is a study of Cervantes' masterpiece, *Don Quixote*, and includes an examination of critical and scholarly approaches to the novel. Particular attention is given to the creative process and the imagination. Emphasis is placed on the theme of injustice and recurrent topics such as identity crisis, the partnership of opposites, appearance versus reality, and idealism versus realism. Students need not speak Spanish to take this course. The text and other reading selections are in English. Spanish majors wishing to fulfill elective credits must complete all journal entries, quizzes, the midterm paper and the final oral presentation in Spanish. 3 credits

H-PHI 302 Honors Philosophy: The Idea of Beauty / The Philosophy of Art (A)

The seminar explores the human response to aesthetic values. Art forms such as painting, drama, and music are analyzed in light of the philosophical contributions of Plato, Aristotle, Hume, Kant, and others. 3 credits

H-PHI 305 Honors Philosophy: Existentialism (I)

This course offers an examination of philosophies of Kierkegaard and Nietzsche as well as an exposition of major phenomenologists as Husserl, Heidegger and Sartre. Course is supplemented with readings from contemporary literature. Prerequisite: Two courses in philosophy or permission of the instructor. 3 credits

H-PHI 306 Honors Philosophy: Myths, Symbols, and Images (H)

The course examines a variety of cultural mythologies such as Native American, Latin American, Nordic, Greek, and African to determine the meaning and significance of these myths as they reveal human experiences. The use of myths, symbols and images are analyzed within the context of the cultural history and as expressions of profound relationships that humankind

bear with each other and their surroundings. 3 credits

H-PHI 310 Honors Philosophy: American Philosophy (H)

This course analyzes the philosophical writings of American thinkers from colonial times to the twentieth century. Two fundamental questions will be addressed throughout the course: What are the philosophical theories that support the development of America? Is there a uniquely American philosophy that is independent of European thinkers? 3 credits

H-POL 301 Honors Political Science: Terrorism

This course offers an investigation and analysis of the role and functions terrorism plays in contemporary society. This course examines the historical roots of terrorism and attempts to define the differences between terrorists and freedom fighters as well as between state-sponsored acts of violence and those performed by non-state groups and individuals. Emphasis is placed on the causes of terrorism, the impact of terrorism on international politics and evaluating the strategies of dealing with acts of terrorism. The ethics and justification of terrorism also are critically appraised. 3 credits

H-PSY 260 Honors Psychology: Social Identity and Psychological Development

This course will provide a study of how race, class, and gender can influence an individual's psychological, social, and educational experiences. Students will explore how societal messages about race, class, and gender help to shape an individual's worldview and what they see as possible for themselves. Special attention will be given to schools, parents, and media as agents of race, class and gender socialization. We also will focus on how educational and life experiences/opportunities are different for various race, class, and gender groups. Students will be prompted to think about societal and institutional changes that could provide equal opportunities for all human beings regardless of race, class, and gender. Prerequisite: PSY 101. 3 credits

H-PSY 301 Honors Psychology: Psychology of Genius, Creativity, and Discovery

This course examines genius, creativity and discovery in the fields of science, art, and music from a psychological perspective. Readings from the empirical research literature as well as biographical and autobiographical materials will be studied. 3 credits

H-REL 220 Honors Religious Studies: Religious Folklife (A)

Folklife studies refers to the scholarly discipline which cultivates a sensibility and an appreciation for the culture of everyday life in complex societies. Religious folklife means specific cultural creations that express religious attitudes and beliefs. This course in American religious folklife will examine the history and culture of religion in American with specific reference to Christian and Christian-based systems, as well as believers' religious artifacts, art, craft, architecture, belief, customs, habits, foodways, costume, narrative, dance, song and other cultural expressions. 3 credits

H-REL 221 Honors Religious Studies: Religion in America (I)

Through this course, students gain an overview of the diverse religious traditions in the United States. Emphasis is placed on Protestantism and Judaism, with some attention to Catholicism and Eastern religions in the United States. 3 credits

H-REL 301 Honors Religious Studies: Heroes of Conscience

Students are introduced to men and women from various religious traditions whose faith has moved them to act in a heroic manner. Investigating how people of faith respond to such issues as war and poverty, students study the life and work of such figures as Gandhi, Dorothy Day, and Thich Nhat Hanh. 3 credits

H-REL 302 Honors Religious Studies: Approaches to the Study of Religion Through Film

This course will introduce students to a series of classic texts that have been influential in the development of religious studies as a discipline. Included for study are the works of Sir James Frazer, Karl Marx, Sigmund Freud, Carl Jung, Max Weber, Emile Durkheim, Rudolf Otto, Mircea Eliade, Martin Buber, William James, Clifford Geertz, Victor Turner, and Mary Daly. Their writings will be complemented by a series of films which consider religion, as well as assist in the appreciation of relevant theoretical approaches to the subject. Students also will read relevant film history and theory, and among the course requirements is the creation of a screenplay that expresses and teaches the ideas of a major theorist. 3 credits

H-REL 312 Honors Religious Studies: Sects and Cults in American Religion (I)

This course is concerned with the variety of religious groups and movements found in both historical and contemporary American religion, with a focus on their actual teachings, their religious significance for Western culture and Western perceptions of what is religious, the variety of ways civic organizations and churches have responded/are responding to them, and the artistic expressions created by members of these belief systems. Prerequisite: ECG 100. 3 credits

H-SOC 306 Honors Sociology: The Sociology of Happiness (I)

This course examines the relative value of both individual and institutional factors in the creation and maintenance of human happiness. Students complete a sociological survey and research project on happiness. Historical and cultural constructions that affect the way we come to see "happiness" are examined. The impact of culture, gender, age, income, education, and religion on societies and individuals are reviewed. Offered spring in alternate years. 3 credits

Human Resources Management

OBJECTIVES

The human resources management major prepares students for careers in management and in human resources. The human resource approach to managing people focuses on benefiting organizations in two significant ways: by increasing organizational effectiveness and productivity, and by satisfying employees' needs.

Students are prepared to become generalists in human resources or to specialize in areas such as organization development, training and development, labor relations, and compensation and benefits. Students learn specific concepts and skills that are important and valuable in today's rapidly changing business environments. Students are advised to take at least one cooperative (Co-op) field work experience. These Co-op experiences are available in major business and nonprofit organizations and allow students to learn more about specific areas within human resources. Co-ops are available for credit during the regular school year and during the summer months.

While most students choose this major to become human resources professionals, others do so to better prepare themselves for careers in the general field of management.

All of the business major programs at Cabrini include a common business core which recognizes the 'enterprise' nature of today's business world that integrates the various strategic areas of business.

Students will find the use of a concentration or minor as a way to further customize the human resources management major in response to specific employment markets, such as the nonprofit sector or government agencies, or as a method of broadening their knowledge in the international arena or in the management of information.

SPECIAL REQUIREMENTS

Student transferring into human resources management from another college must complete a minimum of 18 Cabrini College Business Department credits, 15 credits of which must be 300-level or above human resources management courses.

MINORS

Students can minor in related business fields (Accounting, Marketing, Finance and Business Administration) or in the following:

- Economics
- International Business
- Sports Management

See Business Administration for course requirements and descriptions.

CONCENTRATIONS

Nonprofit Management: Department requirements plus three upper-division non-profit management courses (BUS 312, MKT 382 and a 3-credit course approved by the department).

Public Administration: Department requirements plus FIN/POL 307, POL 213 or POL 324 and SOW 402.

Advertising: Department requirements plus MKT 365 and two from the following: COM 360, COM 366, GRA 253, GRA 318, and GRA 319.

COURSE DESCRIPTIONS

(See Business Administration, Communication, Graphic Design, Political Science, and Social Work.)

REQUIREMENTS FOR THE MAJOR OR MINOR IN HUMAN RESOURCES MANAGEMENT

For general education requirements, consult pages 69-78 (34-48 credits).

BUSINESS ENTERPRISE CORE REQUIREMENTS

		CREDITS: MAJOR MINOR	
BUS 120	Principles of Management	3	3
ECO 131	Microeconomics	3	3
ECO 132	Macroeconomics	3	
ACC 210	Accounting Principles I	3	3
ACC 211	Accounting Principles II	3	
BUS 220-221	Quantitative Business Analysis I and II	6	
MKT 230	Principles of Marketing	3	
FIN 285	Business Finance I	3	
BUS 321	Business Law I	3	
BUS/IST 351	Management Information Systems	3	

HUMAN RESOURCES MANAGEMENT REQUIREMENTS

		CREDITS: MAJOR MINOR	
HRM 200	Human Resources Management	3	3
BUS 364	Leadership and Supervisory Skills	3	
HRM 453	Human Resources Management Seminar	3	
HRM 324	International Management	3	
Human Resources Management Electives		12	6

Majors must complete three (3) of the following and minors two (2):

HRM 310	Training and Development
HRM 319	Compensation and Benefit Administration
HRM 415	Staffing
HRM 424	Organization Change and Development

In addition, majors must complete either a fourth course chosen from the above list or the following courses:

HRM 322	Labor Relations	
General Electives		21-35
Total credits for major		57
Total credits for minor		18

HRM 200 Human Resources Management

This is a survey course that helps students understand various elements to be addressed in managing an organization's most important resource, its employees. Students learn about areas such as manpower need determination, recruiting and hiring, EEO/AA, leading work groups, and evaluating and improving performance. 3 credits

HRM 310 Training and Development

This course emphasizes how to determine training needs and design training sessions that are interesting and effective. Material is also applicable to creating and making important presentations to peers and bosses as well as subordinates. Prerequisite: Sophomore or higher class standing. Offered fall. 3 credits

HRM 319 Compensation and Benefit Administration

Students examine the establishment and administration of compensation and benefit programs. Topics include salary surveys, job descriptions, and benefit analysis (health, life, pension, profit sharing, etc.). Prerequisite: BUS 120. 3 credits

HRM 322 Labor Relations

This course examines the relationship of employees and their managers. Guest lecturers, case studies, award-winning documentaries, and texts are used to generate learning about such topics as current events in labor relations, why strikes occur, and different responses management can take toward efforts to unionize their companies. Students form teams and learn about contract negotiations in simulated collective bargaining sessions. Prerequisite: BUS 120 or permission of instructor. 3 credits

HRM 324 International Management

This course focuses on how international management differs from domestic management. Students gain an overall perspective on international management, learn about issues in international planning, study the function of international human resources management, and learn how to manage and lead people in international organizations. Prerequisite: BUS 120. Offered fall. 3 credits

HRM 415 Staffing

An organization's most important resource is its people. Managers and their organizations can only be as good as their people. In today's highly competitive environment, careers can be made or broken based on how effectively managers and their organizations conduct the staffing process. Having the right staff effects how managers/leaders experience the workplace everyday. At the heart of this process is an attempt to form matches between people and jobs that result in an effective, satisfied workforce. This course teaches students the staffing activities that result in good person/job matches that help create productive, positive work environments. A must for those who want to advance their careers by having the right people working for them. Offered fall. 3 credits

HRM 424 Organization Change and Development

This course teaches specific strategies and approaches for planned, sustained efforts to improve an organization's culture and the lives of its workers. Students learn to diagnose/analyze sources of problems in organizations. This is an important course given today's new business environment that emphasizes organizational flexibility and change as a key survival strategy. Students, working in teams, apply their learning by facilitating change in a mock real-world work group. Prerequisites: BUS 120 and upperclass standing. 3 credits

HRM 453 Human Resources Management Seminar

Students work alone or with a partner to develop a human resources department for a fictitious company. The different functions and activities of an HR department are discussed in detail as students determine the make-up, policies, and procedures that are best suited for the company and its culture. Prerequisite: Open only to human resources management majors. Offered spring. 3 credits

Individualized Major

OBJECTIVES

The individualized major provides students with the opportunity to focus intensively on their personal academic interests and strengths. By including coursework from several areas, an individualized major allows students to create a personalized educational experience with the help and advice of a faculty advisor. The individualized major meaningfully combines several academic disciplines; students must complete substantive coursework in at least two areas.

SPECIAL REQUIREMENTS

Individualized majors must be approved by the Individualized Major Supervisory Committee. (Please see the Special Studies Options section for full details.) Students must achieve at least a 2.2 QPA in the major. Students must complete at least 30 college credits after the creation of the individualized major. All courses comprising the individualized major must be at the 200-level or above. Five of the courses must be at the 300-level or above. Students must take four courses in each of two disciplines.

INDIVIDUALIZED MAJOR CHECKLIST

Department #1 (must have four courses) 300-level and above?

1.	<input type="checkbox"/>
2.	<input type="checkbox"/>
3.	<input type="checkbox"/>
4.	<input type="checkbox"/>

Department #2 (must have four courses) 300-level and above?

1.	<input type="checkbox"/>
2.	<input type="checkbox"/>
3.	<input type="checkbox"/>
4.	<input type="checkbox"/>

Department #3 (two courses) 300-level and above?

1.	<input type="checkbox"/>
2.	<input type="checkbox"/>

Department #4 (one course) 300-level and above?

1.	<input type="checkbox"/>
----	--------------------------

Total 300-level and above 15 credits (five courses)

Total credits for major (11 courses) 33

Information Science and Technology

COURSE DESCRIPTIONS

IST 125 Information Management and Technology

The use and integration of Internet technologies with other computer software applications is at the center of this course. The objective is to understand the process of digital information manipulation and to develop the critical information management and technology skills required by an "information age" workplace and society (searching, critical analysis, evaluation, and communication). Social, cultural and ethical issues surrounding digital information are discussed. Satisfies the Information Literacy requirement. Offered fall, spring, and summer. 3 credits

IST 195 Introduction to Programming

Students are introduced to programming and programming methodology through the use of popular languages C++ and Visual Basic. This course satisfies one of the mathematics degree program requirements. Prerequisites: IST 125, MAT 117 or equivalent. Offered spring. 3 credits

IST 200 Internet Programming Languages

This course is an introduction to Web-oriented programming languages. The focus is primarily on the HTML and XHTML programming language. The course also will include the use of common scripting languages in constructing dynamic Web pages. Prerequisites: IST 125, MAT 117 or equivalent. Offered fall. 3 credits

IST 225 Computer Information Systems

This course is an introduction to computer information systems concepts, hardware, software applications, data communication, and the social and ethical issues surrounding computers and information systems. Coverage includes current hardware and software technologies and issues, communications, networks, information systems basics and trends, object-oriented design, current system and application software, international issues, and careers in computer-related fields. Prerequisite: IST 125. Offered fall, alternate years. 3 credits

IST 250 Operating Systems

Application and theory behind the functions of multi-tasking operating systems (OS), such as the kernel, process management, management of memory and files, scheduling of jobs, and communication of peripherals. The course will explore a variety of major operating systems such as Windows NT, Unix, and Linux, and Mac OS. Prerequisites: IST 125 and 225. Offered fall, alternate years. 3 credits

IST 270 Ethical and Social Issues in Information Technology

Social and ethical implications of information technology (IT) are examined with special emphasis on the Internet. The major goal is to identify issues and questions that deal with

individual responsibilities and actions as well as with the moral basis of public policy. It focuses on the risks and challenges of the Internet and IT, individual privacy, moral and professional responsibility, intellectual property, security as well as the opportunities and prospects of a networked world. Prerequisite: IST 125. Offered fall. 3 credits

IST 275 Social Computing

The use of social capital and shared social resources is becoming a model for life in the online world that extends all the way from self-help communities to "tagging" interesting Web resources (Social tagging). This course will provide a foundation to understanding of the history of these new social computing approaches and an understanding of key approaches, theories, and technologies used to support this new democratic mode of computer usage. Prerequisite: IST 125. Offered spring. 3 credits

IST 280 Can Society Withstand Technology?

This course is about how technology drives society and how society steers technology. The definition, history, and the diffusion of technology are covered, along with its impact on society, for both good and bad. The most important facet of the course is to understand and manage technology so as to promote the common good. The course finishes with a look forward to the next millennium to project where the human race will be—or not be. Offered fall. 3 credits

IST 290 Systems Development

Study of methodologies for the development and management of large-scale software systems: system analysis and design techniques, implementation, system testing, verification, and maintenance, particularly in a team-oriented and large-scale project environment. Prerequisite: IST 225. Offered spring, alternate years. 3 credits

IST 295 Object-Oriented Programming

This course uses the C++ computer language to study object-oriented programming. Topics included are classes, inheritance, polymorphism, I/O streams and data fields. Prerequisites: IST 195, MAT 131. Offered spring, alternate years. 3 credits

IST 300 Database Management Systems I

This course provides an introduction to database systems design and data management. Concepts and techniques related to the entity-relationship model and relational systems, normalization, network and hierarchical models. Object-oriented database systems also will be introduced. Prerequisite: IST 225. Offered spring, alternate years. 3 credits

IST 305 Database Management Systems II

The design and implementation of accurate and effective database systems. This course provides in-depth coverage of SQL, the universal query language for relational databases as

well as PL/SQL, Oracle's procedural extension to SQL. Topics include transactions, objects, controls, procedures, functions and cursors. Extensive hands-on experience is featured with focus on Oracle software. Prerequisite: IST 300. Offered fall, alternate years. 3 credits

IST 315 Human-Computer Interface

Design and evaluation of the human interface with computer information systems. Hardware and software technologies are used in developing interfaces. Methods for acquiring user requirements in interface design are presented. Models for evaluating interfaces are introduced and applied. Prerequisite: IST 225. Offered fall, alternate years. 3 credits

IST 335 Network Computing

This course provides the fundamentals of computer network technologies from a systems analysis and design perspective, with emphasis on the Internet. It presents an introduction to distributed computing, along with the network analysis, design, and management principles. Major topics include analog and digital networks, network protocols, switching, transmission systems, and distributed applications. Prerequisite: IST 225. Offered spring, alternate years. 3 credits

BUS/IST 351 Management Information Systems

This course examines how businesses use technology to create and sustain competitive advantages in their industries. Case studies illustrate the strategic importance of information, showing how information provides advantages in the supply chain, distribution, sales and operations. Focus is placed on how new technologies can help transform industries and create new market opportunities. The role of information standards (such as HTML and XML), and legal and ethical standards are also examined. Prerequisites: BUS 120, ACC 211, MKT 230, and IST 125. Offered fall and spring. 3 credits

IST 375 Web-Based Systems

This course is an introduction to the development of Web-based systems and the applications of Internet technology. Topics include the analysis, design and programming of Web systems. The student will use advanced authoring and programming software in developing systems and applications. Trends in Internet technologies (standards, vendors, etc.) will be examined. Prerequisite: IST 125. Offered fall, alternate years. 3 credits

IST 400 Professional Practice in Information Technology I

Students are expected to develop an understanding of the profession, apply and expand the knowledge learned in the classroom through an internship, and demonstrate professional communication and organizational skills required of a soon-to-be practitioner. The internship requires a minimum of 10 hours per week of information technology work experience in an appropriate organization, under the supervision of a knowledgeable professional and faculty advisor. Prerequisite: Limited to juniors or seniors in the major and with permission of department chair. Offered fall. 3 credits

IST 405 Professional Practice In Information Technology II

A continuation of Professional Practice in Information Technology I (IST 400), students are expected to develop a more in-depth understanding of the profession, apply and expand the knowledge learned in the classroom through an internship, and demonstrate professional communication and organizational skills required of a soon-to-be-practitioner. The internship requires a minimum of 10 hours per week of information technology work experience in an appropriate organization, under the supervision of a knowledgeable professional and faculty advisor. Prerequisite: IST 400 and permission of department chair. Offered spring. 3 credits

IST 420 Capstone Project I

This course presents a synthesis, integration, and application of the initial stages of the systems development life cycle (planning, analysis, modeling, and conceptual design) in the development of a real-world, computer-based information system. Prerequisite: Senior status and permission of department chair. Offered fall. 3 credits

IST 425 Capstone Project II

Continuation of Capstone Project I (IST 420). This course presents a synthesis, integration, and application of the latter stages of the systems development life cycle (prototype design, system testing, and evaluation) in the development of a real-world, computer-based information system. Prerequisite: Senior status and permission of department chair. Offered spring. 3 credits

IST 450 Advanced Special Topics I

Selected topics addressing the needs, interests, and specialization of the student, dealing with trends, issues and special topics in the field of computer and information science. Prerequisite: Permission of department chair. Offered fall. 3 credits

IST 455 Advanced Special Topics II

Continuation of Advanced Special Topics I (IST 450). Selected topics addressing the needs, interests, and specialization of the student, dealing with trends, issues and special topics in the field of computer and information science. Prerequisite: Permission of department chair. Offered spring. 3 credits

R-IST 466 Undergraduate Research

This course offers an independent, but directed, collaborative course of study involving a specific research agenda in the discipline under departmental faculty supervision. Research projects typically require literature review, empirical analysis and a written report, poster or oral presentation of the completed research project. Prerequisite: Approval of instructor, department chair and dean for academic affairs. Offered spring. 3 credits

IST 499 Independent Study

Independent study is directed study covering areas not included in the curriculum. Fee. Prerequisite: Permission of department chair and dean for academic affairs. Credit to be arranged

Information Systems

OBJECTIVES

Information systems have become vital to the management, operation and products and services of many companies. Furthermore, the Internet and Web-based technologies are increasingly being used to create more global and competitive firms, enabling electronic commerce, and provide user-friendly and graphical multimedia information systems and services. Individuals with knowledge and skills in software design, Internet and Web technologies, as well as management principles, are and will be in great demand by the marketplace. The information systems degree program and curriculum take a general systems-approach to software applications design by providing students with the concepts, principles, and techniques required by the information technology profession. Students have the option of choosing one of two pre-defined concentrations: Internet Computing and Management Information Systems. Upon graduation, students are prepared for careers in system analysis and design, information management, system integration, Web-system design, Web-system management, and electronic commerce, as well as graduate studies.

SPECIAL REQUIREMENTS

Students need to maintain a minimum GPA of 2.0 in all required courses in the major. Those students who drop below this GPA will be placed on probation within the Information Science and Technology Department and will have one semester to increase it to the minimum or they will be dismissed from the major.

REQUIREMENTS FOR THE MAJOR OR MINOR IN INFORMATION SYSTEMS

For general education requirements, consult pages 69-78 (34-48 credits).

REQUIRED COURSES

		CREDITS:	MAJOR	MINOR
IST 195	Introduction to Programming	3	3	3
IST 200	Internet Programming Languages	3	3	3
IST 225	Computer Information Systems	3	3	3
IST 250	Operating Systems	3	3	3
IST 270	Ethical and Social Issues in Information Technology	3	3	3
IST 290	Systems Development	3	3	3
IST 300	Database Management Systems I	3	3	3

IST 315	Human-Computer Interface	3	3
IST 335	Network Computing	3	3
IST 375	Web-Based Systems	3	
IST 400	Professional Practice in Information Technology I	3	
IST 405	Professional Practice in Information Technology II	3	
IST 420	Capstone Project I	3	
IST 425	Capstone Project II	3	

INTERNET COMPUTING CONCENTRATION REQUIRED COURSES

		CREDITS:	MAJOR	MINOR
IST 450	Advanced Special Topics I	3		
IST 455	Advanced Special Topics II	3		
R-IST 466	Undergraduate Research	3		
IST	Electives	6		
	-or-			

MANAGEMENT INFORMATION SYSTEMS CONCENTRATION REQUIRED COURSES

		CREDITS:	MAJOR	MINOR
IST 450	Advanced Special Topics I	3		
IST 455	Advanced Special Topics II	3		
R-IST 466	Undergraduate Research	3		
IST	Electives	6		
	General Electives	18-32		
Total credits for the major			57	
Total credits for the minor				24

Italian

OBJECTIVES

The Italian curriculum is designed to develop oral and listening skills, a reading knowledge and writing proficiency in Italian and to enhance an awareness and appreciation of Italian culture in order to provide insight and understanding of global interdependence. The ability to speak and write well in Italian prepares students for a wide variety of careers such as teaching, banking, business, communications, public relations, social work, travel agencies, and government.

Course placement is determined by a review of high school language courses.

Students will not fulfill their literacy requirement with a course that is at a lower level than what is determined by the department without prior approval of the department chair.

Italian majors are highly encouraged to study abroad. Cabrini College has programs of its own and also works with area and other colleges to provide study abroad opportunities for students. The credits earned abroad will be applied to fulfill requirements toward the major or minor. Italian majors or minors should design a course of study in consultation with the department chair prior to a study abroad experience or other off-campus offering.

*Note: Students should expect to take all of their upper-level Italian courses for the major or minor at consortium institutions and should consult with the department chair when planning their curriculum.

PASS/FAIL OPTION

To encourage maintenance of language skills, the pass/fail option is available to non-language majors and minors who have fulfilled the foreign language core requirement and who may wish to pursue additional language courses.

COURSE DESCRIPTIONS

Note: ITA 202 or equivalent is a prerequisite to all advanced Italian courses.

These courses must be taken in sequential order: ITA 101, 102, 201, 202.

ITA 101-102 Introductory Italian I and II

This sequence of introductory Italian presents a thorough groundwork in spoken and written language as well as an emphasis on listening and reading comprehension, while enhancing cultural awareness and appreciation. Students are provided numerous realistic opportunities to apply vocabulary, grammatical structures and cultural information in a wide variety of practical contexts. Course is open to students with no previous experience with Italian, or those with only one or two years of Italian in secondary school. Two semesters. Offered fall and spring. 3 credits each

ITA 201-202 Intermediate Italian I and II

This course emphasizes spoken and written Italian with more complex grammatical structures and aural and reading comprehension activities, while enhancing cultural awareness and appreciation. Students are provided numerous realistic opportunities to apply, in a wide variety of practical contexts, the vocabulary, grammatical structures and cultural information introduced in the course. Emphasis is on oral proficiency and aural comprehension. ITA 202 is accepted for credit toward the minor with approval of the department chair. Prerequisite for ITA 201: Three years of secondary school or ITA 101 or 102. Prerequisite for ITA 202: ITA 201. Offered fall and spring. 3 credits each

ITA 203-204 Conversation/Composition

The course emphasizes oral practice and composition to enhance correct usage, increase vocabulary and improve style and naturalness of expression. Reading comprehension through literature and grammar review are also major components of the course. Both ITA 203 and ITA 204 (or equivalents) are required of all Italian majors and minors. Prerequisite for ITA 203: Four years of secondary school Italian or ITA 202 or equivalent. Prerequisite for ITA 204: ITA 202 or 203 or equivalent. Offered according to student need and interest. 3 credits each

ITA 400 Special Topics

This course is devoted to intensive study of a specific area of interest in Italian literature, culture or society. The instructor will choose topics pertinent to the needs of the students enrolled. Prerequisites: ITA 203 and 204 (or equivalent) or approval of the department chair. Offered as needed. 3 credits

ITA 499 Independent Study

This course is devoted to an independent study and further research of a specific area of interest in Italian literature, culture or history. This course is intended for Italian majors and minors only. Prerequisite: Approval of instructor, department chair and dean for academic affairs. Fee. Offered as needed. 3 credits

REQUIREMENTS FOR THE MAJOR OR MINOR IN ITALIAN**

For general education requirements, consult pages 69-78 (34-48 credits).

REQUIRED COURSES

		CREDITS: MAJOR	MINOR
ITA 203-204	Conversation/Composition (or equivalent)	6	
ITA 301-302	Survey of Italian Literature I and II (or equivalent)*	6	
ITA 307-308	Italian Civilization and Culture (or equivalent)*	6	
ITA 311	Advanced Conversation (or equivalent)*	3	
ITA 312	Advanced Grammar and Composition (or equivalent)*	3	
ITA	Italian Electives	9	
Electives, selected from any department(s)		42-56	
Total credits for major		33	

**Major: Italian majors are encouraged to study abroad and to consult the department chair regarding course selection abroad. The six credits earned abroad will be applied to fulfill required or elective credits.

**Minor: 18 credits beyond 201. Students wishing to minor in Italian are encouraged to consult the department chair to design a program.

Language

COURSE DESCRIPTIONS

LAN 211-212 Survey of Spanish Literature I and II (H)

This course analyzes some of Spain's more representative works from medieval to modern times. Students examine the works in their political, social and economic contexts. Student commentary is presented both orally and in writing. Class discussions are entirely in English. Two semesters. Offered upon sufficient enrollment. 3 credits each

LAN 213 History of Spanish Civilization (H)

This course presents a chronological evaluation of the history and culture of Spain from the beginning of Peninsular civilization to modern times. Students examine major political, social, literary, artistic, and other cultural developments. Class discussions are entirely in English. Offered upon sufficient enrollment. 3 credits

H-LAN/SPA 301 Honors Language/Spanish: Don Quixote and the Art of Imagination

This online course is a study of Cervantes' masterpiece, Don Quixote, and includes an examination of critical and scholarly approaches to the novel. Particular attention is given to the creative process and the imagination. Emphasis is placed on the theme of injustice and recurrent topics such as identity crisis, the partnership of opposites, appearance versus reality, and idealism versus realism. Students need not speak Spanish to take this course. The text and other reading selections are in English. Spanish majors wishing to fulfill elective credits must complete all journal entries, quizzes, the midterm paper and the final oral presentation in Spanish. Offered upon need and sufficient enrollment. 3 credits

LAN 400 Special Topics

This course is devoted to intensive study of a specific area of interest in language, culture or society. The instructor will choose topics pertinent to the needs of the students enrolled. Prerequisites: LAN 201 and 202 or approval of the department chair. Offered as needed. 3 credits

Liberal Studies

OBJECTIVES

The liberal studies major provides students the flexibility to pursue an interdisciplinary program through either the traditional areas of the liberal arts and sciences or by creating their own cross-departmental interdisciplinary theme. Liberal studies students experience breadth as well as depth in their coursework, which will prepare them well for a changing future and a well-rounded life. The critical thinking, analytical, and writing skills liberal studies majors acquire will prepare them well for the dynamic workforce of the future and for careers not yet in existence.

Students meet with their advisors to develop a written plan, confirming the sequence of courses that will provide focus and coherence to their learning objectives.

Liberal Studies disciplines include: Biology, Fine Arts, History, Literature (English or Spanish), Philosophy, Political Science, Religious Studies, Psychology, and Sociology. (Other courses by petition.)

LIBERAL STUDIES HONORS PROGRAM

Students who meet the following requirements will graduate with honors in Liberal Studies.

- A minimum cumulative GPA of 3.0
- A minimum cumulative GPA in the major of 3.5

Presentation of a student project, paper, or independent research project in a public forum such as the Cabrini Undergraduate Arts, Research and Scholarship Symposium or the SEPCHE Honors conference.

COURSE DESCRIPTIONS

LIS/PHI 280 Global Ethics

This course is open to all students. The course examines global economic disparities and disparities of power, and looks at alternative approaches to economic development. It uses the lens of global health and neglected tropical diseases to explore issues of poverty, the status of women, and global citizenship. Students are required to engage in promoting global justice through an in-depth investigation of a particular health problem as it affects Africa south of the Sahara and through commitment to an aid agency of their choice. No familiarity with basic ethical theories is presumed. Offered spring. 3 credits

LIS 350 Understanding: Humans and the Natural World

How have humans come to understand the natural world? Students will explore three modes of understanding: fear and awe, aesthetics, and order. Readings will include The Bible, Freud, Shakespeare, and Darwin. Emphasis is placed on primary source materials and hands-on projects. This course is open to non-majors. Prerequisite: Minimum of two Explorations courses. Offered as needed. 3 credits

LIS 351 Nature: Subject or Object?

How do human beings see their place in the natural order of the world? Students consider three thematic lenses: stewardship, mastery, and *nomos v. physis*. Authors read include Marx, Adam Smith, Thoreau, Sophocles, and Mill. Emphasis is placed on personal involvement and synthesis. This course is open to non-majors. Prerequisite: Minimum of two Explorations courses. Offered as needed. 3 credits

R-LIS 466 Undergraduate Research

This course offers an independent but directed collaborative course of study involving a specific research agenda in a liberal studies discipline under faculty supervision. Research projects typically require a review of the literature, a paper developing and defending a hypothesis, and a poster or an oral presentation of the completed research project. Prerequisite: Department approval. Offered fall, spring or summer. 1-3 credits

REQUIREMENTS FOR THE MAJOR IN LIBERAL STUDIES

For general education requirements, consult pages 69-78 (34-48 credits).

REQUIRED COURSES

	CREDITS:	MAJOR
LIS/PHI 280 Global Ethics		3
LIS 350 Understanding: Humans and the Natural World and/ or LIS 351 Nature: Subject or Object?		3-6
Focus Area*		12
Elective Areas (2)**		15-18
General Electives		36-56
Total credits for major		36

* Focus area courses are at the 200 level or above. A focus area is one liberal studies discipline or a specialized interdisciplinary theme combining courses from several disciplines; e.g., the Renaissance, the African-American experience.

** Five/six courses in two liberal studies disciplines at the 200 level or above other than the focus discipline, split 3/2 or 3/3. Students who elect to take both LIS 350 and LIS 351 need take only 5 elective courses.

Marketing

OBJECTIVES

The marketing major is designed to prepare students for a variety of careers such as brand management, marketing research, advertising, sales promotion, retailing, sales management, product development, sports marketing, and international marketing.

While most students choose this major to become marketing professionals, others do so to better prepare themselves for careers in the general field of management.

Students may find a concentration or minor useful in customizing the major to meet diverse career goals. Students should consult with their faculty advisor about the use of concentrations and minors.

Concentrations in non-profit management and public administration prepare students who wish to work in those sectors of the economy. Concentrations in skill areas allow students to further specialize in their field of study. Marketing majors and minors may find skill concentrations in advertising, or management information systems especially useful.

SPECIAL REQUIREMENTS

Students transferring into the marketing program from another college must complete a minimum of 18 Cabrini College Business Department credits, 15 credits of which must be 300-level or above marketing courses.

MINORS

Students can minor in related business fields (Accounting, Human Resources Management, Finance and Business Administration) or in the following:

- Economics
- International Business
- Sports Management

See Business Administration for course requirements and descriptions.

CONCENTRATIONS

Nonprofit Management: Department requirements plus three upper-division non-profit management courses (BUS 312, MKT 382 and a 3-credit course approved by the department).

Public Administration: Department requirements plus FIN/POL 307, POL 213 or POL 324 and SOW 402.

Advertising: Department requirements plus MKT 365 and two from the following: COM 360, COM 366, GRA 253, GRA 318, and GRA 319.

COURSE DESCRIPTIONS

(See Business Administration, Communication, Graphic Design, Political Science, and Social Work.)

REQUIREMENTS FOR THE MAJOR OR MINOR IN MARKETING

For general education requirements, consult pages 69-78 (34-48 credits).

BUSINESS ENTERPRISE CORE REQUIREMENTS

		CREDITS:	MAJOR	MINOR
BUS 120	Principles of Management	3		3
ECO 131	Microeconomics	3		3
ECO 132	Macroeconomics	3		
ACC 210	Accounting Principles	3		3
ACC 211	Accounting Principles II	3		
BUS 220-221	Quantitative Business Analysis I and II	6		
MKT 230	Principles of Marketing	3		3
FIN 285	Business Finance I	3		
BUS 321	Business Law I	3		
BUS/IST 351	Management Information Systems	3		

MARKETING REQUIREMENTS

		CREDITS:	MAJOR	MINOR
MKT 401	Marketing Research	3		
MKT 452	Marketing Seminar	3		
Marketing Electives		15		6

Majors must complete four of the following courses; minors select two of the following courses:

MKT 290	Consumer and Buyer Behavior
MKT 355	International Marketing
MKT 365	Advertising
MKT 375	Sales and Salesmanship

In addition, majors must take two electives from the following courses:

MKT 234	Sports Marketing	
MKT 345	E and Direct Marketing	
MKT 348	Sales Promotion	
MKT 382	Development of Nonprofit Organizations	
MKT 400	Distribution of Products and Services	
MKT 406	Retail Management	
General Electives		21-35

Total credits for major 57

Total credits for minor 18

MKT 230 Principles of Marketing

This course offers an overview of the entire marketing process from the creation of products and services to the disposal of products by the final user. Among the topics covered are: new product development, marketing research, product promotion (advertising, publicity, sales promotion and personal selling), consumer behavior, business to business and nonprofit marketing, pricing the product and product distribution. This course is a prerequisite for most of the advanced level marketing courses. Offered fall and spring. 3 credits

MKT 234 Sports Marketing

This course is designed to provide the student with an overview of one of the fastest-growing industries in the country and around the globe. In the U.S. alone, it is a \$350 million industry. Topics to be explored include the scope of the sports marketing industry, the structure of the industry, application of basic marketing principles to the industry, marketing segmentation, the sports marketing mix, understanding spectators as consumers, managing sports "products," product life cycles, sports sponsorship, and the strategic marketing process. Prerequisite: MKT 230. Offered fall. 3 credits

MKT 290 Consumer and Buyer Behavior

This course explores the consumer decision process and the many influences that impact how consumers make their purchasing decisions. Among the topics discussed in the course are cultural influences, social class, personal influence, family influences, and how various situations can affect consumer purchasing decisions. Prerequisite: MKT 230. Offered fall. 3 credits

MKT 345 E and Direct Marketing

This is one of the faster growing areas in marketing. Subjects such as direct mail marketing, marketing on the Internet, magazine and other print marketing media, direct response advertising on radio and television are discussed. Prerequisite: MKT 230. Offered fall. 3 credits

MKT 348 Sales Promotion

This course presents the theories plus practical applications from sales promotion to the solution of marketing problems, and the search for new opportunities. Students explore a variety of promotional strategies including couponing, sweepstakes, travel incentives and "buy one/get one free." Prerequisite: MKT 230. 3 credits

MKT 355 International Marketing

Students are introduced to multifaceted concepts of doing business on an international scale. Among the topics introduced are the cultural, legal, political, and economic environment to be explored before deciding whether or not to expand beyond U.S. borders. Also discussed are international distribution, product development, advertising, and promotion. 3 credits

MKT 365 Advertising

Students are introduced to advertising, including social and economic roles, the organization of the advertising industry, the advertising campaign, market definition, budget, evaluating effectiveness, creation of the message, and other topics. Prerequisite: MKT 230. 3 credits

MKT 375 Sales and Salesmanship

Students are introduced to selling theories and contemporary approaches to developing effective customer relationships, sales presentations, sales management, and keeping customers for a lifetime. Prerequisite: MKT 230. 3 credits

MKT 382 Development of Nonprofit Organizations

This course covers nonprofit managerial issues with emphasis on fund raising, grantsmanship, financial planning and public vs. private funding sources. Prerequisite: MKT 230. 3 credits

MKT 400 Distribution of Products and Services

This course explores the methods and costs of moving products and delivering services both nationally and internationally. Among the topics discussed are transportation, warehousing, materials handling, labor availability and costs, international finance, and trade barriers. Prerequisites: ECO 132 and MKT 230. 3 credits

MKT 401 Marketing Research

This course discusses marketing research techniques including survey design, data collection and presentation, analysis of results and report preparation. Prerequisites: BUS 221 and MKT 230. Offered fall. 3 credits

MKT 406 Retail Management

This survey course presents retailing as the final exchange in the marketing process. The course covers such topics as the retail environment, the consumer, retailing careers, human resource management in retailing, site location, store layout and design, the merchandising mix, placing, inventory and distribution, promotion, sales and service strategies, and international retailing. Prerequisite: MKT 230. 3 credits

MKT 452 Marketing Seminar

This course is designed to bring together everything the student has learned about marketing. In addition, the student sees how to integrate a marketing plan into the general business plan of large and small business firms. Prerequisite: Open only to seniors majoring in marketing. Offered spring. 3 credits

Mathematics

OBJECTIVES

The mathematics curriculum provides the majors with a solid foundation in both applied and theoretical mathematics. It develops in students correct and effective reasoning and problem-solving skills for use in business, industry, teaching or graduate work in mathematics. Graduates of Cabrini College with a degree in Mathematics will have

- a firm understanding of single variable and multivariable calculus.
- an understanding of mathematical structures and operations and their properties.
- the ability to construct clear and concise proofs and an understanding of the theoretical underpinnings of mathematical concepts.
- an awareness of the many areas of applications of mathematics and an ability to use mathematics as a tool in problem solving and the modeling of physical phenomena.
- the ability to analyze numerical data and draw logical conclusions.
- the ability to solve multistep problems using sequential reasoning and critical thinking.
- the ability to communicate mathematical ideas in written form clearly to others.
- familiarity with the technological tools used in mathematics.

SPECIAL REQUIREMENTS

A student must maintain an overall GPA of 2.0 in all required courses for the major or minor. If the GPA falls below this, the student is placed on probation by the department and has one semester to increase the GPA to the minimum standard. Failing this, the student will be dismissed from the program unless he or she gets an extension from the department chair

No grade lower than a 'C-' in a mathematics course will count toward fulfilling the requirements of the major or minor.

CONCENTRATIONS

See Requirements for the Concentration in Mathematics and Secondary Education for course requirements.

MATHEMATICS HONORS PROGRAM

Students who submit an application for Honors and meet the following Mathematics Department requirements will graduate with Honors in the major:

- Active membership in Sigma Zeta
- A minimum overall GPA of 3.0
- A minimum GPA of 3.5 in mathematics courses for the major taken at Cabrini
- Completion of a research project under the supervision of a full-time faculty member of the Mathematics Department and public presentation of the work

COURSE DESCRIPTIONS

MAT 098 Introduction to Contemporary Mathematics

This course is designed for students who need a review of basic arithmetic and algebraic properties before beginning the material in MAT 099. It is conducted using an individualized instructional approach. Topics include whole numbers, fractions, decimals, ratios and proportions, signed numbers and an introduction to the fundamentals of algebra. After this review, the material in MAT 099 is presented. Students must have written permission of the chair of the Mathematics Department to enroll in MAT 098. A student may not take both MAT 098 and MAT 099. Meets three times a week. Offered fall and spring. 3 credits for purposes of financial aid eligibility, not counted toward graduation.

MAT 099 Contemporary Mathematics I

Selected topics in mathematics are presented to strengthen basic arithmetic and algebraic skills. Topics include strategies for solving word problems, the real number system, linear equations with applications and linear inequalities. Students must have the written permission of the chair of the Mathematics Department to enroll in MAT 099. A student may not take both MAT 098 and MAT 099. Offered fall and spring. 3 credits for purposes of financial aid eligibility, not counted toward graduation.

MAT 110 Contemporary Mathematics II

This course is a continuation of MAT 098 and MAT 099. Topics include lines and systems of linear equations with applications, geometry, functions, consumer mathematics and the mathematics of finance. Prerequisite: MAT 098 or MAT 099. This course may not be taken for credit by students who have completed MAT 113 or its equivalent. Offered fall and spring. 3 credits

MAT 111 Contemporary Mathematics III

This course is designed for students who have completed MAT 098 or 099 and MAT 110. Topics include set theory, Venn diagrams, permutations and combinations, probability, statistics, and the normal distribution. Prerequisite: MAT 110. This course may not be taken for credit by students who have completed MAT 114, MAT 118, MAT 313 or their equivalents. Offered fall and spring. 3 credits

MAT 113 Modern College Mathematics I

This course presents topics including linear equations and their graphs, applications of linear equations, the mathematics of finance, systems of linear equations, and geometry. This course may not be taken for credit by students who have completed MAT 110, MAT 117 or its equivalent. Note: MAT 113 and 114 may be taken in either order. Offered fall and spring. 3 credits

MAT 114 Modern College Mathematics II

This course presents topics including set theory, combinatorics, probability, statistics, the normal distribution and applications. This course may not be taken for credit by students who have completed MAT 111, MAT 118, MAT 313 or their equivalents. Note: MAT 113 and 114 may be taken in either order. Offered fall and spring. 3 credits

MAT 117 Algebra and Trigonometry

This course presents a review of algebra, including functions and graphing, trigonometric functions and their graphs. Applications are presented. Offered fall and spring. May be taken only by students placed in this course by the chair of the Mathematics Department. Offered fall and spring. 3 credits

MAT 118 Introduction to Statistics

This course includes descriptive statistics, measures of central tendency, measures of variation, probability, the normal distribution and hypothesis testing. This course may not be taken for credit by students who have completed MAT 111, MAT 114, MAT 313 or their equivalents. May be taken only by students placed in this course by the chair of the Mathematics Department. Offered fall and spring. 3 credits

MAT 125 Environmental Mathematics I

This course teaches mathematics from an environmental standpoint. Topics include measurement and units, ratios and percentages, and mathematical modeling by linear and exponential functions. Offered upon sufficient enrollment. 3 credits

MAT 126 Environmental Mathematics II

This course is a continuation of Environmental Mathematics I. Topics include charts, graphs and elementary statistics. Prerequisite: MAT 125. Offered upon sufficient enrollment. 3 credits

MAT 130 Calculus I

This course includes limits, continuity, differentiation, applications of the derivative and antiderivatives. Offered fall and spring. 4 credits

MAT 131 Calculus II

This course includes indeterminate forms, integration, applications of integrals, techniques of integration, improper integrals and polar coordinates. Prerequisite: MAT 130. Offered fall and spring. 4 credits

MAT 201 Introduction to Linear Algebra

This course includes the algebra of matrices, solutions of systems of linear equations, vectors, vector spaces, inner product spaces, Gram-Schmidt orthogonalization process, linear transformations, determinants, and eigenvalues and eigenvectors. Prerequisite: MAT 130. Offered fall. 3 credits

MAT 215 Discrete Mathematics

This course included topics chosen from logic, Karnaugh maps, circuit diagrams, set theory, number theory, combinatorics, probability, relations including congruence relations, functions, graphs and code theory, and algebraic structures. Offered spring (beginning in 2013 - 14, MAT 215 will be offered only in the fall). 3 credits

MAT 221 Introduction to Mathematical Proofs

This course includes an introduction to logic and describes various techniques of mathematical proofs, including direct proofs, proofs by contrapositive, proofs by contradiction and proofs by induction. Examples will be drawn from many areas of mathematics. Prerequisites: MAT 131 and MAT 215 or permission of the chair of the Mathematics Department. Offered spring. 3 credits

MAT 222 History of Mathematics

This course examines the evolution of mathematics from ancient civilizations through modern times. Topics include but are not limited to the history of geometry, calculus, probability, conics and analytic geometry, logic, number theory, arithmetic and algebra as well as the mathematicians who developed these concepts. Prerequisite: MAT 130 or permission of the instructor. Offered spring. 3 credits

MAT 225 Introduction to Technology in Mathematics

In this course, students will be introduced to a variety of technological tools that are used in mathematical analysis and typesetting, including graphing calculators, Excel, Scientific Workplace, Mathematica and Geometer's Sketchpad. Prerequisite: MAT 131. Offered fall. 1 credit

MAT 230 Calculus III

This course includes the study of vectors, functions of several variables, partial differentiation, multiple integrals and infinite sequences and series. Prerequisite: MAT 131. Offered fall. 4 credits

MAT 231 Differential Equations

This course covers topics including first order differential equations, homogeneous and nonhomogeneous linear differential equations, and systems of linear differential equations. Physical applications of differential equations are studied. Prerequisite: MAT 131. Offered spring. 4 credits

MAT 301 Abstract Algebra

This course covers topics including groups, rings, and fields. Prerequisite: MAT 221 or permission of the chair of the Mathematics Department. Offered fall (beginning in 2013 - 14, MAT 301 will be offered only in the spring). 3 credits

MAT 313 Probability and Statistics

This course presents both descriptive and inferential statistics. Topics include data collection and classification, measures of central tendency and variability, probability concepts, discrete and continuous probability distributions, inferences about means, variances and proportions, confidence intervals, and p-values. Prerequisite: MAT 131 or permission of the chair of the Mathematics Department. Offered fall (beginning in 2013 - 14, MAT 313 will be offered only in the spring). 4 credits

MAT 389 Topics in Mathematics

A series of one-credit courses is designed to explore in-depth a single topic in mathematics. Most topics relate to elementary or secondary school mathematics. Topics may include but are not limited to the metric system, calculators and calculation, math games, Montessori mathematics, problem solving in mathematics, math anxiety, math testing, and mathematics and gender. Course may be repeated for credit if topics are different. Offered upon sufficient enrollment. 1 credit per topic

MAT 399 Seminar

The seminar course involves the study of selected topics. Course may be repeated for credit if topics are different. Offered upon sufficient enrollment. 3 credits

MAT 401 Numerical Analysis

This course covers topics including polynomial approximation, interpolation, numerical differentiation formulas, Gaussian quadrature, Newton-Cotes quadrature formulas, error analysis, Euler-Maclaurin sum formula, functional approximation, and solution of nonlinear equations. Prerequisite: MAT 230. Offered upon sufficient enrollment. 3 credits

MAT 406 Number Theory

The course covers topics including the properties of divisibility, prime numbers, congruences, Gaussian integers and Diophantine equations. Prerequisite: MAT 221. Offered upon sufficient enrollment. 3 credits

MAT 407 Geometry

This course covers topics including Euclidean geometry, the parallel postulate, hyperbolic geometry and transformational geometry. Prerequisite: MAT 221 or permission of the chair of the Mathematics Department. Offered spring (beginning in 2013 - 14, MAT 407 will be offered only in the fall). 3 credits

MAT 410 Real Analysis

This course covers topics concerning the analysis of sets and sequences of real numbers and real-valued functions. Specific topics include countability, limits, convergence, continuity, differentiation, and integration. Prerequisites: MAT 221 and MAT 230. Offered fall. 3 credits

MAT 430 Complex Variables

The course covers the arithmetic and algebraic properties of complex numbers, regions in the complex plane, functions of a complex variable, mappings, analytic functions and their properties, and the derivatives and integrals of complex functions. Prerequisites: MAT 221 and MAT 230. Offered upon sufficient enrollment. 3 credits

MAT 431 Partial Differential Equations

The course presents the derivation of the heat and wave equations, boundary value problems, the method of separation of variables, eigenvalues and eigenfunctions, the construction and properties of Fourier series, and the method of eigenfunction expansion to solve nonhomogeneous partial differential equations. Prerequisites: MAT 230 and MAT 231. Offered upon sufficient enrollment. 3 credits

MAT 487 Departmental Practicum

Students assist faculty members in teaching a first-year-level mathematics course. This may be taken only by senior mathematics majors seeking secondary certification and requires recommendation of department faculty. Offered as required. Variable credit; 3 credits maximum

MAT 489 Mathematics Curriculum and Methods

This course examines secondary school mathematics programs stressing organization and preparation of material for instruction. This course may be taken only by students seeking secondary certification. This course may not be used to satisfy the core math requirement. Prerequisite: MAT 313, or permission of the chair of the Mathematics Department. Offered fall. 3 credits

MAT 499 Independent Study

Topics are chosen in conjunction with department chair. Prerequisite: Approval of instructor, department chair, and dean for academic affairs. Fee. Offered as needed. Credit to be arranged

REQUIREMENTS FOR THE MAJOR OR MINOR IN MATHEMATICS

For general education requirements, consult pages 69-78 (34-48 credits). Students must take MAT 130 as their quantitative literacy requirement. A student majoring in mathematics must take PHY 101 with the laboratory as one of the science core courses and is strongly encouraged to take PHY 102 with the laboratory as the other science core course.

REQUIRED COURSES

		CREDITS: MAJOR MINOR		
		No Cert.	Cert.	
MAT 130	Calculus I		4	
MAT 131	Calculus II	4	4	4
MAT 201	Introduction to Linear Algebra	3	3	
MAT 215	Discrete Mathematics	3	3	
MAT 221	Introduction to Mathematical Proofs	3	3	
MAT 222	History of Mathematics		3	
MAT 225	Introduction to Technology in Mathematics	1	1	
MAT 230	Calculus III	4	4	
MAT 231	Differential Equations	4	4	
MAT 301	Abstract Algebra	3	3	
MAT 313	Probability and Statistics	4	4	
MAT 407	Geometry	3		
MAT 410	Real Analysis	3		
MAT 489	Mathematics Curriculum and Methods	3		
IST 195	Introduction to Programming	3	3	
Mathematics Electives		9 ¹	3	12 ²
Electives, elected from any department(s)		33-44		
Total credits for major		44		

For teaching certification, 36 credits are required in professional education courses. Specific requirements are found in the secondary education section, page 185.

¹Two courses must be mathematics courses of at least 3 credits at the 200 level or higher. The third may be selected from a mathematics course of at least 3 credits at the 200 level or higher, IST 200 and IST 285. Students not seeking secondary certification may not take MAT 489 as a mathematics elective.

²Four mathematics courses of at least 3 credits each at the 200 level or higher, excluding MAT 489.

Organizational Management

OBJECTIVES

The primary objectives of the organizational management Accelerated Degree Program are to help the adult learner gain an understanding and appreciation of:

- the central body of knowledge, experience, methods and attitudes that form the fabric of the discipline of management;
- the major, current issues in organizational life for sound decision making;
- effective oral and written communication for a variety of professional contexts;
- the research process as a means for defining, analyzing and solving organizational problems;
- the group as a vehicle for teamwork, discussion and evaluation of ideas as well as for academic and social support;
- and personal or individual capabilities for critical thinking and independent learning.

PROGRAM DESCRIPTION

The organizational management major is an Accelerated Degree Program, designed to meet the education needs of working adults. Admission is open to those who have experiences in business or community-based work settings, and who want to complete their degree in the evenings. The bachelor of arts degree in organizational management combines the liberal arts with an interdisciplinary, concentrated focus on how organizations function and on various aspects of the manager's role within today's organizations. The curriculum is composed of instructional modules in management and supervision, accounting and finance, marketing and economics, business ethics, communication, organizational behavior, and research and data Organizational Management

REQUIREMENTS FOR THE MAJOR IN ORGANIZATIONAL MANAGEMENT

For core curriculum requirements, consult pages 65-75 (47-63 credits).

This 42 credit-hour Accelerated Degree Program consists of 36 credit-hours in the organizational management major and six credit-hours in core requirements.

REQUIRED COURSES

	CREDITS:	MAJOR
OMB 203 Social Problems and Their Impact on the Workplace	3	
OMB 250 Research and Data Analysis	3	
OMB 261 Managerial Economics	3	
OMB 265 Special Topics in Management	3	
OMB 305 Human Resource Management	3	

OMB 311 Business Ethics	3
OMB 320 Managerial Accounting and Finance	4
OMB 330 Organizational Communication	3
OMB 333 Group and Organizational Behavior	3
OMB 348 Marketing in a Global Economy	3
OMB 353 Management Concepts	3
OMB 450 Managing Organizational Change	3
OMB 477 Independent Research Project, Part 1	2
OMB 478 Independent Research Project, Part 2	1
OMB 479 Independent Research Project Completion	2
Electives selected from previous college credits or other departments	18-34

Total credits for major 42 analysis. In addition, students must complete an applied business research project. Adult learners will graduate with a solid background in management applicable to a variety of organizations.

COURSE DESCRIPTIONS

OMB 203 Social Problems and Their Impact on the Workplace (C)

Students will examine contemporary social problems in the workplace. Topics will include the nature of gender issues, problems associated with substance abuse, impact of global technology, class distinction, and diversity. Module 5. 3 credits

OMB 250 Research and Data Analysis

Problem analysis, research and evaluation techniques are presented. Students are shown methods for defining, researching, analyzing and evaluating a problem chosen for the senior thesis. Specific information covered includes identifying and measuring objectives, collecting data and constructing questionnaires. Module 4. 3 credits

OMB 261 Managerial Economics

Principles of economics as they need to be understood and utilized by Organizational Management managers and supervisors in all fields are presented. The internationalization of our economy and possible actions affecting economics in all organizations are included. Module 10. 3 credits

OMB 265 Special Topics in Management

The subject topics for this module will be leadership or project management. The leadership course will address issues related to leadership and gender, leading a diverse workforce, change leadership, leadership across cultures and dysfunctional aspects of leadership. The project management course will prepare students to develop a project plan through the process of identifying the scope and resources, managing the schedule and budget while working in a team environment. Module 8. 3 credits

OMB 305 Human Resource Management

Students will study the functions performed by the modern human resource department: planning, recruitment, selection, performance appraisal, training and development, wage and salary administration, benefit plans, safety and health, and employee management. This module will also include various theories, concepts, approaches, tools and techniques appropriate for each HR function. Module 12. 3 credits

OMB 311 Business Ethics (V)

Students examine such basic issues as the relationship between moral goodness and good business practice, the role of the individual within an organization, and the social obligations of corporations. The course investigates specific issues, including affirmative action, cost-benefit analysis, and product liability, as well as a critical look at the market system itself.

REQUIRED COURSE FOR ORGANIZATIONAL MANAGEMENT MAJORS. Offered spring.

Module 13. 3 credits

OMB 320 Managerial Accounting and Finance

This course presents an overview of the financial tools available to the manager in decision making. Includes a study of income statements, balance sheets, cash management, cash flow analysis, profit planning, budgets, changes in financial position, and ratio analysis. Emphasis is on reading and understanding accounting and financial documents rather than on their preparation. Module 6. 4 credits

OMB 330 Organizational Communication

This module will examine the process of organizational dynamics and communication skills. Students will study how people work together to meet common goals and to create a healthy environment through effective communication. A model will be presented that will illustrate effective relationships within organizations. The course content includes interpersonal skills development, improving team building, listening and conflict resolution. Module 7. 3 credits

OMB 333 Group and Organizational Behavior

This module includes a survey of small group constructs, research and principles of application that will allow students to explore group dynamics in everyday situations. Students will spend time engaged in activities that will help them understand the processes and functioning of group and individual behaviors in the workplace. Module 1. 3 credits

OMB 348 Marketing in a Global Economy

This module examines the principles of marketing that need to be understood by managers in all areas in order to appreciate the role of marketing in relationship to the manager's responsibilities. Concepts of our global economy will be explored with their marketing implications. Module 11. 3 credits

OMB 353 Management Concepts

This course is an introduction to managing in a competitive environment. The focus will be on four basic functions of management which are: planning, organizing, leading and controlling. Students will also develop an understanding of management theory and application to the present day workplace. Module 2. 3 credits

OMB 450 Managing Organizational Change

The nature of the workplace is mutable. Downsizing, acquisitions, mergers and restructuring are examples of change that impact employees at all levels of the organization. Stress, conflict and a decrease in corporate loyalty may result. This module is the capstone course of the program, integrating knowledge and skills and offering practical strategies for students to manage their own careers and organizations. Module 14. 3 credits

OMB 477 Independent Research Project—Part 1

For two consecutive weeks students work with the senior thesis advisor and the library staff to select an appropriate senior thesis topic and to begin a database search for needed materials. Student work in the library is assisted by the senior thesis advisor. The last week of the trimester students again meet with their advisors to review their progress. Module 3. 2 credits

OMB 478 Independent Research Project—Part 2

Students give oral progress reports on the completed first section of the thesis. Class also meets the last week of the trimester for tutorial help. Module 9. 1 credit

OMB 479 Independent Research Project Completion

The completed thesis is presented to the advisor. Students give oral presentations of their research experiences. Module 15. 2 credits

Philosophy

OBJECTIVES

The philosophy major helps students respond to every person's primary task: becoming the person he or she would like to be. Philosophy students develop their own morally coherent identity by studying and questioning what great and wise people before them have said about the nature of the good life. At the same time they develop critical thinking skills useful in a wide range of careers from law to teaching.

Students majoring in philosophy study historical and contemporary answers to life's fundamental questions and formulate their own answers. This active learning encourages them to become life-long learners and some will go on to graduate school.

Philosophy is a popular double major, often combined with psychology, business, or, perhaps, political science. Students find the combinations enhance their understanding and make them eminently employable.

SPECIAL REQUIREMENTS

Seniors majoring in philosophy are required to complete a capstone project, usually a paper, that demonstrates the students' learning over the course of the major. This project may be done for a course being taken in the senior year or it may be a research project undertaken with a faculty member.

PHILOSOPHY HONORS PROGRAM

Students who meet the following requirements will graduate with honors in the major:

- A minimum cumulative GPA in philosophy of 3.5
- A minimum cumulative overall GPA of 3.0
- Presentation of some philosophical work, either the student's capstone paper or some other independent research project, in a public forum. The public presentation may include, but is not limited to, a presentation of the paper or project to the Philosophy Club, a poster presentation open to the College, or an Honors colloquium of the College or the SEPCHE colleges.

COURSE DESCRIPTIONS

PHI 100 Introduction to Philosophy (V)

What is philosophy? What does it mean to be a "lover of wisdom?" In this course philosophy is introduced as a way of asking very basic questions about the value and limitations of human knowledge, the basic meaning of human values and how we measure the ethical worth of human actions, and the ultimate perspectives on one's view of reality and life. Philosophical thinkers who have offered original views on these subjects will be studied to help students develop their own opinions. Offered fall and spring. 3 credits

PHI 102 Critical Thinking (V)

This course is an inquiry into the justification of knowledge and value claims and their relationship to each other. It introduces concepts of critical thinking, including background knowledge, the web of belief, the limits of evidence, the nature of proof and the twin pitfalls of dogmatism and relativism. The course seeks to show how good critical thinking characterizes both scientific and moral reasoning. Emphasis is on thinking critically about issues from everyday life. Offered fall and spring. 3 credits

PHI 201 History of Philosophy - Ancient and Medieval (H)

Students review philosophical questions and theories from Greek thought to Middle Ages. This course emphasizes the philosophies of the Presocratics, Socrates, Plato, Aristotle, and the Medievals. Course is required of all philosophy majors. Offered fall. 3 credits

PHI 202 History of Philosophy - Modern (H)

Students review philosophical questions and theories from the early moderns to Kant. Some contemporary approaches to problems also are considered. The course treats Descartes and Continental rationalism, Hume and British empiricism, and culmination of rationalism and empiricism in Kant's critical philosophy. Course is required of all philosophy majors. Offered spring. 3 credits

PHI 208 Biomedical Ethics (V)

This course examines the ethical dilemmas presented by modern medicine, including patient autonomy, informed consent, paternalism, letting die, scarcity of resources, abortion, and the right to health care. Offered spring, alternate years. 3 credits

PHI 211 Business Ethics

Students examine such basic issues as the relationship between moral goodness and good business practice, the role of the individual within an organization and the social obligations of corporations. Course investigates specific issues, including affirmative action, cost-benefit analysis and product liability as well as offering a critical look at the market itself. Offered fall and spring. 3 credits

PHI 220 American Political Philosophy

This course emphasizes foundational theories and concepts in American political philosophy; their embodiment in myth and the on-going attempts to realize them in practice. The course promotes a greater understanding of contemporary America by showing how ideas and culture influence events and vice versa. Offered spring. 3 credits

PHI 223 Contemporary Moral Problems (V)

This course offers a philosophic examination of some current problems that have surfaced in contemporary life and society. These problems may include nuclear war, abortion, capital punishment, famine relief, the future of the environment, animal rights, cloning, gender and race issues. 3 credits

PHI 224 Love (V)

This course examines the main attitudes toward love that have developed in the Western literary, psychological, and philosophical traditions, beginning with the ancient Greeks and finishing with contemporary views. Emphasis is placed on the close connection between accounts of love and accounts of value. Offered spring. 3 credits

PHI 225 Philosophy of Sport (V)

A philosophical investigation of the Western tradition of sport and athletics and their significance for human experience. Topics include the role of sport in character development and human fulfillment, the value and limits of competition, and the current professionalization of sport. Offered fall. 3 credits

PHI/LIS 280 Global Ethics

This course is open to all students. The course examines global economic disparities and disparities of power, and looks at alternative approaches to economic development. It uses the lens of global health and neglected tropical diseases to explore issues of poverty, the status of women, and global citizenship. Students are required to engage in promoting global justice through an in-depth investigation of a particular health problem as it affects Africa south of the Sahara and through commitment to an aid agency of their choice. No familiarity with basic ethical theories is presumed. Offered spring. 3 credits

PHI 301 Philosophical Issues and the Law (H)

Students are introduced to basic concepts of law including the relationship between law and morality, the nature of legal reasoning and the ethical problems of professional practice. Special emphasis is placed on contemporary issues before the courts such as affirmative action, right to privacy, free speech and the death penalty. Recommended for pre-law students. Offered fall, alternate years. 3 credits

H-PHI 302 Honors Philosophy: The Idea of Beauty/The Philosophy of Art (A)

The seminar explores the human response to aesthetic values. Art forms such as painting, drama and music are analyzed in light of the philosophical contributions of Plato, Aristotle, Hume, Kant, and others. Offered spring, alternate years. 3 credits

PHI 303 Logic

This course is an introduction to traditional Aristotelian logic and symbolic logic. Emphasis is on the nature of deductive reasoning and formal systems of deduction. Course is recommended for LSAT preparation. Course is required of all philosophy majors. Offered spring. 3 credits

PHI 304 History and Philosophy of Science

This course addresses contemporary issues in the philosophy of science through examination of examples from the history of science. Issues include what it means for a theory to be

scientific, the nature of discovery, what constitutes a scientific theory, how theories are confirmed, and the problems of inductive reasoning. Contemporary issues in science are used to illustrate scientific practice. Prerequisite: Two courses in philosophy or permission of the instructor. Offered spring, alternate years. 3 credits

H-PHI 305 Honors Philosophy: Existentialism (I)

This course offers an examination of philosophies of Kierkegaard and Nietzsche as well as an exposition of major phenomenologists as Husserl, Heidegger and Sartre. Course is supplemented with readings from contemporary literature. Prerequisite: Two courses in philosophy or permission of the instructor. Offered alternate years. 3 credits

H-PHI 306 Honors Philosophy: Myths, Symbols and Images (H)

The course examines a variety of cultural mythologies such as Native American, Latin American, Nordic, Greek, and African to determine the meaning and significance of these myths as they reveal human experiences. The use of myths, symbols and images are analyzed within the context of the cultural history and as expressions of profound relationships that humankind bear with each other and their surroundings. Offered fall, alternate years. 3 credits

PHI/COM 307 Ethics and Communication (V)

Ethical theories are applied to actual cases in the media industry. All aspects of the media are considered: broadcast and print media, advertising and public relations, as well as entertainment. Students analyze the loyalties of case participants to understand the underlying moral values and ethical principles. Offered fall, alternate years. 3 credits

H-PHI/HIS 309 Honors Philosophy/History: Baseball and the American Tradition (H)

Within the context of the game of baseball, this course will examine significant historical/cultural aspects of American life. The history of the game itself sets the stage for analyzing class stratification of rich and poor; race and gender relations; the "level playing fields" of baseball as a business; the inspiring influence the game has had on literature and the arts and the psychology of the human drama of triumph and tragedy played out on and off the field. 3 credits

H-PHI 310 Honors Philosophy: American Philosophy (H)

This course analyzes the philosophical writings of American thinkers from colonial times to the twentieth century. Two fundamental questions will be addressed throughout the course: What are the philosophical theories that support the development of America? Is there a uniquely American philosophy that is independent of European thinkers? Offered spring, alternate years. 3 credits

PHI 312 Philosophy on Film (A)

Film, since its inception more than 100 years ago, has become both a hugely popular form of entertainment and has largely replaced the novel as the most readily accessible expression of popular philosophical concerns. The title of this course is intentionally ambiguous: the course will be concerned with “philosophy on film” both in the sense of the philosophical issues raised in films and in the sense of what philosophy has to say about film. We will look at films and we will read about films and film. Additionally, readings will include philosophy of the sorts raised in the films viewed. Along the way, students will encounter and attempt to give at least provisional answers to questions such as: Are films inherently philosophical? Are films more or less effective than written works for raising certain philosophical issues? Offered fall. 3 credits

PHI 315 Ethics (V)

This course offers a philosophical inquiry into the nature and meaning of ethical values. What does it mean to be a good human being? Is there a rational way to determine the ethical rightness and wrongness of human actions? What role do human emotions play in our ethical lives? Are there ethical implications behind our political, economic and social lives? Classic and contemporary views of ethics will be studied. This course is required of all philosophy majors. Prerequisite: Two courses in philosophy or permission of the instructor. Offered fall, alternate years. 3 credits

PHI 320 Political Philosophy (H)

Students read selections from the classical political philosophies of Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and Mill. The focus is on the relation between politics and morality, the contemporary problems of democracy and the problem of achieving both wisdom and consent in government. Prerequisite: Two courses in philosophy or permission of the instructor. Offered fall, alternate years. 3 credits

PHI 326 Environmental Ethics (V)

This course examines the various traditions that have shaped attitudes toward the environment: the tradition of human dominion over nature, the tradition of human stewardship of nature and the recent tradition that accords ethical standing or even rights to nature. The role of these traditions in contributing to and/or solving environmental problems is then considered. Finally a sketch of an environmental ethics adequate to deal with such problems as pollution, overpopulation, our responsibility for future generations, endangered species, and animal rights is offered. Prerequisite: Two courses in philosophy or permission of the instructor. Offered spring, alternate years. 3 credits

PHI 401 Special Topics

This course covers selected topics from the history of philosophy such as Plato’s later dialogues, Kant and German idealism, contemporary analytic philosophy and post modernism, and philosophy of religion. Prerequisites: PHI 201 and PHI 202 or permission of the instructor. Offered upon

sufficient enrollment. 3 credits

R-PHI 466 Undergraduate Research

This course offers an independent but directed collaborative course of study involving a specific research agenda in the discipline under departmental faculty supervision. Research projects typically require a review of the literature, a paper developing and defending a hypothesis, and a poster or an oral presentation of the completed research project. Prerequisite: Department approval. Offered fall, spring or summer. 1-3 credits

PHI 499 Independent Study

This course offers independent but directed study on a topic of interest to the student but not included in the regular course offerings. Prerequisite: Approval of instructor, department chair and dean for academic affairs. Fee. Offered each fall and spring. 3 credits

REQUIREMENTS FOR THE MAJOR IN PHILOSOPHY

For general education requirements, consult pages 69-78 (34-48 credits).

Students majoring or double-majoring in philosophy must fulfill the following requirements:

REQUIRED COURSES

	CREDITS:	MAJOR	MINOR
PHI 201, 202, 303, 315		12	
PHI 304 or PHI 320		3	
R-PHI 466 Undergraduate Research		1-3	
Three courses from PHI level 100, 200, 300 and 400 offerings			9
Electives, related or double major		48-62	
Total credits for major		25-27	
Total credits for minor			18

Physical Education

COURSE DESCRIPTIONS

A specific physical education activity course may NOT be repeated for credit, and intercollegiate athletes may NOT receive credit for a physical education course associated with their sport.

PED 100 Basketball

This course is designed for the beginner. The course covers the fundamentals of the sport and includes a competitive tournament. 1 credit

PED 101 Swimming

This course is designed for all levels of swimming ability. The course will focus on personal water safety, stroke mechanics, water exercise and recreational aquatic activities. 1 credit

PED 102 Nutrition/Eating for Health

This course will address the basic food groups and recommended amount of required nutrients for a person. Students will be able to read food labels and understand different ways to follow a healthy lifestyle. 1 credit

PED 103 Tennis

This course is designed for the beginner. The course covers the basics of the sport including score keeping, serving and volleying. 1 credit

PED 104 Personal Fitness

This course will familiarize the student with many approaches to becoming and staying physically fit. Students will learn to design their own personal fitness programs to meet their individual goals. 1 credit

PED 105 Components of Wellness

This course concentrates on all aspects of wellness. Relevant topics such as nutrition, weight management, exercise, cholesterol, stress, blood pressure, and smoking are examined. 1 credit

PED 106 Principles of Strength Training

This course addresses the different areas of strength training and also will provide orientation to different types of strength training equipment. Students will learn to design strength training programs according to different goals and health status. 1 credit

PED 108 Sports Management

This course is designed to give the students a general understanding of sports management. Students will learn the fundamentals of scheduling, event management, staffing and budgeting as it relates to sports. 1 credit

PED 109 Facility Management

This course will give the student a general knowledge of facility management. Students will study and discuss all aspects of a facility from daily management to reading specifications. They will gain knowledge in facility design, construction and maintenance. 1 credit

PED 110 Volleyball

This course is designed for the beginner. The course covers the basics of the sport including score keeping and serving. There will be a competitive tournament. 1 credit

PED 111 First Aid and CPR

This course teaches the student basic-level first aid and CPR. Students will acquire the knowledge and skills necessary for handling emergencies, such as calling for help, keeping someone alive, reducing pain and minimizing the consequences of injury or sudden illness until professional medical help arrives. 1 credit

PED 112 Squash

This course is designed to introduce the lifetime sport of squash to students without prior experience in the game. An additional objective is to further the level of knowledge and skill in the game for students who have had prior experience in the sport. 1 credit

PED 114 Lifeguard Training Certification

American Red Cross Course. Upon completion of this course participants will be certified in Lifeguard Training, Standard First Aid and CPR for the professional rescuer. Prerequisite: Participants must be able to swim 20 lengths of the pool, tread water for two minutes and retrieve a 10 pound weight from the bottom of the pool. 2 credits-30 hours

PED 115 Irish Step Dancing

This course is an introduction to the basics of Irish dancing. Students will learn how to do traditional figure dancing as seen in shows such as "Riverdance" and "Lord of the Dance." The student will benefit from a great cardiovascular workout while having fun and mastering the art of dancing at ceilis with the best of them. 2 credits

PED 116 Kickboxing

This is a real kickboxing program employing circuit and interval training methods used by professional and amateur fighters. Students will learn proven effective combinations, footwork, how to fit targets and be "hard to hit." A basic understanding of ring strategy will be developed. This program is physically intensive. It is a contact program. 1 credit

PED 117 Self Defense

Martial arts, in all its forms, have been practiced for millennia by all cultures as a means of self defense and a way to cultivate well-being in the individual and community. This course will focus on sharing the concepts of prevention and protection. Self defense is an established method of eliminating fear and building self confidence. 1 credit

PED 118 Zen Yoga

“Do less, accomplish more...do nothing, accomplish everything.” The word yoga means to unite. This course will address the unity of the mind, body and spirit. Moving, focused and guided meditations combined with ancient exercise and universal conceptualizations will be the way to realize the “self” in the journey of consciousness and enlightenment. 1 credit

PED 120 Capoeira

Capoeira is an Afro-Brazilian martial art that combines dance elements, fighting and gymnastics and live instruments. Originally, Capoeira developed 300+ years ago from slaves in Brazil seeking to protect themselves from their oppressors. Capoeira is a self-defense technique with fluid kicks and escape movements. Participants are always playful and respectful. Class covers self-defense techniques as well as a bit of music, songs, instruments and vibrant cultural history that make up this form of artistic expression. Comfortable clothing and sneakers required. 1 credit

PED 121 Soccer

This course is designed for the beginner. The course covers the history and fundamentals of the sport, including the basic skills for all positions. There will be a competitive tournament. 1 credit

PED 123 Pilates

Pilates is a method of body conditioning designed to stretch, strengthen and lengthen the muscles of the body emphasizing the core. This form of exercise was created to improve balance, flexibility and posture. The mat work focuses on the body's core stability while engaging the abdominal muscles and incorporating a rhythmic breath. This technique will train the body to work as a unit and will generate a sense of well being. In as little as 10 sessions, you will feel the difference; in 20, you will see the difference; and in 30, you will have a new body. 1 credit

PED 203 Principles of Coaching

This course will address the fundamentals of coaching, the elements of successful coaches and the opportunities to become a coach in the community up to the level of professional coaching. The sports discussed will include individual and team sports. Students will explore and integrate coaching styles in their coursework and for future coaching development. Offered fall. 3 credits

PED 204 Stress Management

This course will help students identify sources and effects of stress in their lives. Through practice and participation, students will become familiar with a variety of effective stress management strategies including journal writing, time management and relaxation techniques. 3 credits

PED 289 Movement for Children

Students gain practical experience in teaching games and movement activities for pre-school and elementary school children. Course is open to education majors and required for one semester following their first year. Other students are admitted with permission of academic advisor and instructor. Offered fall and spring. 1 credit for one semester

Physics

COURSE DESCRIPTIONS

PHY 101 General Physics I

Students are introduced to the basic concepts of mechanics including vectors, space and time, linear and circular motion, mass (force, gravity, static and dynamic), energy, momentum, torque and fluids (density, pressure, fluid motion and viscosity). Satisfies part of the Scientific Literacy requirement. Prerequisites: MAT 117 or placement into MAT 130 or higher. Three hours lecture, three hours lab. Lab fee. Offered fall. 4 credits

PHY 102 General Physics II

This course covers topics including harmonic motion, waves, sound, electrostatics, electric circuits, electromagnetism, electromagnetic waves, optics and atomic and nuclear structure. Satisfies part of the Scientific Literacy requirement. Prerequisite: PHY 101. Three hours lecture, three hours lab. Lab fee. Offered spring. 4 credits

PHY 120 Physical Science for Elementary Teachers

This course, designed specifically for education majors, integrates science content required by the national and state academic standards for science education with current pedagogical strategies. Topics include meteorology, geology, space science, atoms and molecules, chemical changes, properties of matter, energy and motion, electricity, and magnetism. Limited to students majoring in Pre K-4 or middle level (4-8). Satisfies part of the Scientific Literacy requirement. Prerequisite: Completion of quantitative literacy requirement. Corequisite: ELE 386. Four and one-half hours integrated lecture/lab. Lab fee. Offered fall. 3.5 credits

PHY 170 Physics for Everyone

This course is designed for non-science majors and covers basic physics concepts through the lens of everyday experiences. Using hands-on techniques, students will learn about the concepts of Newton's Laws of Motion, energy, simple machines, electricity, magnetism, light and sound. Topics may include the physics of amusement parks, sports, rock concerts and race cars. Satisfies part of the Scientific Literacy requirement. Prerequisite: Completion of quantitative literacy requirement. Three hours integrated lecture/lab. Lab fee. Offered occasionally. 3 credits

PHY 173 Astronomy

This course is designed for non-science majors and covers basic concepts of modern astronomy. Completion of this course will provide students with a comprehensive understanding of topics such as the origin, structure and evolution of the universe, stellar evolution, super novae, black holes, galactic evolution, active galaxies and quasars, constellations, the solar system, eclipses, tidal effects, as well as other types of celestial bodies and phenomena. Satisfies part of the Scientific Literacy requirement. Prerequisite: Completion of quantitative literacy requirement. Three hours integrated lecture/lab. Lab fee. Offered occasionally. 3 credits

Political Science

OBJECTIVES

The political science major provides a solid background in the theoretical and analytical concepts of political science and stimulates thought and action so the student can understand, if not control, the political factors that shape destiny. The study of political science is not viewed as an end, but as a tool, to further the objectives of a humane community. Coursework develops sound research, writing principles, and the impetus to pursue objectively methods of understanding. Political science majors find a variety of career options in business, government at all levels, law, and teaching.

SPECIAL REQUIREMENTS

A QPA of 2.33 (C+) is required in political science courses for the major.

COURSE DESCRIPTIONS

POL 205 Introduction to Political Science (I)

This course presents an analysis of the basic definitions, concepts and theories of political science emphasizing their relationship to the American political system. Course required of all political science majors. Offered fall. 3 credits

POL 206 Comparative Government (I)

This course compares institutions and processes in contemporary political systems: democracies, totalitarian regimes and emerging nations. England, France, West Germany, the Soviet Union, China, and the new nations of Africa are examined. Course required of all political science majors. Offered spring. 3 credits

POL 213 Constitution of the United States

This course presents an analytical survey of the fundamental concepts and principles embodied in the Constitution, especially historical development, the boundaries of power, judicial review, civil liberties, and constitutional law. This course is a critical treatment of constitutional problems with relation to current political and social trends. Offered fall, alternate years. 3 credits

POL 215 Politics of Russia and the Eurasian States

This course examines the political cultures, the histories, the economies and the social policies of the former republics of the Soviet Union. Emphasis is placed on the disintegration of the Soviet Union and the demise of the Communist Party. The course employs comparative analysis to investigate the government structures, policies and problems of Russia, Lithuania, Georgia and Uzbekistan. Offered upon sufficient enrollment. 3 credits

POL 230 Current Events (I)

This course asks students to discover what is going on in the world, where it is going on and why. Students study sources

of information, identify important stories of the week, trace continuing stories, and review major headline stories of the present year and the last 20 years. Offered fall and spring. 3 credits

POL 261 Political Ideologies (V)

This course examines a wide spectrum of political values and beliefs through exploring a plethora of political ideologies. Through their exploration, students come to understand the role political values play in determining the quality of human actions as well as how different values impact cooperation and conflict. Students will identify their own political beliefs and critique political ideologies in light of those beliefs. This course also examines the process through which a society socializes its citizens into its mainstream belief system. Offered as needed. 3 credits

POL 265/CCA 212 International Science and Politics in Society

This course provides a non-science major with a foundation of scientific knowledge and applies this knowledge to many contemporary science-related policy issues and their impact on the societies in which we live. In addition to some basic chemical principles, lectures may include topics such as the age, composition, and evolution of the universe, climate change, polymers, acid rain, depletion of the ozone layer, drugs and pharmaceuticals and HIV/AIDS. Students will participate in basic science laboratories for procedures and techniques associated with contemporary experimental chemistry at a level suitable for the non-science major. Basic laboratory skills such as laboratory safety protocol, how to prepare and handle laboratory reagents and solutions, carrying out measurements and analyses using laboratory equipment, and problem solving will be developed. Students will visit some organizations that are on the cutting edge of science research, education, and policymaking. This course will teach students the basics of how global policy issues are addressed including the role of international organizations, governments, and the private sector in solving issues with global significance. The nine-day study abroad component to France and Switzerland is part of this course. Satisfies part of the Scientific Literacy requirement. Fee. 3 credits

POL 269 Special Topics in Political Science

The instructor selects the content of this course to meet the needs of students and to provide opportunities to experiment in creative teaching. Offered as needed. 3 credits

POL 271 Politics of Developing Countries

This course examines the issues and problems faced by developing countries in the contemporary international arena. The course content introduces students to different cultures and models of political/economic development while encouraging tolerance and respect for other peoples and their societies. Students will be exposed to the social justice

and human rights issues inherent in development. The course employs an interdisciplinary perspective to investigate and offer solutions to the problems faced by developing countries. Offered every other fall. 3 credits

POL 272 Environmental Politics I: U.S. Policy (V)

This course examines the politics surrounding environmental issues and the process of environmental policymaking. The focus of the course will be at the international level, but U.S. domestic policies and issues as well as U.S. foreign policy on environmental issues play a key role in this agenda. The course will focus on current environmental issues with a primary focus on climate change. Within this framework, students will learn about the institutions that both influence and negotiate such policies as well as the process by which policies are made. Using climate change as a model, students will gain a comprehensive knowledge on how environmental issues are perceived and addressed as issues with global impact. Offered as needed. 3 credits

POL 273 Environmental Politics II: Global Policy (V)

This course is a continuation of Environmental Politics I. Focusing mostly on contemporary environmental issues like climate change, climate-induced migration, natural disasters, and the impact of these issues on poverty and meeting global targets. In doing so, students will examine the roles of international organizations, country governments, and civil society in meeting these targets and addressing these vital environmental issues. Offered as needed. 3 credits.

POL 275 Comparative Economics

This course provides a comparative analysis of the world's major economic systems and their effects on the political and social structures of individual nation-states. Common global eco-political problems are examined and discussed from both a theoretical and practical framework. Offered spring, alternate years. 3 credits

POL 280 Politics and the Arts

The course is designed as an exploration of how various arts influence and portray politics of their era. As such, the course focuses on three areas within the arts: 1) visual arts; 2) music; and 3) film. Within each of these areas, the course familiarizes students with the major political issues of various time periods including the American colonial period, the Romantic Era, the Twentieth Century, and the Contemporary Period. Offered as needed. 3 credits

H-POL 301 Honors Political Science: Terrorism

This course offers an investigation and analysis of the role and functions terrorism plays in contemporary society. This course examines the historical roots of terrorism and attempts to define the differences between terrorists and freedom fighters as well as between state-sponsored acts of violence and those performed by non-state groups and individuals. Emphasis is placed on the causes of terrorism, the impact of terrorism on

international politics and evaluating the strategies of dealing with acts of terrorism. The ethics and justification of terrorism also are critically appraised. Offered spring. 3 credits

POL/BUS 307 Public Finance

This course deals with public finance at the federal, state and local level. It is an introductory course into the main issues facing the public arena, such as: tax equity and incidence for all types of taxes, allocation and efficiency of public goods, and the budgeting and allocation process of the Fiscal Federalism system in the United States. Offered spring, odd numbered years. 3 credits

POL 315 Introduction to International Relations

Students address dynamic forces of international politics concentrating on those factors that affect relations among nations such as the balance of power, diplomacy, war and peace, sovereignty, and international organization, and law. Offered spring, alternate years. 3 credits

POL 316 The American Presidency

This course offers a description and analysis of the basic roles and functions of the president. Special attention is paid to the evolution of the Executive Branch and especially the presidential role in foreign policy decision-making. Offered spring, alternate years. 3 credits

POL 317 American Political Parties

This course addresses the evolution, organization, function and purposes of American political parties on the national, state and local levels. Offered as needed. 3 credits

POL 318 The Federal Judiciary

Students learn about the federal court system and its relation to public policy formation. Topics include jurisdiction and access, judicial decision-making, the relationship of statutory and constitutional interpretation to policy, and the compatibility of judicial review and democracy. Lecture-discussion. Offered fall, alternate years. 3 credits

POL 324 Public Administration

This course presents an overview of the scope and functions of public administration as well as a developmental history of the discipline. There will be an extensive analysis of the concepts and theories of public administration including systems theory, decision-making theory, typologies of organizational theory, conflict theory, and clinical approaches to administration analysis. Students also examine the major public and private institutions forming the environment with which public administration must interact. Offered spring, alternate years. 3 credits

POL 325 Health Politics

This course examines the politics surrounding health issues and the process of making health policy in the United States and

through global entities. The course will begin with a history of health politics in the United States including the origins of our health system, the changes that have occurred over time and the issues that are relevant to today's health politics such as the national health care coverage debate. From there, students will also learn how select case countries different from the United States in their provision of health care as well as learn about the various international organizations that work on health care globally. Offered as needed. 3 credits

POL 330 State and Local Government

The course is designed as an overview of the role of the states in the broader American political experience and familiarizes students with the major issues surrounding American state politics. Using a comparative analysis of the general structure, politics, and policy across the fifty states, the course focuses on U.S. state politics, as a whole, rather than on specific states. Some states, such as Pennsylvania, are highlighted as cases throughout the course. Offered as needed. 3 credits

POL 400 Special Topics in Political Science

The instructor selects the content of this upper-division course to meet the needs of students and to provide for experimental coursework at the advanced level. For specific information on course content each semester, consult the department chair. Offered as needed. 3 credits

POL 487 Political Science Methods

The focus of this course is on qualitative methodologies and mixed methodologies for political science. The course explores the techniques, strengths, and limitations of such methodologies as it applies to political science research. Theoretical as well as practical case examples are explored to demonstrate various methods to the student researcher. Case studies are drawn from American politics, international relations, comparative politics, and public policy. The goal of the course is to prepare undergraduate students for study at the graduate level and generally improve research techniques and understanding for the social sciences. 3 credits

POL 488 Internship

Students may participate in an internship in career or graduate school-oriented field. This course is graded on a pass/fail basis only. Offered fall and spring. Credit to be arranged

POL 499 Independent Study

This course offers independent but directed study of a special topic of interest to the student, not generally included in the regular course offerings. Prerequisite: Approval of instructor, department chair and dean for academic affairs. Fee. Offered fall and spring. 3 credits

REQUIREMENTS FOR THE MAJOR IN POLITICAL SCIENCE*

For general education requirements, consult pages 69-78 (34-48 credits).

REQUIRED COURSES

		CREDITS:	MAJOR
POL 205	Introduction to Political Science	3	
POL 206	Comparative Government	3	
POL 315	Introduction to International Relations	3	
	Research Component**	3	
PHI 320	Political Philosophy	3	
	Political Science Electives	12	
	Electives, selected from any department(s)	48-62	
Total credits for major		27	

*Minor: The history and political science department offers a minor made up of 18 credits in political science. Students wishing to minor in political science should consult the department chair.

**Note: Students must take HIS 487, Historiography Seminar or SOC/PSY 341, Research Methods I or MAT 118, Introduction to Statistics or POL 487, Political Science Methods, in consultation with the department chair.

REQUIREMENTS FOR THE MINOR IN BUSINESS ADMINISTRATION WITH A CONCENTRATION IN PUBLIC ADMINISTRATION

Departmental requirements for the minor in business administration with a concentration in public administration include POL 213, POL 324 and SOW 402.

Pre-Nursing

Cabrini College's pre-nursing program is a non-degree granting program that provides students with the prerequisites necessary to transfer to other institutions for completion of their clinical nursing training. Typically students can complete these courses within two years, but students with remedial skills in mathematics may require three years to complete all prerequisites required for admission to certain science courses.

Prerequisites typically include Biological Science I, Human Anatomy and Physiology I and II, Microbiology, Nutrition, General Chemistry I and II, Introductory, Developmental and Abnormal Psychology, Introduction to Sociology, Algebra and Trigonometry, Statistics, and English.

Students will work with an advisor to determine their course schedules based on the criteria required for admission into the institution in which they intend to transfer. Students intending to transfer are still required to enroll and successfully complete specific general education courses required of all Cabrini College students. These include COL 101 and ECG 100 in the freshman year, ECG 200 in the sophomore year, and ECG 300 in the junior year. Students also must meet and adhere to the admissions and retention policies of the Science Department. Questions about this program should be directed to Dr. Melinda Harrison.

Pre-Occupational Therapy

Beginning January 2007, a post-baccalaureate degree (Master of Science in Occupational Therapy or Doctorate of Occupational Therapy) became the minimal degree required to enter the occupational therapy profession. Students are required to complete a baccalaureate degree prior to admission to these graduate level programs.

The pre-occupational therapy program allows students to begin prerequisite courses without formally declaring a major. The program does not grant a clinical degree, so students must either declare and complete the graduation requirements of another major at Cabrini College or transfer to another institution. Typically students spend two years completing prerequisite coursework prior to transfer but the students with remedial skills in mathematics may require three years to complete all prerequisites required for admission to certain science courses.

Prerequisites typically include Biological Science I, Human Anatomy and Physiology I and II, Introductory, Developmental and Abnormal Psychology, Introduction to Sociology, Algebra and Trigonometry, Statistics and English.

Students will work with an advisor to determine their course schedules based on the criteria required for admission into the institution in which they intend to transfer. Students intending to transfer prior to receipt of their degree are still required to enroll and successfully complete specific general education courses required of all Cabrini College students. These include COL 101 and ECG 100 in the freshman year, ECG 200 in the sophomore year, and ECG 300 in the junior year. Students also must meet and adhere to the admissions and retention policies of the Science Department.

Questions about the pre-occupational therapy program should be directed to Dr. Melinda Harrison.

Pre-Pharmacy

In order to practice in the pharmacy profession, a Doctor of Pharmacy (Pharm.D) degree is required. Students are generally required to complete a baccalaureate degree prior to admission to graduate level programs.

The pre-pharmacy program allows students to begin prerequisite courses without formally declaring a major. The program does not grant a clinical degree, so students must declare and complete the graduation requirements of another major at Cabrini College

Prerequisite courses and entrance requirements vary between different programs; however, most programs require the following courses: Biological Science I and II, Human Anatomy and Physiology I and II, General Chemistry I and II, Organic Chemistry I and II, General Physics I and II, Introduction to Psychology, Introduction to Sociology, English, and Calculus I and II. Other prerequisites vary depending on the graduate program.

Students will work with an advisor to determine their course schedules based on the criteria required for admission into the institution to which they intend to transfer. Students intending to transfer prior to receipt of their degree are still required to enroll and successfully complete specific general education courses required of all Cabrini College students. These include COL 101 and ECG 100 in the freshman year, ECG 200 in the sophomore year, and ECG 300 in the junior year. Students also must meet and adhere to the admissions and retention policies of the Science Department.

For more information about the pre-pharmacy program, please contact Dr. Joseph Smith.

Pre-Physical Therapy

In order to practice in the physical therapy profession, a Doctor of Physical Therapy (D.P.T.) degree is required; therefore, students are required to complete a baccalaureate degree prior to admission to graduate level programs.

The pre-physical therapy program allows students to begin prerequisite courses without formally declaring a major. The program does not grant a clinical degree, so students must declare and complete the graduation requirements of another major at Cabrini College or transfer to another college.

Prerequisite courses and entrance requirements vary between different programs; however, most programs require the following courses: Biological Science I and II, Human Anatomy and Physiology I and II, General Chemistry I and II, General Physics I and II, Introduction to Psychology, advanced Psychology electives, English and Statistics.

Students will work with an advisor to determine their course schedules based on the criteria required for admission into the institution to which they intend to transfer. Students intending to transfer prior to receipt of their degree are still required to enroll and successfully complete specific general education courses required of all Cabrini College students. These include COL 101 and ECG 100 in the freshman year, ECG 200 in the sophomore year, and ECG 300 in the junior year. Students also must meet and adhere to the admissions and retention policies of the Science Department.

For more information about physical therapy programs and prerequisites associated with particular programs, contact Dr. Melinda Harrison. For information regarding articulation agreements between Cabrini College and professional programs offering a doctor of physical therapy (D.P.T.), refer to the Biology section of the Catalog.

Psychology

OBJECTIVES

The course of study for psychology majors is based on a generalist model that is designed to prepare students for a variety of fields within psychology as well as in related disciplines. Heavy emphasis is given to preparing students for graduate study and in learning those skills necessary to function effectively in a field that is based on empirical research. Through careful consultation with department advisors, students may elect courses that provide a concentration in specialty areas such as clinical, counseling, developmental, educational, social and cognitive psychology. Emphasis is given to psychology as both a natural and social science within the framework of a liberal arts and sciences education. A vast majority of the psychology graduates go on to complete Graduate Studies. Students are encouraged to pursue double majors and minors. The department works closely with the sociology, criminology and social work programs through sharing both faculty and resources where reasonable and possible. There are several courses in the psychology program that are double listed, which makes it possible for students to achieve the Bachelor's degree in both psychology, sociology and/or social work. This arrangement has worked well for two important reasons: (1) it enhances the student's career opportunities and (2) it allows for diversity of curricula and faculty.

SPECIAL REQUIREMENTS

Students planning a major or minor in psychology must submit an application to the department chair and receive subsequent department approval.

Grades of 'C-' or lower may not be used to fulfill required courses in the major.

Students planning double majors with psychology must consult regularly with faculty advisors in both majors to help facilitate course selection and planning.

PSYCHOLOGY HONORS PROGRAM

Students who meet the following Psychology Department requirements will graduate with honors in psychology: (1) membership in Psi Chi Honor Society; (2) a minimum overall GPA of 3.4; (3) a minimum cumulative GPA of 3.5 in all psychology courses taken at Cabrini; and (4) successful completion of PSY 498, Honors Research Practicum.

COURSE DESCRIPTIONS

PSY 101 Introduction to Psychology (I)

Students are introduced to the scientific study of human behavior. Special attention is given to the biological, psychological, and social processes underlying human behavior within the framework of modern psychological research. Satisfies the Individual and Society Explorations Requirement for non-psychology majors. Offered fall and spring. 3 credits

PSY 205 Brain and Behavior

This course is for the serious student who wishes to learn more about the science of psychology. The course has a strong biological emphasis and covers topics such as evolution and behavior, the nervous system and sensory-motor function, genes and behavior, emotion and the nervous system, language, drugs and addiction, psychological disorders, sleep and consciousness. Offered fall and spring. 3 credits

PSY/SOW 213 Group Structures and Processes (I)

Group Structures and Processes (PSY/SOW 213) provides experiences in small group interaction with an emphasis on developing skills in group participation, leadership, problem solving, and decision making. Students develop an understanding of group processes through class exercises and written assignments. Students are challenged to develop critical thinking, self awareness, communication skills, respect for differences among group members. Topics include the various roles of social work practitioners as group participants and facilitators, different group types, functions, and compositions ranging from grassroots community groups to therapy groups. Offered fall and spring. 3 credits

PSY/SOW 250 Multiculturalism in the Helping Profession

This course focuses on developing awareness, sensitivity, and respect for people and groups of diverse cultural backgrounds and developing self awareness of one's own experiences of culture and difference as well as one's own biases and stereotypes. This course is taught from the framework of social work values of justice, respect and appreciation of diversity, dignity and worth of the person, social justice, and the importance of human relationships. Students are introduced to the concept of cultural competence with an emphasis on the need for social services to be culturally relevant and meet the needs of groups served. Students are introduced to the knowledge and skills required of professionals who practice cultural competence effectively. Students are challenged to develop awareness of the relationship between culture and personal identity, as well as to the ways in which group membership can influence experiences, access to resources and opportunities. Offered fall and spring. 3 credits

H-PSY 260 Honors Psychology: Social Identity and Psychological Development

This course will provide a study of how race, class, and gender can influence an individual's psychological, social, and educational experiences. Students will explore how societal messages about race, class, and gender help to shape an individual's worldview and what they see as possible for themselves. Special attention will be given to schools, parents, and media as agents of race, class, and gender socialization. We also will focus on how our educational and life experiences/opportunities are different for various race, class, and gender groups. Students will be prompted to think about societal and institutional changes that could provide equal opportunities

for all human beings regardless of race, class, and gender.
Prerequisite: PSY 101. Offered fall. 3 credits

PSY/SOC 265 Statistics for the Social Sciences

This computer-intensive course instructs students in the use of descriptive and inferential statistics commonly used in the social and behavioral sciences. Topics include measures of central tendency, variability, graphing techniques, probability, hypotheses testing, t-tests, analysis of variance, regression, correlation, and selected non-parametric techniques. Students are required to create a portfolio of statistical analyses to demonstrate their competence in the use of a variety of descriptive and inferential techniques using the SPSS software package. This course is required for all criminology, psychology and sociology majors who have priority in registering.
Prerequisite: MAT 110 or higher and introductory psychology and/or sociology courses. Offered fall and spring. 4 credits

PSY 280 Media Influences and Psychological Development (I)

This course examines media influences on children and adolescents. The importance of the media in lives of children and adolescents and the unique vulnerabilities present at each developmental stage will be discussed. Students will learn about the different theoretical approaches to the study of media influences and review current research on both content and consequences of media portrayals for today's youth. Readings and discussion will focus on media portrayals of violence, race, gender, beauty and how they affect children's attitudes about themselves and others. Special emphasis is placed on identifying strategies and programs that can weaken media effects. Offered fall. 3 credits

PSY 290 Special Topics

This course examines selected contemporary issues of a psychological nature with emphasis on assumptions, constructs and interpretations as understood in the popular realm validated against scientific evidence. Offered spring. 3 credits

H-PSY 301 Honors Psychology: Psychology of Genius, Creativity and Discovery

This course examines genius, creativity and discovery in the fields of science, art, and music from a psychological perspective. Readings from the empirical research literature as well as biographical and autobiographical materials will be studied. Offered spring, alternate years. 3 credits

H-PSY/COM 302 Honors Psychology/Communication: Psychology in the Media

This course examines media formats such as books, magazines, movies, video, music, video games, marketing and advertising through the lens of psychological theory and research. Activities and assignments include critiques, debates reaction papers, field and analytic research. Prerequisite: PSY 101. Offered fall. 3 credits

PSY 303 Personality Theories

The major theorists who have sought to answer the controversial questions concerning human personality are encountered in a comprehensive manner. Students are encouraged to develop the ability to critique these theorists through guided exercises in self-analysis. Some theoretical approaches studied include: psychoanalytic, behavioral, humanistic, and cognitive. Prerequisite: PSY 101. Offered fall, alternate years. 3 credits

PSY/SOC 305 Social Psychology

Students examine the impact of society and culture on the individual's emotions, thought processes, motives, and behavior. Research findings are presented in relationship to major theoretical approaches. Prerequisite: PSY 101 or SOC 215 or equivalent. Offered each fall. 3 credits

PSY 309 Abnormal Psychology

Course reviews abnormal behavior patterns including anxiety reactions, psychoses, personality disorders, organic syndromes, and drug abuse. Emphasis is on contemporary points of view as they relate to etiology, dynamics, and treatment. Prerequisite: PSY 101. Offered each spring. 3 credits

PSY 312 Developmental Psychopathology

This course offers a developmental approach to the etiology, diagnosis, and treatment of psychopathology. Students study disorders from infancy to adolescence in relation to developmental theory. Factors and controversial issues explored include, but are not limited to, genetic, neurobiological, intellectual, cultural, psychoanalytic, and behavioral correlates. Prerequisite: PSY 101; PSY 320 is strongly recommended. (Formerly entitled Tests and Measurements.) Offered fall, alternate years. 3 credits

PSY 313 Psychological Assessment

Students study and interpret major psychological tests in common use today: intelligence, achievement, psychomotor, vocational and personality. Students select one test and perform a critical analysis of its psychometric properties, its strengths and weaknesses, and its uses in contemporary society. Prerequisite: PSY 101; PSY 320 is strongly recommended. (Formerly entitled Tests and Measurements.) Offered fall, alternate years. 3 credits

PSY 316 Positive Psychology and Health

This course is an introduction to positive and health psychology and will explore the social, psychological and behavioral consequences for health and well being. Prerequisite: PSY 101. Offered fall. 3 credits

PSY 320 Developmental Psychology

Students examine the development of the human being through conception, birth, infancy, early childhood, elementary

school age, and early adolescence. Major theories of human development are explored. Topics for discussion include critical developmental and controversial issues. Prerequisite: PSY 101. Offered fall and spring. 3 credits

PSY 322 Laboratory Experiences in Sensation and Perception

Sensation and perception provides the basis for understanding our thinking and behavior in an ever-changing world. Lecture is complemented by online demonstrations and experiments. The classroom environment will be interactive and students will engage in classroom discussion and participation. Prerequisite: PSY 101. Offered spring. 3 credits

PSY 328 Introduction to Forensic Psychology

This course is an introduction to the application of the science of psychology to issues relating to the legal system. It will explore the psychological theories present in criminal behavior and the role of psychology in prevention and treatment. Special topics will include trial competency, criminal responsibility, personal injury and child custody. Prerequisites: PSY 101 and PSY 309. Offered fall. 3 credits

PSY 330 Educational Psychology

This course attempts to apply research from developmental psychology, learning, motivation, personality, and assessment to children and teachers in traditional educational settings. Cultural diversity is addressed in the study of children and families in the school setting. Prerequisite: PSY 320. Offered fall and spring. 3 credits

PSY/SOC 341 Research Methods I

Students are introduced to research procedures in the behavioral and social sciences. Topics discussed in the first semester include using reference resources, writing literature reviews, reliability, validity of measurement, writing research proposals, and the validity of research designs. Heavy emphasis is given to related computer applications and the development of a student-authored research proposal. Prerequisites: Psychology or sociology introductory and upper-division courses, PSY/SOC 265 or its equivalent. Offered fall. 3 credits

PSY/SOC 342 Research Methods II

Second semester topics include univariate and multivariate statistical analyses as they relate to the preparation and interpretation of quantitative research data and the preparation of research reports for journal presentation. Heavy emphasis is given to related computer applications, report writing and the completion of a student-authored research study. Prerequisites: Psychology or sociology introductory and upper-division courses, PSY/SOC 265 or its equivalent. Offered spring. 3 credits

PSY/SOW 344 Crisis Intervention

This elective course will provide an introduction and overview of crisis intervention from its historical development to its present utilization. Emphasis will be on awareness of basic theory and principles of crisis intervention, trauma and the practical application of specific skills and techniques. Discussion will focus on situational and developmental life crises. Offered fall and spring. 3 credits

PSY 400 Senior Seminar

This course provides a capstone experience for psychology majors. Using history as a foundation for inquiry and discussion, students study and interpret the significance of historical events in philosophy, science and early experimental psychology to gain perspective on the growth and development of twentieth century psychology. Students are required to demonstrate their understanding of psychology, as well as their growth and maturity as prospective college graduates, in a final comprehensive oral examination. Prerequisite: Psychology majors only or department approval. Offered fall. 3 credits

PSY 401 Introduction to Neuropsychology

This course will introduce students to the field of neuropsychology. Emphasis will be given to an examination of selected brain-behavior relationships and neuroanatomical correlates of cognitive and behavioral dysfunction. Laboratory activities will supplement lecture and discussion. Prerequisite: Psychology majors only or department approval. Offered fall. 3 credits

PSY 402 Laboratory Experiences in Learning

This course will introduce students to the basic principles of learning within the context of classical and operant theory. Research and clinical applications are used to frame the applied aspects of learning. Laboratory activities will supplement lecture and discussion. Prerequisite: Psychology majors only or Departmental approval. Offered each fall and spring. 3 credits

PSY 403 Laboratory Experiences in Cognition

Students are introduced to the experimental analysis of human cognition. Lecture and laboratory assignments relating to perception, memory and problem solving will in part define the area of study for this course. Prerequisite: Psychology majors only or department approval. Offered fall. 3 credits

R-PSY 466 Undergraduate Research

This course offers an independent but directed collaborative course of study involving a specific research agenda in the discipline under departmental faculty supervision. Research projects typically require a review of the literature, a paper developing and defending a hypothesis, and a poster or an oral presentation of the completed research project. Prerequisite: Department approval. Offered fall, spring or summer. 1-3 credits

PSY 495 Psychology Internship

Psychology internship experiences are offered to upper-division psychology majors who meet prerequisite GPA and skill requirements as determined by psychology department faculty. Students should anticipate spending at least one full day per week during the semester at their designated field site for each three-credit experience. In addition, all interns must attend weekly seminars and individual meetings with their Cabrini supervisor. Prerequisite: Department approval. Variable credit; 12 credits maximum.

PSY 497 Professional Development in Psychology

This course is a Web-based professional development course for students wishing to pursue careers as a psychologist. Activities include career and graduate school exploration, resume writing, self exploration of strengths and weaknesses, personal statement writing and interview preparation. Prerequisite: Approval of instructor, department chair, dean for academic affairs. Fee. Offered fall and spring. 1 credit

PSY 498 Honors Research Practicum

This course offers an independent but directed course of study leading to the completion and presentation of undergraduate research. Students select projects of interest, typically already underway, involving empirical research under supervision of a department faculty liaison. Projects typically require a comprehensive report written in APA style and suitable for publication and/or presentation at a local or regional conference. Prerequisite: Department approval. Offered fall. 3 credits

PSY 499 Independent Study

This course offers independent but directed course of study dealing with topics not usually found in the curriculum. Before registration, students must submit a comprehensive plan detailing the course of study and outcomes they wish to achieve. Prerequisite: Approval of instructor, department chair, and dean for academic affairs. Fee. Offered fall and spring. Variable credit; 3 credits maximum.

REQUIREMENTS FOR THE MAJOR IN PSYCHOLOGY*

For general education requirements, consult pages 69-78 (34-48 credits).

REQUIRED COURSES

		CREDITS: MAJOR
PSY 101	Introduction to Psychology	3
PSY 205	Brain and Behavior	3
PSY/SOC 265	Statistics for the Social Sciences	4
PSY 303	Personality Theories	3
PSY/SOC 305	Social Psychology	3
PSY 320	Developmental Psychology	3
PSY 322	Laboratory Experiences in Sensation and Perception	
	-or-	
PSY 403	Laboratory Experiences in Cognition	3
PSY/SOC 341	Research Methods I	3
PSY/SOC 342	Research Methods II	3
PSY 400	Senior Seminar (Capstone for the Psychology Major)	3
PSY 401	Introduction to Neuropsychology	
	-or-	
PSY 402	Laboratory Experiences in Learning	3
Electives, selected from any department(s)		26-42
Total credits for major		34

*Minor: The Psychology Department offers a minor program made up of 18 credits of psychology courses. At least nine credits must be from Cabrini College courses at the 200 level or above. Courses with grades of "C-" or lower may not be used to fulfill the psychology minor requirements. Students wishing more information should consult the Department.

Religious Studies

OBJECTIVES

The Department of Religious Studies offers courses which chronicle and analyze religion as text, ritual, people, place, service, institution, organized structure, and revelation. Cabrini's Religious Studies Department is particularly strong in its course offerings and research opportunities for work in American religion and American Roman Catholicism. Both full-time faculty members are scholars of American religion with specific concentration in American Catholic history and ethnography. Students who major in religious studies work closely with the faculty throughout their program, and in their senior year, students complete a major capstone course that involves independent reading, research, and writing about a project of their choice. This project will show a mastery of a specific subject area, as well as methodological rigor in the study of religion.

The department offers a general major, a secondary education concentration, and three minors: a general minor, a minor in religious studies for education majors, and a social justice minor. The social justice minor is an independent interdisciplinary program administered by religious studies faculty. It creates a curricular structure for the student exploration of the tradition of advocacy and empowerment found in the Christian tradition, the Roman Catholic faith, and the American democratic heritage which serves individuals and communities suffering from a multitude of forms of social and institutional injustice including poverty, intolerance, and the lack of basic freedoms.

A religious studies major is excellent preparation for work in a number of fields in which knowledge of religion is primary: college/university professor; public and private school teaching; work for a particular Christian denomination or specific employment in the Roman Catholic Church as a campus minister, hospital minister, service coordinator or church administrator. For those who feel they possess a religious vocation, the religious studies major is an excellent preparation to become members of the clergy. Over the past 10 years, alumni have entered graduate programs in religion studies at Harvard University, Yale University, Union Theological Seminary in New York City, Princeton Theological Seminary, and Drew University.

SPECIAL REQUIREMENTS FOR THE MAJOR AND MINOR

Total credits for the major is 24 and 18 credits for the minor.

No courses in the major or minor may be taken under the pass/fail option.

A QPA of 2.67 is required in religious studies courses for the major or minor. No religious studies course with a grade of "C" or below can be credited to the major or minor.

Transfer student coursework will be evaluated by the department chair to develop a timetable for completion of the major or minor in religious studies.

TIMETABLE FOR CAPSTONE COURSE AND FOR ATTAINING HONORS IN THE MAJOR

Topic Discernment and Final Decision: This task should be completed by the end of the second semester, junior year, in coordination with department faculty along with a non-departmental faculty advisor/reader.

The Capstone paper project abstract should be typed in double space with a limit of 500 words and a 15-item annotated bibliography. The due date is either October 1 or February 1 (two semesters prior to graduation).

The Capstone paper seminar (REL 444) is a three-credit seminar with a faculty mentor taken in the second semester prior to graduation (fall semester for May graduation or spring semester for December graduation) concurrent with the preparation and writing of the capstone paper.

The Capstone paper completion deadline will be March 1 or October 1 depending on expected graduation date.

The student will be required to present their paper at both the annual SEPCHE Honors Conference in March and Cabrini's Undergraduate Arts, Research and Scholarship Symposium in April.

The student must complete an oral defense of their Capstone paper in April or November before a non-departmental faculty advisor/reader and department faculty.

The grading for the Capstone paper and course is as follows: Fail, Pass, High Pass, Distinction.

Finally, after evaluating a major's grades in religious studies courses, departmental service, and the quality of his/her Capstone project and paper, the department faculty will bestow departmental honors.

THE SENIOR DEPARTMENTAL EXAMINATION

For purposes of assessment of the Religious Studies major and the learning outcomes related to each departmental major, a Senior Examination will be tailored for each major from readings that the student has already completed in three required courses. The selection of the texts for the exam will be done in consultation with the department faculty. This exam will be in essay format and will be administered in either November or April of the final semester the student is registered at the College. The level of performance in this examination will be taken into consideration, along with the quality of the departmental Capstone project and paper, etc., when bestowing departmental honors and admittance into Theta Alpha Kappa, Alpha Pi chapter, the national religion honor society.

NOTE: Following the final Capstone defense, admittance to Theta Alpha Kappa, Alpha Pi Chapter, is determined by the department faculty. Membership is limited to students who have completed a minimum of 18 credits with a grade of "C+" or better. Courses with "C" grades or below will not be counted.

COURSE DESCRIPTIONS**REL 100 Cabrini High School College Experience: "The Foundations of Religious Experience in the Western Tradition"**

This course aims to examine the answers that—through the centuries—were given to the fundamental question of the human mind. That is, what does it mean to be human? The student will be invited to examine the most notable attempts of the Western intellectual tradition confronting this basic question. 3 credits

REL 105 Jesus: History and Myth (H)

This course examines the historical Jesus from the perspectives of Scripture, Christian history and theology. Special attention is given to contemporary questions about Jesus and his relevance for today's world. 3 credits

REL 107 The Sacraments: Ritual, Worship and Symbol

This course addresses symbolic life as key to human expression and communication. Historical and theological insights into the Christian sacraments provide students with the framework for study of the sacraments as symbols that make present Christ's love in the world. 3 credits

REL 109 Contemporary Moral Problems

This course will introduce the student to the consideration of the moral and ethical dimensions of contemporary life in pluralistic American society. Specific attention will be given to the Christian tradition as it engages various socio-cultural, political and economic problems. 3 credits

REL 110 The Search for Meaning (V)

This course will introduce the study of religion through the exploration of the search for meaning among religious people, with the emphasis placed on Christian "folk" religion in Europe and America. Religion as it has been and continues to be lived and expressed in everyday life will be the central concern of the course. Satisfies Religious Literacy requirement. Offered fall. 3 credits

REL 111 Faith and Justice

This course explores the meaning of "faith" and "justice" in the contemporary world and examines various religious and non-religious responses to issues of social injustice. Representative figures include Dorothy Day and Thomas Merton. Students are introduced to and practice interfaith dialogue and participate in community-based learning. Satisfies Religious Literacy requirement. Offered fall. 3 credits

REL 120 Introduction to Judaism

This class is an introduction to Jewish beliefs, history and has greatly influenced Christianity, Islam, and Western civilization. Judaism, however, has changed over time. The considerable diversity within the Jewish world according to

geography, gender, and the modern religious movement also will be emphasized. This course is sponsored by The Jewish Chautauqua Society. Offered fall. 3 credits

REL 121 Introduction to the Christian Tradition (I)

This course will examine the dimensions of the world religious tradition known as Christianity, with special emphasis on its history, theology, institutions and the everyday religious life of its believers. Satisfies Religious Literacy requirement. 3 credits

REL 208 Contemporary Approaches to Religious Development

Students are introduced to new issues and innovations in teaching religion. Theories of faith development and moral development are examined. A survey of educational materials is included. 3 credits

REL 214 The Catholic Church in America

This course will examine the history of the Roman Catholic community in the United States from the colonial period to the present. Narrative, descriptive, biographical and theological materials will be emphasized, as well as the recent contributions of historical and contemporary ethnography. 3 credits

REL 215 Religion and the Civil Rights Movement

This course will examine the role of religion in the U.S. Civil Rights Movement. Topics to be discussed include Martin Luther King Jr., Mississippi Freedom Summer, sit-ins and church bombings. Special emphasis will be placed on the role of students in the struggle for civil rights. 3 credits

REL 217 Introduction to the Hebrew Scriptures

Students study the development, nature and purpose of the Hebrew Scriptures in light of recent biblical scholarship. Scripture is examined from a thematic perspective, emphasizing its relevance for contemporary life. 3 credits

REL 218 Introduction to the Gospels

Students study the development, nature and purpose of the Christian gospels in light of recent biblical scholarship. The Scriptures are approached through a thematic perspective that emphasizes their relevance for contemporary life. 3 credits

REL 219 Introduction to the Epistles (V)

This course offers a study of the Epistles with special reference to contemporary issues. 3 credits

H-REL 220 Honors Religious Studies: Religious Folklife (A)

Folklife studies refers to the scholarly discipline which cultivates a sensibility and an appreciation for the culture of everyday life in complex societies. Religious folklife means specific cultural creations that express religious attitudes and beliefs. This course in American religious folklife will examine the history and culture of religion in America with specific reference to

Christian and Christian-based systems, as well as believers' religious artifacts, art, craft, architecture, belief, customs, habits, foodways, costume, narrative, dance, song and other cultural expressions. 3 credits

H-REL 221 Honors Religious Studies: Religion in America (I)

Through this course, students gain an overview of the diverse religious traditions in the United States. Emphasis is placed on Protestantism and Judaism, with some attention to Catholicism and Eastern religions in the United States. Satisfies Religious Literacy requirement. 3 credits

REL 221 Religion in America (H)

Through this course, students gain an overview of the diverse religious traditions in the United States. Emphasis is placed on Protestantism and Judaism, with some attention to Catholicism and Eastern religions in the United States. Students may take this course as a Heritage Exploration or as a Religious Literacy but it cannot be used for both requirements. 3 credits

REL 223 Church and State: A U.S. Perspective (I)

This course examines the relationship between organized religion and the state in contemporary American society. Topics studied include prayer in public schools and the tax-exempt status of religious institutions. 3 credits

REL 224 Religion and Science

The rapid progress in science in the recent century challenges us not only with the sheer volume of new knowledge but also with the changed view of the world and the far-reaching implications proposed by it. This course describes the new worldview of modern science in the areas of cosmology, evolution, quantum physics, chaos/complexity science, systems science, ecology, and then draws out the implications of the new scientific knowledge for Judeo-Christian theology. It is possible that the new knowledge of the world through science might even enhance traditional religion and provide fertile soil for a belief that includes more of reality. 3 credits

REL 225 Catholic Social Thought and Practice (V)

This course focuses on the development and practice of Catholic Social Teaching. Emphasis will be placed on the tradition as it developed with the North American context. Familiarity with Catholicism is not essential; students of all religious traditions are welcome to enroll in the course. Requirements include a five-hour service component. Satisfies the Religious Literacy requirement. 3 credits

REL 235 Art and the Vatican

From early images of Jesus Christ, to Dan Brown's interpretation of Catholic iconography in his latest novels, the use of art and religion has led a charged existence. This survey course will focus on the role of art and the Vatican, which was used not only to enhance spiritual growth, but to promote

political and personal agendas. We will examine images such as "Christ the Good Shepherd" from the second century Catacomb of Callixtus in Rome, up through Bernini and Baroque works to the present day. Students will learn how to closely examine works of art, while placing them in the larger framework of the history of the Catholic Church. 3 credits

H-REL 301 Honors Religious Studies: Heroes of Conscience

Students are introduced to men and women from various religious traditions whose faith has moved them to act in a heroic manner. Investigating how people of faith respond to such issues as war and poverty, students study the life and work of such figures as Gandhi, Dorothy Day, and Thich Nhat Hanh. 3 credits

H-REL 302 Honors Religious Studies: Approaches to the Study of Religion Through Film

This course will introduce students to a series of classic texts which have been influential in the development of religious studies as a discipline. Included for study are the works of Sir James Frazer, Karl Marx, Sigmund Freud, Carl Jung, Max Weber, Emile Durkheim, Rudolf Otto, Mircea Eliade, Martin Buber, William James, Clifford Geertz, Victor Turner, and Mary Daly. Their writings will be complemented by a series of films which consider religion, as well as assist in the appreciation of relevant theoretical approaches to the subject. Students also will read relevant film history and theory, and among the course requirements is the creation of a screenplay which expresses and teaches the ideas of a major theorist. 3 credits

REL 303 World Religions

The great world religions surveyed are Hinduism, Buddhism, Confucianism, Judaism, Christianity, and Islam. Within each tradition, representative sacred texts are examined, and the role of women is discussed. 3 credits

REL 305 Contemporary Issues in American Catholicism

The unique character of contemporary Roman Catholicism will be examined in this course, with particular attention to the personal, institutional, historical, cultural, and social aspects of the tradition within the American context. The belief systems of American Catholics will be given special consideration. Satisfies the Religious Literacy requirement. Prerequisite: ECG 100. 3 credits

REL 306 African-American Religions

This course focuses on the African-American religious experience in the United States. Topics include: slave religion, nation of Islam, the rise of African-American churches, racism within institutional religion, and the role of African-American church leaders such as Martin Luther King Jr. and Jesse Jackson. 3 credits

REL 311 Women in Religion and Society (I)

This course traces in rigorous depth the figure of Eve as represented and interpreted for more than three thousand years in Judeo-Christian thought and more broadly in Western culture. It explores with particular intensity Eve's relationship to both hegemonic and subversive portrayals of femininity, as well as the extent to which her passionately contested story continues to influence the way women today imagine and experience themselves as spiritual, intellectual, and sexual subjects. Beyond a focus on religious literacy, a scrutiny of the politics and pleasures of Biblical exegesis will introduce students to critical concepts in the fields of art history, folklore, literary, feminist and popular culture studies. 3 credits

H-REL 312 Honors Religious Studies: Sects and Cults in American Religion (I)

This course is concerned with the variety of religious groups and movements found in both historical and contemporary American religion, with a focus on their actual teachings, their religious significance for Western culture and Western perceptions of what is religious, the variety of ways civic organizations and churches have responded/are responding to them, and the artistic expressions created by members of these belief systems. Prerequisite: ECG 100. 3 credits

REL 312 Sects and Cults in American Religion

This course is concerned with the variety of religious groups and movements found in both historical and contemporary American religion, with a focus on their actual teachings, their religious significance for Western culture and Western perceptions of what is religious, the variety of ways civic organizations and churches have responded/are responding to them, and the artistic expressions created by members of these belief systems. Prerequisite: ECG 100. 3 credits

REL 313 Religious Education Field Experience

This course will allow students to experience the ways in which religious studies is taught at the secondary level. Limited to students completing the concentration in secondary education. Consent of department chair and coordinator of secondary education required. Offered as needed. 1 credit

REL 314 Religion and Literature (A)

This course examines the close relationship between literature and religion using novels, scholarly articles, and book-excerpts in Literature, Literary Theory, and Philosophy. These materials assist students to articulate and explore different conceptualizations of the literary and the spiritual. Since writers consistently bring their convictions into conflict through creative expression, the characters in their novels struggle with such forces as beliefs—their own and those of others, individuals—institutions, identities, and values. In this course's readings, some of these characters reach a fuller understanding of their own religious convictions (C.S. Lewis); experience a brief existential epiphany before a violent end

(Flannery O'Connor); or illuminate how their society's complex and storied belief system is rendered powerless by modern forces (Chinua Achebe). Offered as needed. 3 credits

REL 315 Psychology and Religion

This class introduces students to the interface of psychology and religious studies. It examines the environment in which psychology was first introduced in Europe and America, the influence of various psychoanalytic practices, and the perspective of experimental and cognitive approaches to psycho-religious phenomenon. This course also will address salient contributions to this topic from Eastern religion, specifically Hinduism and Zen Buddhism. Offered fall. 3 credits

REL 316 Liberation Theologies

This course offers an examination of how Christianity is interpreted and lived by non-Western cultures. Topics include the African-American, feminist and Hispanic critiques of Western theology. 3 credits

REL 317 Contemporary Spirituality (V)

This course will explore the traditional and contemporary schools of Catholic Christian spirituality as proposed by many Church mystics. Prayer experiences and meditation modalities will be included and current trends in feminist, ecological and quantum theories will be surveyed. 3 credits

REL 318 Thomas Merton: Man, Mystic, Prophet

This course will examine the life and teachings of Thomas Merton, Trappist monk, writer and social activist. Topics include Merton's philosophy, prayer, church renewal, social justice and interreligious dialogue. 3 credits

REL 319 Spirituality of Mother Cabrini

This course will address the history and spirituality of St. Frances Xavier Cabrini. Special emphasis will be placed on her establishment of the Missionary Sisters of the Sacred Heart of Jesus, her contributions to Italian-American culture and life, and her spiritual reflections and writings on the humanity of Jesus Christ as expressed in her devotion to his Sacred Heart. Offered fall. 3 credits

REL/SOC 330 Sociology of Religion

This course will examine the relationship between religion and societal norms and structures, emphasizing how the field of sociology can offer a unique perspective on the study of religion. Students will examine various cultural interpretations of religion and discuss how sociologists document changes in religious belief and experience over time. Special topics will include cultic expression, religious violence, political religion, and the relationship between pop culture and religion. Prerequisite: SOC 215. 3 credits

REL 401 Special Topics

This course includes readings of primary contributions made by a major religious thinker. 3 credits

REL 444 Senior Seminar

Students will select a thesis topic in consultation with a faculty mentor on a topic in the area of religious studies. The student will research this topic and develop a bibliography consisting of peer-reviewed journal articles (or an acceptable equivalent) and primary and secondary sources. A major paper on the topic will contribute to the final grade. Weekly meeting with a faculty advisor will include discussion, progress reports and research strategies. Limited to seniors majoring in religious studies. 3 credits

REL 488 Internship

Students have the opportunity for on-the-job learning in cooperation with an outside institution and under the guidance of a professional supervisor. Offered upon sufficient enrollment. Credit to be arranged

REL 490 Practicum in Religious Education

Practicum that allows students to spend all or part of a semester in a high school religious studies class with a cooperating teacher. Prerequisite: Limited to seniors. Permission of department chair and coordinator of secondary education required. Offered as needed. 3-12 credits

REL 499 Independent Study

This course offers independent but directed study on a topic of interest to the student but not included in the regular course offerings. Prerequisite: Approval of instructor, department chair and dean for academic affairs. Fee. Offered each fall and spring. 3 credits

REQUIREMENTS FOR THE MINOR IN RELIGIOUS STUDIES FOR EDUCATION MAJORS

For general education requirements, consult pages 69-78 (34-48 credits).

Education majors who plan to teach in a parochial school may wish to minor in religious studies. The department offers a minor designed to help place students in the parochial school system.

REQUIRED COURSES

	CREDITS:	MINOR
REL 111	Faith and Justice	3
REL 121	Introduction to the Christian Tradition	3
REL 208	Contemporary Approaches to Religious Development	3
REL 214	The Catholic Church in America	3
Religious Studies Electives (choose two of the following)		6

REL 105	Jesus: History and Myth	
REL 107	The Sacraments: Ritual, Worship and Symbol	
REL 109	Contemporary Moral Problems	
REL 218	Introduction to the Gospels	
REL 219	Introduction to the Epistles	
REL 225	Catholic Social Thought and Practice	
Total credits for minor		18

REQUIREMENTS FOR CONCENTRATION IN SECONDARY EDUCATION FOR RELIGIOUS STUDIES MAJORS

For general education requirements, consult pages 69-78 (34-48 credits).

Religious studies students who plan to teach in a parochial high school may wish to complete a concentration in secondary education. Students who elect this concentration must complete the following courses in addition to those required for the major in religious studies.

REQUIRED COURSES

	CREDITS:	MAJOR
REL 208	Contemporary Approaches to Religious Development	3
SEC 389	Seminar in Secondary Education	3
SEC 303	Reading and Communication in the Content Areas	3
REL 313	Religious Education Field Experience	1
REL 490	Practicum in Religious Education	3-12
Total credits for concentration		13-22

Social Justice

OBJECTIVES

The social justice minor at Cabrini College is an interdisciplinary program designed to invite students of all majors to explore the principles and structures that promote the common good. Students study an array of ideas about the meaning and pursuit of social justice as well as the various people and groups who are engaged in projects that are geared to promote justice in local, regional, national, and even global communities. Many courses in the social justice minor include components that invite students to apply classroom learning to settings in the broader community through direct service, advocacy, and empowerment.

This program takes place in light of the dignity, rights and responsibilities of all people as affirmed by Judeo-Christian heritage in the context of the American democratic system and an increasingly interconnected world. The minor reflects the legacy of Saint Frances Xavier Cabrini, who formed institutions to serve the poor and outcast by drawing upon the resources of the Catholic intellectual and social traditions as well as the resources available within American society.

Participation in the social justice minor will foster:

- critical thinking skills that allow students to explore the causes and effects of human suffering
- exposure to principles of faith and civil society that help them interpret these situations
- communication and organizing skills that enable them to act upon that knowledge as members of the campus community and eventually as professionals in their chosen fields

Students will learn the theory and practice that has emerged out of the rich intellectual tradition and the varied practices of the Catholic commitment to social justice that has developed over two millennia. Course content includes examination of global and domestic application of Catholic Social Teaching as well as student action in the community. Additionally students will learn the connection between “faith,” broadly conceived, and “justice,” variously defined, in order to begin to see patterns across diverse groups of people who engage in justice. By studying the rich history of the various motivations and practices of such groups, students will be prepared to think critically and to engage in collaborative work for social justice with an intellectual and scholarly foundation upon graduation from Cabrini College.

Students in this program will gain knowledge, experience, and training to enter into professional service that is already directly related to social justice. They also will see the ways in which their involvement and contribution to society—whatever their vocation according to their discipline—can be oriented toward social justice.

This revised social justice minor has been designed to complement and extend students’ Engagement with the Common Good in the General Education Program and coursework in their major field of study.

SOJ 100 Cabrini High School College Experience: “Social Justice”

This course explores social justice as it relates to Catholic Social Teaching. Topics include putting faith into action, human rights

and dignity, unity and diversity, labor practices, poverty, global awareness and sustainability efforts. 3 credits

SOJ 150 Social Justice in Theory and Action

This course is designed to introduce students to the interdisciplinary nature of social justice, with a particular emphasis on various definitions and approaches to the field. Additionally, students are introduced to people and groups engaged in social justice work in the local community, such as Norristown and Philadelphia, and the global community through Cabrini’s partnership with Catholic Relief Services and its Global Solidarity Network. 3 credits

SOJ 250 Social Justice in the Field

Students engage in social justice action, choosing from various pre-existing service and/or solidarity experiences or the student and faculty member formalize the experience. Developed and facilitated in conjunction with field-specific faculty, the coordinator of the social justice minor, and the Wolfington Center as necessary. 1, 2, or 3 credits dependent on experience; students must complete three credits in any combination.

Social Justice in the Academy

Students explore the meaning and practice of social justice related to their major field of study. They complete a project that meets the guidelines of the minor in consultation with the faculty member and the coordinator of the social justice minor. 3 credits

SOJ 401 Social Justice Seminar

This course is designed to provide an opportunity for students to draw together their experience in the classroom and in the field. Upper-level social justice minors individually or in teams undertake the development of a social justice project and prepare it for implementation utilizing perspectives from their major field of study, Catholic Social Teaching, and one other civic or religious source on the dignity and rights of humankind. This project develops advocacy skills by including public dissemination of their project to raise awareness about their issue/program. (Formerly entitled Social Justice Senior Seminar. 3 credits

REQUIREMENTS FOR THE SOCIAL JUSTICE MINOR

REQUIRED COURSES

CREDITS:

SOJ 150	Social Justice in Theory and Action	3
SOJ 250	Social Justice in the Field	3
Course in major	Social Justice in the Academy	3
REL 225	Catholic Social Thought and Practice	3
REL 111	Faith and Justice	3
SOJ 401	Social Justice Seminar	3
Total credits for minor		18

Social Work

OBJECTIVES

The social work program is fully accredited by the Council on Social Work Education. Social work majors may earn a bachelor of social work degree, enabling them to begin professional generalist social work practice or to pursue graduate education.

Social work courses are structured and sequenced to prepare students with the knowledge, skills, and values required for successful entry into the social work field or for graduate education. Recent Cabrini Social Work graduates have demonstrated ability in working with individuals, families, groups, organizations, program development, and community services.

Graduates who complete all requirements and demonstrate an acceptable level of professionalism receive a bachelor of social work degree.

The mission of the social work program is to prepare graduates for professional social work practice through education in generalist social work knowledge, values, and skills. Embedded in Cabrini

College's liberal arts foundation and dedication to community service, rooted in the heritage of Saint Frances Xavier Cabrini, the Social Work Program strives to manifest the College's mission by cultivating leadership and excellence in practice with all systems through experiences in classroom learning, field instruction, and direct engagement in action to end social and economic injustice. The Cabrini Social Work Program and the larger College community share a commitment to the Common Good and strive to prepare graduates to serve their communities and the world in ways that will enhance human dignity and justice for all people.

Program goals are:

- To prepare students for entry level generalist social work practice with individuals, families, groups, organizations, and communities.
- To ground students in knowledge of social work's history, purposes, and values integrated within Cabrini College's liberal arts framework and Core Values of respect, vision, community, and dedication to excellence.
- To prepare students with an understanding of and ability to make connections among theory, research and practice through a curriculum that integrates coursework with field practica.
- To prepare students to pursue graduate education.

ADMISSION TO THE PROGRAM

All students interested in a social work major must interview with a member of the social work faculty. Prior to declaration of major, students are required to complete a formal application for admission to the program, and demonstrate recent involvement in volunteer or human service work. Prerequisites

for a major in social work include SOW 210 with a grade of "B" or higher and a GPA of 2.5 or above. Retention in the social work major requires maintaining a 2.5 GPA overall and a 3.0 GPA in Social Work courses and demonstration of professional behavior, as specified in the Student Handbook for Social Work majors.

Prior to the first field practicum (SOW 311), students must complete a formal application for admission to the field practicum program, and submit evidence that they have completed all required courses with a minimum QPA of 2.5 in related course-work and a minimum QPA of 3.0 in social work courses.

SOCIAL WORK HONORS PROGRAM

Kappa Upsilon is Cabrini's chapter of Phi Alpha, a national honor society established to provide a closer bond among students of social work and promote humanitarian goals and ideas. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained a QPA of 3.0 and a 3.25 in social work courses.

COURSE DESCRIPTIONS

SOW 210 Introduction to Social Work (I)

This course provides an introductory overview of the development and purposes of social work and social welfare and the knowledge, values, and skills of the social work profession. Content focuses on introduction to the major systems, problems, and populations with which social workers practice. Students are oriented to the various social worker roles and the basic qualities, skills, and functions of effective practice in each of these capacities. The importance of the helping relationship and working in partnership with clients is emphasized. Students are introduced to the person-and-environment, strengths, and empowerment perspectives, and the micro, mezzo, and macro system levels. Topics covered include poverty and public welfare, child welfare, mental health, addictions, and medical social work, physical and mental disabilities, education and employment issues, immigration, family problems and services to families, criminal justice and juvenile delinquency, gerontological social work, racism, sexism, homophobia and other forms of discrimination and oppression, and the impact of discrimination and oppression on access to resources, services and opportunities, and on the well being of systems of all sizes. This course is a prerequisite for all 300-level and 400-level social work courses and is open to non-social work majors. Course is required for all social work majors and is the prerequisite for all social work courses required for the major except SOW 303, which may be taken concurrently. Offered fall and spring. 3 credits

SOW 212 Family Violence: Values, Dynamics, and Interventions (V)

This elective course aims to uncover the dynamics involved in the taboo subject of family violence. The underlying values and norms related to family, community, the state, and society are explored as they shape and, sometimes constrain, responses to children and others affected by family violence. The course provides an overview of the various forms of family violence and approaches to understanding their effects on family members, with particular emphasis on child witnesses to domestic violence. Social, economic, and political factors are critically examined. Intervention approaches, such as risk assessment and maximizing collaboration among community resources, are addressed. 3 credits

SOW/PSY 213 Group Structures and Processes (I)

This required course provides experiences in small group interaction with an emphasis on developing skills in group participation, leadership, problem solving, and decision making. Students develop an understanding of group processes through class exercises and written assignments. Students are challenged to develop critical thinking, self awareness, communication skills, respect for differences among group members. Topics include the various roles of social work practitioners as group participants and facilitators, different group types, functions, and compositions ranging from grassroots community groups to therapy groups. Offered fall and spring. 3 credits

SOW 240 Child Welfare (I)

This elective course focuses on the broader perspectives that have guided and shaped policy in the area of families and children in the United States. Beginning with a historical view of the development of child welfare services, we will look at the emergence of the modern child welfare system in a multicultural society. Overarching themes of the course will include the development of social policy as it affects families and children from different cultural backgrounds and the formation and function of the public child welfare system. We will pay particular attention to the development of an infrastructure to support the needs of children and families, with particular attention to poverty, foster care and child abuse. Offered fall and spring. 3 credits

SOW/PSY 250 Multiculturalism in the Helping Profession

This required course focuses on developing awareness, sensitivity, and respect for people and groups of diverse cultural backgrounds and developing self awareness of one's own experiences of culture and difference as well as one's own biases and stereotypes. This course is taught from the framework of social work values of justice, respect and appreciation of diversity, dignity and worth of the person, social justice, and the importance of human relationships. Students are introduced to the concept of cultural competence with an emphasis on the need for social services to be culturally

relevant and meet the needs of groups served. Students are introduced to the knowledge and skills required of professionals who practice cultural competence effectively. Students are challenged to develop awareness of the relationship between culture and personal identity, as well as to the ways in which group membership can influence experiences, access to resources and opportunities. Offered fall and spring. 3 credits

SOW 301 History of Social Policy and Services (H)

This required course is taken in the second semester of the junior year. It builds on the introductory knowledge of social work and social welfare history obtained through SOW 210. The course teaches students about the history of social welfare and the development of the social work profession, within the context of changing social, political, economic, spiritual, and global contexts. Students are challenged to begin to understand the ways in which social structures interact to create and maintain social conditions, as well as to lay the groundwork for change. Students' understanding of the history of social work and social welfare is applied in SOW 402: Social Welfare Development, Policy and Services taken the following semester when students are in the first semester of their senior year. Course is required of all social work majors. Prerequisite for social work majors: SOW 210. Taken concurrently with SOW 304, SOW 310 and SOW 311. Offered spring. 3 credits

SOW 303 Human Behavior and the Social Environment I (I)

This required course builds on knowledge of ecosystems theory applied to human development. Provides a conceptual framework to facilitate students' understanding of human development and how to use this knowledge in professional generalist social work intervention with a variety of client systems. The course focuses on human development from conception to the end of adolescence emphasizing interrelationships between biological, psychological, and social factors; cultural diversity; minority status; gender; age; sexual orientation; physical, mental, and emotional limits and abilities; and other issues of difference as they affect systems and their relationships with the environment. Course is required of all social work majors. May be taken concurrently with, or after, SOW 210. Prerequisites for Social Work majors: BIO 177, PSY 101, SOC 215, SOC 302 or SOW/PSY 250. Offered fall. 3 credits

SOW 304 Human Behavior and the Social Environment II

This course expands on knowledge of human development and its application for the beginning professional generalist social work practitioner with a variety of client systems. The conceptual framework focuses on human development from young adulthood through the aging process continuing to emphasize interrelationships between biological, psychological and social factors; cultural diversity; minority status; gender; age; sexual orientation; physical, mental, and emotional limits and abilities; and other issues of difference as they affect systems in their relationships with the environment. Course is required of all social work majors. Prerequisite: SOW 303. Offered spring. 3 credits

SOW 310 Social Work Practice Theory I

This course focuses on the fundamental concepts of the generalist practice model, the basic characteristics and purposes of social work practice theory, and the concepts of systems theory and the ecological framework. This course builds on the fundamental knowledge, values, and skills of social work and the generalist social work model introduced in SOW 210. The course is organized around engagement, assessment and communication skills with diverse populations as primary tasks of the generalist social work practitioner. Students take SOW 311 concurrently, which affords the opportunity to experience the connections between practice theory and issues of HBSE and policy. Open to social work majors only. Prerequisites: SOW 210 and SOW 303. Corequisites: SOW 301, SOW 304 and 311. Offered spring. 3 credits

SOW 311 Field Experience in Social Work I

Field experience supplements students' theoretical exposure to social work by providing an initial practical experience in the field. Each student is placed in a social service agency eight hours a week under the supervision of a professional social worker, for the purpose of understanding the nature, structure, and function of that agency. Emphasis is placed on the development of professional abilities and attitudes particularly as these relate to work with diverse client systems. Students attend a weekly integrative seminar where the experiential component of the field placement can be integrated with the theoretical component presented in SOW 310 (taken concurrently) and prior learning is processed through class discussion. Open to social work majors only. Course is required of all social work majors. Prerequisites: SOW 210, SOW 303. Corequisites: SOW 301, 304 and 310. Offered spring. 3 credits

SOW/PSY 344 Crisis Intervention

This elective course will provide an introduction and overview of crisis intervention from its historical development to its present utilization. Emphasis will be on awareness of basic theory and principles of crisis intervention, trauma and the practical application of specific skills and techniques. Discussion will focus on situational and developmental life crises. Offered fall and spring. 3 credits

SOW 402 Social Welfare Development, Policy and Services

This course presents methods of analyzing and evaluating social welfare policies, programs, and services in the context of current social, economic, and political realities. It is directed toward enhancing students' critical thinking and judgment as they assess current social issues that affect various client systems, determine methods of intervention for change, and further evaluate personal practice style in relationship to social policy at the level of agency, or of local and federal government. Course is required of all social work majors. Prerequisites for social work majors: SOW 210, SOW 301, POL 205, or PHI 320, taken concurrently with SOW 410, SOW 411, and SOW 445. Offered fall. 3 credits

SOW 410 Social Work Practice Theory II

This course continues the generalist problem-solving model with major focus on planning, goal setting and interventions with various client systems. There is significant emphasis on sensitivity to issues of discrimination and oppression at the micro, mezzo and macro levels. Communication skills as they relate to each component are emphasized. Students are encouraged to further integrate concepts learned in HBSE and in the social welfare policy and services courses. Open to social work majors only. Prerequisites: SOW 210, SOW 301, SOW 303, SOW 304, SOW 310, SOW 311. Corequisites: SOW 402, SOW 411, and SOW 445. Offered fall. 3 credits

SOW 411 Field Experience in Social Work II

This course is a continuation of SOW 311. Students continue in an eight-hour per week placement under the supervision of professional social workers. They are provided greater exposure to the various social service agencies through a placement at a different agency with a diversified client population. The student's responsibilities at the agency reflects increased generalist professional knowledge that minimally includes assessment of data, goal setting and planned intervention, and appropriate use of various beginning professional generalist social work roles. Students integrate the theory presented in SOW 410 (which is taken concurrently) and the field experience in a weekly seminar, in which peer supervision skills are also developed. Open to social work majors only. Course is required of all social work majors. Prerequisites: SOW 210, SOW 301, SOW 303, SOW 304, SOW 310, SOW 311. Corequisites: SOW 402, SOW 410, and SOW 445. Offered fall. 3 credits

SOW 412 Senior Seminar

This seminar is taken concurrently with SOW 488. The primary focus of learning is the process of evaluation and termination in working with various client systems and diverse populations, and the integration of research and peer supervision in evaluating one's own practice. Additional emphasis is placed on ethical decision making in a social work practice. The secondary purpose is the integration of all previous theoretical learning within social work and related courses with the practical experience in the field. Seminar is limited to seniors who have completed all other degree requirements. Open to social work majors only. Prerequisites: SOW 210, SOW 301, SOW 303, SOW 304, SOW 310, SOW 311, SOW 402, SOW 410, SOW 411, and SOW 445. Corequisite: SOW 488. Offered spring. 3 credits

SOW 445 Research in Social Work

This course introduces students to social work research and its applicability to social work practice. Students learn to appreciate the scientific method and analytic approach to knowledge building. Students plan and conduct agency-based research which is qualitative and/or quantitative to become a better consumer of research. Emphasis is on developing skills to prepare students to evaluate their own social work practice. Prerequisites: MAT 110 and 111 or MAT 113 and MAT 114. Corequisites: SOW 402, SOW 410, and SOW 411. Offered fall. 3 credits

SOW 488 Social Work Internship/Field Practicum

The final practicum is a 16-hour per week social work placement under the direction of an MSW supervisor. Students are expected to develop a strong professional commitment and identity and to demonstrate the knowledge, values and skills necessary to function effectively as a beginning level social work practitioner. Open to social work majors only. Prerequisite: Limited to seniors who meet departmental QPA, have completed all other courses for the degree, and have been approved for the internship by the program director and field coordinator. Corequisite: SOW 412. Offered spring. 6 credits

REQUIREMENTS FOR THE MAJOR IN SOCIAL WORK

For general education requirements, consult pages 69-78 (34-48 credits).**

REQUIRED COURSES

		CREDITS:	MAJOR
SOW 210	Introduction to Social Work	3	
SOW/PSY 213	Group Structures and Processes	3	
SOW 301	History of Social Policy and Services	3	
SOW 303-304	Human Behavior and the Social Environment I and II	6	
SOW 310*	Social Work Practice Theory I	3	
SOW 311*	Field Experience in Social Work I	3	
SOW 402	Social Welfare Development, Policy and Services	3	
SOW 410	Social Work Practice Theory II	3	
SOW 411	Field Experience in Social Work II	3	
SOW 412	Senior Seminar	3	
SOW 445	Research in Social Work	3	
SOW 488	Social Work Internship/Field Practicum	6	

RELATED REQUIREMENTS

		CREDITS:	MAJOR
SOC 215	Introduction to Sociology: Race, Class, Gender	3	
SOW/PSY 250	Multiculturalism in the Helping Profession -or-		
SOC 302	Race and Ethnic Relations -or-	3	
PSY 101	Introduction to Psychology	3	
POL 205	Introduction to Political Science -or-	3	
POL 230	Current Events		
Electives, selected from any department(s)		13-27	
Total credits for major		54	

*Students planning to major in social work must have an interview with the program director and/or field coordinator and receive approval. Prior to enrollment in SOW 311, Field Experience in Social Work I, and SOW 310, Social Work Practice Theory I, students wishing to continue in the major must meet with the full-time social work faculty and complete a formal application to the Field Education Program of the Social Work major.

**Social work majors are required to take BIO 177, Health and the Human Body, as one of their two Scientific Literacies for the core.

Sociology

OBJECTIVES

Sociology majors learn how to conduct and evaluate research, examine and contextualize the social bases of behavior and analyze social institutions such as the economy, the family, education, religion, media, and government.

A sociology major is useful to students planning a career in any area where an understanding of human behavior, knowledge of social principles and research skills are important. Sociology majors develop competency in the contextualization of social behavior, the formulation of social inquiry, the social research process and social analysis. Graduates are prepared to examine society from a critical, research-based stance and to see social issues through the lens of social structure and social processes. Students majoring in sociology work with faculty in the department to select the appropriate sequence of courses in areas of special interest such as family, gender and human relationships, or social control and social deviance. In addition, for students with a strong interest in psychology or social work, there is an opportunity to develop a double major program of study.

Upper-division sociology majors work with faculty on their own research projects, learning research skills from start to finish, and in off-campus supervised internships earning credits while exploring career choices. Students also complete a senior capstone project which serves as an opportunity to integrate and synthesize conceptual and research skills in a senior research project.

The objectives of the major program in sociology are to:

- develop skills in social observation and analysis;
- increase understanding of the social institutions and social processes that influence human behavior;
- develop skills in assessing and undertaking social research; and
- provide the opportunity to practice and evaluate critically the application of sociological analysis to real-life settings.

Graduates of Cabrini's Sociology Program are in graduate programs of sociology, statistics, social work and criminal justice. They are teaching and working in administration in secondary and post-secondary education, employed in pharmaceutical research, social work, mental health, school counseling, and human resources.

SPECIAL REQUIREMENTS

Students planning a major or minor in sociology must submit an application to the department chair and receive department approval.

Students planning double majors must consult with an advisor in the sociology department for course selection.

All majors must maintain a 2.33 cumulative average in their major courses.

SOCIOLOGY HONORS PROGRAM

Students who meet the following Sociology Department requirements will graduate with honors in the major: (1) active membership in Alpha Kappa Delta Honor Society; (2) a minimum overall GPA of 3.3; (3) a minimum cumulative GPA of 3.5 in all sociology courses taken at Cabrini; (4) successful completion of SOC/PSY 342, and presentation of an original research paper in a public forum.

COURSE DESCRIPTIONS

SOC 203 Contemporary Social Problems (I)

This course provides an analysis of major contemporary problems of economic inequality, race relations, crime and punishment, resource use, environmental degradation, work and family. Consideration is given to causes, consequences and solutions to these problems. Course is required for all sociology and criminology majors and minors. Offered fall and spring. 3 credits

SOC 215 Introduction to Sociology: Race, Class and Gender (I)

This course will be an introduction to the sociological perspective. It will provide the conceptual framework for the examination of the institutions of our social life with specific attention to issues of race, gender and social class. Course is required for all sociology and criminology majors and minors. This course may not be taken by students who have completed SOC 201. Offered fall and spring. 3 credits

SOC 230 Sociology in Film (V)

This course seeks to develop the "sociological imagination" through the examination of the way in which dominant societal ideological values are materially represented and depicted in both historical and contemporary film. Offered spring. 3 credits

SOC/PSY 265 Statistics for the Social Sciences

This computer-intensive course instructs students in the use of descriptive and inferential statistics commonly used in the social and behavioral sciences. Topics include measures of central tendency, variability, graphing techniques, probability, hypotheses testing, t-tests, analysis of variance, regression, correlation, and selected non-parametric techniques. Students are required to create a portfolio of statistical analyses to demonstrate their competence in the use of a variety of descriptive and inferential techniques using the SPSS software package. This course is required for all criminology, sociology and psychology majors who have priority in registering. Prerequisite: MAT 110 or higher and introductory sociology and/or psychology courses. Offered fall and spring. 4 credits

SOC 301 Special Topics in Sociology

This course offers a sociological analysis of a particular social institution or process. Topics offered have included: environmental sociology, sexuality, urban sociology, demography or sociology of education. Offered upon sufficient enrollment. 3 credits

SOC 302 Race and Ethnic Relations

This course examines subcultures of ethnic and racial groups throughout the world, with particular emphasis on the United States. A historical understanding of racial and ethnic experiences is discussed in an effort to understand prejudice and discrimination in contemporary society. Students review theories of cultural adjustment and the importance of ethnic and racial identity for modern American society. Course is required for all criminology and social work majors. Prerequisite: SOC 203 or SOC 215. Offered spring. 3 credits

SOC/PSY 305 Social Psychology

Students examine the impact of society and culture on the individual's emotions, thought processes, motives, and behavior. Research findings are presented in relationship to major theoretical approaches. Prerequisite: PSY 101 or SOC 215 or equivalent. Offered fall and spring. 3 credits

H-SOC 306 Honors Sociology: The Sociology of Happiness (I)

This course examines the relative value of both individual and institutional factors in the creation and maintenance of human happiness. Students complete a sociological survey and research project on happiness. Historical and cultural constructions that affect the way we come to see "happiness" are examined. The impact of culture, gender, age, income, education, and religion on societies and individuals are reviewed. Offered spring in alternate years. 3 credits

SOC/CRM 309 Criminology

Students examine historical and contemporary theories of crime causation. Topics include competing theories, specialized theories (juvenile crime or gender differences in crime), and different theoretical perspectives (micro vs. macro). Prerequisites: SOC 215 and CRM 210. Offered fall. 3 credits

SOC 311 Marriage and the Family

The emphasis of this course is on American family life, with appropriate supplementary data from other societies. Topics include sex roles, love, parent-child relationships, kinship, socialization, and family dissolution and change. The approach conveys factual and theoretical information useful to students planning careers related to family life. Prerequisite: SOC 215. Offered spring. 3 credits

SOC 312 Sociology of Gender

Students analyze the social implications of female and male gender identifications. Particular attention is given to sex role

socialization, mechanisms for the maintenance of a sex-based division of labor, and the social basis of movements to redefine traditional sex roles. Prerequisite: SOC 215. Offered fall. 3 credits

SOC 318 Sociology of Media

This course will examine the way in which the media both influences and is influenced by a society's ideological beliefs. Topics examined in the course will include the construction of social morality from both a historical and multicultural perspective, the increasingly monopolistic nature of media and its repercussions for society, and the construction of the need for both the classification and censorship of particular forms of entertainment media, including music, films, and video games. Prerequisite: SOC 215. 3 credits

SOC 322 Urban Sociology

A study of city space with an introduction to the social, political and economic structural influences of metropolitan areas in the local region, the United States and around the world. Attention will be given to urbanization, suburbanization, culture and lifestyles in the metropolis, local and national politics, world trends and globalization. Throughout the course comparisons will be drawn between the United States and countries abroad. Prerequisite: SOC 215. 3 credits

SOC/REL 330 Sociology of Religion

This course will examine the relationship between religion and societal norms and structures, emphasizing how the field of sociology can offer a unique perspective on the study of religion. Students will examine various cultural interpretations of religion and discuss how sociologists document changes in religious belief and experience over time. Special topics will include cultic expression, religious violence, political religion, and the relationship between pop culture and religion. Prerequisite: SOC 215. 3 credits

SOC 333 Sociology of Humor

This course seeks to discuss and analyze the way in which humor is both constructed and utilized within human societies. Topics explored with the course include political, sexist, racist, ethnic, and "sick" humor, as well as an examination of how the phenomenon of humor can be, and has been, used to both perpetuate and criticize a given society's normative moral, social, and political values. Prerequisite: SOC 215. 3 credits

SOC/PSY 341 Research Methods I

Students are introduced to research procedures in the behavioral and social sciences. Topics discussed in the first semester include using reference resources, writing literature reviews, reliability, validity of measurement, writing research proposals, and the validity of research designs. Heavy emphasis is given to related computer applications and the development of a student-authored research proposal. Prerequisites: Psychology or sociology introductory and upper-division courses, SOC/PSY 265 or its equivalent. Offered fall. 3 credits

SOC/PSY 342 Research Methods II

Second semester topics include univariate and multivariate statistical analyses as they relate to the preparation and interpretation of quantitative research data and the preparation of research reports for journal presentation. Heavy emphasis is given to related computer applications, report writing and the completion of a student-authored research study. Prerequisites: Psychology or sociology introductory and upper-division courses, SOC/PSY 265 or its equivalent. Offered spring. 3 credits

SOC 350 Social Theory

Students will read the works of classical and contemporary social theorists. Emphasis will be on understanding and applying ideas and the sociological perspective to historical and contemporary issues. Required of all sociology majors and minors. Prerequisite: SOC 215. Offered spring. 3 credits

SOC/CRM 420 Senior Capstone

Students will work on synthesizing information and skills from all major courses and demonstrate mastery of sociological methodology and theory through the preparation and presentation of a senior research project. Students will prepare a major senior paper and make a formal presentation of their findings to the class and invited faculty from the department. Prerequisites: SOC 203 and SOC 215, three 300-level courses; SOC/PSY 265, SOC/PSY 341 and 342 and department approval. 3 credits

R-SOC 466 Undergraduate Research

This course offers an independent but directed collaborative course of study involving a specific research agenda in the discipline under departmental faculty supervision. Research projects typically require a review of the literature, a paper developing and defending a hypothesis, and a poster or an oral presentation of the completed research project. Prerequisite: Department approval. Offered fall, spring or summer upon sufficient enrollment. 1-3 credits

SOC/CRM 488 Sociology/Criminology Internship

The department offers qualified upper-division students the opportunity for sociology and criminology internships. Internships are conducted at cooperating off-campus institutions. Students must consult with the department's internship coordinator the semester before beginning this course. Acceptance is subject to the approval of the department. Required of all majors. Prerequisites: SOC 203, 215, two 300-level courses and department approval required. 3 credits

SOC/CRM 498 Research Practicum

This course offers an independent but directed course of study leading to the completion and presentation of undergraduate research. Students select projects of interest, typically already

underway, involving empirical research under supervision of a department faculty liaison. Projects typically require a comprehensive report written ASA style and suitable for publication and/or presentation at a local or regional conference. Prerequisite: Department approval. Offered fall and spring. 3 credits.

SOC/CRM 499 Independent Study

This course requires independent research. Before registration, students must submit a written proposal for approval by the instructor. A final report written in acceptable professional style is required. Prerequisites: Approval of instructor, completion of SOC/PSY 341 and 342, junior or senior status, approval from department chair, and dean for academic affairs. Fee. Offered fall and spring. 3 credits

REQUIREMENTS FOR THE MAJOR AND MINOR IN SOCIOLOGY*

For general education requirements, consult pages 69-78 (34-48 credits).

REQUIRED COURSES

		CREDITS:	MAJOR	MINOR
SOC 203	Contemporary Social Problems	3		3
SOC 215	Introduction to Sociology: Race, Class and Gender	3		3
SOC/PSY 265	Statistics for the Social Sciences	4		
SOC/PSY 341-342	Research Methods I and II	6		
SOC 350	Social Theory	3		3
SOC	Sociology Electives (300-level)	12		9
SOC 420	Senior Capstone	3		
SOC/CRM 488	Internship	3		
	Electives, selected from any department(s)	38-52		
Total credits for major			37	

Spanish

OBJECTIVES

The Spanish curriculum is designed to develop oral and listening skills, a reading knowledge and writing proficiency in Spanish and to enhance an awareness and appreciation of Hispanic culture in order to provide insight and understanding of global interdependence. The ability to speak and write well in Spanish prepares students for a wide variety of careers such as teaching, banking, business, communications, public relations, social work, travel agencies, and government.

Course placement is determined by an online placement test and a review of high school language courses.

Students will not fulfill their competency requirement with a course that is at a lower level than what is determined by the department without prior approval of the department chair.

Spanish majors are highly encouraged to study abroad. Cabrini College has programs of its own and also works with area and other colleges to provide study abroad opportunities for students. The credits earned abroad will be applied to fulfill requirements toward the major or minor. Spanish majors or minors should design a course of study in consultation with the department chair prior to a study abroad experience or other off-campus offering.

Note: Spanish courses for the major are offered on a rotational basis. Students should consult with the department chair when planning their curriculum.

COOPERATIVE EDUCATION AND INTERNSHIPS

Cooperative Education or Internships may be applied toward fulfilling major or minor requirements in Spanish.

PASS/FAIL OPTION

To encourage maintenance of language skills, the pass/fail option is available to non-language majors or minors who have fulfilled the foreign language core requirement and who wish to pursue additional language courses.

COURSE DESCRIPTIONS

Note: SPA 202, 206 or 208 is a prerequisite to SPA 203 or 204 and SPA 203 and SPA 204 are prerequisites for all advanced Spanish courses.

These courses must be taken in sequential order: SPA 101/102, (or the specialized sequences geared to the professions 105/106, 107/108, 109/110, 113/114), 201/202, (or the specialized sequences geared to business majors SPA 205/206 or teachers 207/208). Students must complete the six-credit sequence of SPA 101/102 or SPA 201/202 and may not switch to any of the specialized sequences geared to the professions.

SPANISH HONORS PROGRAM

Students who submit an application for Honors and meet the following language department requirements will graduate with Honors in the major:

- Active membership in Phi Sigma Iota
- A minimum overall GPA of 3.0
- A minimum GPA of 3.5 in Spanish courses for the major taken at Cabrini
- Completion of a research project under supervision of a full-time faculty member of the language department and public presentation of the work

SPA 101-102 Introductory Spanish I and II

This course sequence of introductory Spanish presents a thorough groundwork in spoken and written Spanish as well as an emphasis on listening and reading comprehension, while enhancing cultural awareness and appreciation. Students are provided numerous realistic opportunities to apply vocabulary, grammatical structures and cultural information in a wide variety of practical contexts. Course is open to students with no previous Spanish, or those with only one or two years of secondary school Spanish with a long lapse of study. Two semesters. Note: Students must complete the six-credit sequence of SPA 101/102 and may not switch to any of the specialized sequences geared to the professions. Offered fall and spring. 3 credits each.

SPA 105-106 Introductory Spanish for Business I and II

This course sequence develops language skills and specialized business terminology needed for communication with the Latino population in a variety of business settings, while enhancing cultural awareness and appreciation. Students are provided numerous realistic opportunities to apply, in a wide variety of practical contexts, the conceptualized vocabulary, grammatical structures and cultural information introduced in the course. Emphasis is on oral proficiency and aural comprehension. Course is open to students with no previous Spanish, or those with only one or two years of secondary school Spanish with a long lapse of study. Note: Business majors may enroll in the SPA 105-106 sequence in place of the SPA 101-102 sequence to fulfill the cross-cultural/foreign language competency requirement of the core curriculum. Once students have completed the specialized SPA 105, they may not switch to SPA 102. Two semesters. Offered fall and spring consecutively. 3 credits each

SPA 107-108 Introductory Spanish for Teachers (K-12) I and II

This course sequence develops language skills and specialized vocabulary that elementary and secondary schoolteachers need to communicate with Latino students and parents in their daily work, while enhancing cultural awareness and appreciation. Students are provided numerous realistic

opportunities to apply, in a wide variety of practical contexts, the conceptualized vocabulary, grammatical structures, and cultural information introduced in the course. Emphasis is on oral proficiency and aural comprehension. A service project involving application of course materials in a school setting is required. Course is open to students with no previous Spanish, or to those with only one or two years of secondary school Spanish with a long lapse of study. Two semesters. Note: Education majors may enroll in SPA 107-108 sequence in place of the SPA 101-102 sequence to fulfill the cross-cultural/foreign language competency requirement of the core curriculum. Once students have completed the specialized SPA 107, they may not switch to SPA 102. Offered fall and spring consecutively. 3 credits each

SPA 109-110 Introductory Spanish for Social Services I and II

This course sequence develops language skills and specialized terminology needed for communication with the Latino population in a variety of social service settings, while enhancing cultural awareness and appreciation. Students are provided numerous realistic opportunities to apply, in a wide variety of practical contexts, the conceptualized vocabulary, grammatical structures and cultural information introduced in the course. Emphasis is on oral proficiency and aural comprehension. Course is open to students with no previous Spanish, or those with only one or two years of secondary school Spanish with a long lapse of study. Note: Social work, sociology or psychology majors or other students interested in social services may enroll in the SPA 109-110 sequence in place of the SPA 101-102 sequence to fulfill the cross-cultural/foreign language competency requirement of the core curriculum. Once students have completed the specialized SPA 109, they may not switch to SPA 102. Two semesters. Offered fall and spring consecutively. 3 credits each

SPA 113-114 Introductory Spanish for Health Care Professionals I and II

This course sequence develops language skills and specialized terminology needed for communication with the Latino population in a variety of health care settings, while enhancing cultural awareness and appreciation. Students are provided numerous realistic opportunities to apply, in a wide variety of practical contexts, the conceptualized vocabulary, grammatical structures and cultural information introduced in the course. Emphasis is on oral proficiency and aural comprehension. Course is open to students with no previous Spanish, or those with only one or two years of secondary school Spanish with a long lapse of study. Note: Students interested in health care services may enroll in the SPA 113-114 sequence in place of the SPA 101-102 sequence to fulfill the cross-cultural/foreign language competency requirement of the core curriculum. Once students have completed the specialized SPA 113, they may not switch to SPA 102. Two semesters. Offered fall and spring consecutively. 3 credits each

SPA 201-202 Intermediate Spanish I and II

These courses emphasize spoken and written Spanish with more complex grammatical structures and aural and reading comprehension activities, while enhancing cultural awareness and appreciation. Students are provided numerous realistic opportunities to apply, in a wide variety of practical contexts, the vocabulary, grammatical structures and cultural information introduced in the course. Emphasis is on oral proficiency and aural comprehension. SPA 202 is accepted for credit toward the minor with approval of the department chair. Note: Students placed at this level who are pursuing a major or minor in Spanish, must complete the six-credit sequence of SPA 201/202 and may not switch to any of the specialized sequences geared to the professions. Prerequisite: For SPA 201: Three years of secondary school Spanish or SPA 102 or 108; for SPA 202: SPA 201. Only offered fall and spring. 3 credits each

SPA 203-204 Conversation/Composition

These courses emphasize oral practice and composition to enhance correct usage, increase vocabulary and improve style and naturalness of expression. Reading comprehension through literature and grammar review are also major components of the course. Both SPA 203 and 204 are required of all Spanish majors and minors. Because much of the material covered in these courses is not sequential in nature, students may elect to take SPA 204 before taking SPA 203. Prerequisite: For SPA 203: Four years of secondary school Spanish or SPA 202, 204, or 208 or equivalent; for SPA 204: SPA 202, 203, or 208, or equivalent. Offered fall and spring consecutively. 3 credits each

SPA 205-206 Intermediate Business Spanish

These courses develop intermediate-level language skills needed for communication in a variety of business settings, while enhancing cultural awareness and appreciation. Students are provided with numerous realistic opportunities to apply, in a wide variety of practical contexts, the conceptualized vocabulary, grammatical structures and cultural information introduced in the course. It emphasizes spoken and written Spanish with more complex grammatical structures and aural and reading comprehension practice. Emphasis is on oral proficiency and aural comprehension. SPA 206 is accepted for credit toward the minor with approval of the department chair. Note: Business majors and others interested in enhancing their business skills in the global marketplace may enroll in SPA 205 in place of SPA 201 to fulfill the cross-cultural/foreign language competency requirement of the core curriculum. Once students have completed the specialized SPA 205, they may not switch to SPA 202. Prerequisite for SPA 205: Three years of secondary school Spanish or SPA 102 or 106; for SPA 206: SPA 205 only. Offered upon sufficient enrollment. 3 credits each

SPA 207-208 Intermediate Spanish for Teachers, (K-12) I and II

These courses develop intermediate-level language skills needed for communication in an educational system, while enhancing cultural awareness and appreciation. Students are provided with numerous realistic opportunities to apply, in a wide variety of practical contexts, the conceptualized vocabulary, grammatical structures and cultural information introduced in the course. It emphasizes spoken and written Spanish with more complex grammatical structures and aural and reading comprehension practice. Emphasis is on oral proficiency and aural comprehension. A service project at a local elementary school with a Latino population is required. SPA 208 is accepted for credit toward the minor with approval of the department chair. Note: Education majors may enroll in the SPA 207 in place of the SPA 201 to fulfill the foreign language competency requirement of the core curriculum. Once students have completed the specialized SPA 207, they may not switch to SPA 202. Prerequisite: for SPA 207: Three years of secondary school Spanish or SPA 102 or 108; for SPA 208: SPA 207 only. Offered upon sufficient enrollment. 3 credits each

H-SPA/LAN 301 Honors Spanish/Language: Don Quixote and the Art of Imagination

This online course is a study of Cervantes' masterpiece, Don Quixote, and includes an examination of critical and scholarly approaches to the novel. Particular attention is given to the creative process and the imagination. Emphasis is placed on the theme of injustice and recurrent topics such as identity crisis, the partnership of opposites, appearance versus reality, and idealism versus realism. Students need not speak Spanish to take this course. The text and other reading selections are in English. Spanish majors wishing to fulfill elective credits must complete all journal entries, quizzes, the midterm paper and final oral presentation in Spanish. Prerequisites for Spanish elective credit: SPA 203 and 204 or approval of the department chairperson. Course is recommended for Spanish majors and minors. Offered upon need and sufficient enrollment. 3 credits

SPA 301-302 Survey of Spanish Literature I and II (H)

These courses analyze some of Spain's most representative works from medieval to modern times. The study of each major work includes an examination of its literary, political, and social contexts and its relevance to the universality of the human experience. Student commentaries are presented in Spanish both orally and in writing. Class discussions are entirely in Spanish. Two semesters. Prerequisite: SPA 203 and 204 or approval of the departmental chair. At least one semester is required of all Spanish majors. Offered upon sufficient enrollment, alternate years in fall and spring. 3 credits each

SPA 303 History of Spanish Civilization (H)

This course presents an overview of the history and culture of Spain from the beginning of Peninsular civilization to the present day. Students examine the diversity of Spain's 17 autonomous communities, reflect upon ways in which these communities are alike and different, and discover how history and tradition have helped shape contemporary Spain. Student commentaries are presented in Spanish both orally and in writing. Class discussions are entirely in Spanish. Prerequisites: SPA 203 and 204 or approval of the department chair. Course is required of all Spanish majors and recommended for Spanish minors. Offered upon sufficient enrollment. 3 credits

SPA 304 History of Spanish American Civilization (H)

This course provides an overview of the history and culture of Spanish American continent from pre-Columbian times to the present. Students reflect upon the impact of the conquest in the New World, the development of the first colonies and subsequent independence movements, which culminated with the establishment of new nations. The course highlights the major revolutionary movements of the last century and their impact on the ideological and socio-political discourse up to the present. The course studies the role of women across the centuries and their contributions to the struggle for social justice. Students examine the people, economic challenges, religion, literacy and artistic expressions throughout the centuries. Student commentaries are presented in Spanish both orally and in writing. Class discussions are entirely in Spanish. Prerequisites: SPA 203 and 204 or approval of the department chair. Course is required of all Spanish majors and recommended for Spanish minors. Offered upon sufficient enrollment. 3 credits

SPA 307-308 Survey of Spanish American Literature I and II (H)

These courses analyze fundamental readings in Latin American literature from colonial to modern times. The study of each major work includes an examination of its literary, political, and social contexts and its relevance to the universality of the human experience. Students learn different approaches to the study of a literary text and come to an understanding of narrative structure and the role of the narrator. Student commentaries are presented in Spanish both orally and in writing. Class discussions are entirely in Spanish. Two semesters. Prerequisites: SPA 203 and 204 or approval of the department chair. At least one semester is required of all Spanish majors. Offered upon sufficient enrollment, alternate years in fall and spring. 3 credits each

SPA 311 Advanced Conversation

This course provides a stimulating environment for the development of an active command of spoken Spanish. Topics are selected to expand the use of specialized vocabulary and the student's ability to discuss complex contemporary issues such as immigration, current political, social, economic and environmental issues of the United States or a select group of Spanish-speaking countries. There will be many opportunities to sharpen conversational skills during mock panel discussions and group presentations. As a springboard for class discussions, the course utilizes Spanish cinema. Student commentaries are presented in Spanish both orally and in writing. Class discussions are conducted entirely in Spanish. Prerequisites: SPA 203 and 204 or approval of the department chair. Course is required of all Spanish majors. Offered upon sufficient enrollment. 3 credits

SPA 312 Advanced Grammar and Composition

This course provides an intensive, in-depth study and analysis of contemporary Spanish syntax and a comprehensive overview of advanced grammar. Student develop an idiomatic writing style as a result of a better understanding and application of the complex grammatical structures presented. Topics include the articulation of a coherent position on a given topic, the development of argumentation skills, and the inclusion of appropriate documentation and references to support conclusions. Student commentaries are presented in Spanish both orally and in writing. Class discussions are conducted entirely in Spanish. Prerequisites: SPA 203 and 204 or approval of the department chair. Course is recommended of all Secondary Education/Spanish majors. Offered upon sufficient enrollment. 3 credits

SPA 400 Special Topics

This course is devoted to intensive study of a specific area of interest in Spanish literature, culture or society. The instructor will choose topics pertinent to the needs of the students enrolled. Prerequisites: SPA 203 and 204 or approval of the department chair. Offered as needed. 3 credits

SPA 499 Independent Study

This course is devoted to an independent study and further research of a specific area of interest in Spanish literature, culture or history not covered in any of the upper-level Spanish classes. This course is intended for Spanish majors only. Prerequisite: Approval of instructor, department chair and dean for academic affairs. Fee. Offered as needed. 3 credits

REQUIREMENTS FOR THE MAJOR IN SPANISH*

For general education requirements, consult pages 69-78 (34-48 credits).

REQUIRED COURSES

		CREDITS:	MAJOR	MINOR
SPA 203-204	Conversation/Composition	6		
SPA 303	History of Spanish Civilization	3		
SPA 304	History of Spanish American Civilization	3		
SPA 311	Advanced Conversation	3		
SPA 312	Advanced Grammar and Composition	3		
Choose three of the following four courses:				9
SPA 301	Survey of Spanish Literature I			
SPA 302	Survey of Spanish Literature II			
SPA 307	Survey of Spanish American Literature I			
SPA 308	Survey of Spanish American Literature II			
SPA	Spanish Electives	6		
Electives selected from any department(s)			42-56	
Total credits for major			33	

*Major: Spanish majors are encouraged to study abroad. The six credits earned abroad will be applied to fulfill required or elective credit.

*Minor: 18 credits required beyond SPA 201. Students wishing to minor in Spanish are encouraged to consult the department to design a program.

For teaching certification (K-12), 39 credits are required in professional education courses. Specific requirements are listed in the secondary education section, page 185. (LAN 350, The Teaching of Modern Languages and English for Speakers of Other Languages, must be taken at Eastern University, adjacent to Cabrini's campus. The three credits of Linguistics may be taken at either Cabrini (ENG 379) or at Eastern University (LAN 310 Linguistics). Credit for SEC 490 is granted on a pass/fail basis.)

Studio Art

OBJECTIVES

The studio art minor provides students with visual means of creative expression to expand, enhance and refine the skills and knowledge essential for the professional fine artist and to develop the powers of critical analysis.

SPECIAL REQUIREMENTS

Students must declare a minor in studio art no later than the beginning of the sophomore year. A grade lower than 'C-' does not count toward the minor.

Students must obtain art supplies for all studio courses. An art fee is charged where noted.

REQUIREMENTS FOR THE MINOR IN STUDIO ART

REQUIRED COURSES

CREDITS:		
FNA 201 or 203	Art History I or Art History II*	3
FNA 213	Painting I	3
FNA 215	Drawing I*	3
FNA 221	Two-Dimensional Design	3
FNA 313	Painting II	3
FNA 315	Drawing II*	3
Total credits for minor		18

*Graphic Design majors choosing to minor in studio art must take six credits of studio art or graphic design electives and three credits of an art history elective instead of FNA 215, FNA 315, FNA 201 or FNA 203, which are required for the major.

Organization

MEMBERS

The Provincial Council of the
Missionary Sisters of the Sacred
Heart of Jesus, Stella Maris Province

Sr. Pietrina Raccuglia, MSC
Provincial

Sr. Catherine Garry, MSC

Sr. Tommasina Lanski, MSC

Sr. Diane Olmstead, MSC
Provincial Councillors

PRESIDENTS EMERITA

Sr. Regina Casey, MSC (1969-72)

Sr. Mary Louise Sullivan, MSC '63, Ph.D.
(1972-82)

Sr. Eileen Currie, MSC '66 (1982-92)

Antoinette Iadarola, Ph.D. (1992-2008)

BOARD OF TRUSTEES

Deb Takes, Chair

Thomas Nerney '77, Vice Chair

David Regn '97, Secretary

Elizabeth Riley Bell '69

Mary Kay Burke '69

Nancy Gorevin Costello '71

Sr. Eileen Currie, MSC '66

William F. deSante, Jr.

Angela Dowd-Burton

Frank R. Emmerich Jr. '92

Marie Angelella George, President

Robert M. Jara

Jacqueline M. Kirby

Warren Kuo

Sr. Diane Olmstead, MSC

Vince Powers

Vincent Prestileo, Jr. '04

D. Jamie Miller Prince '84

Sr. Pietrina Raccuglia, MSC

John Schanz

Marvin L. Stewart

Sharon Shipley Zubricky '76

TRUSTEES EMERITI

Robert L. D'Anjolell HON '08

Edith Robb Dixon HON '80

Margaret Hamilton Duprey '73 HON '08

J. Bradley McManus HON'99 (deceased)

Barbara W. Rawls HON '08

Andy Trolio HON '97

BOARD OFFICERS

Steven Feld, Ed.D., Board Treasurer

ADMINISTRATION

PRESIDENT'S CABINET

Marie Angelella George, Ph.D.
President

Gene Castellano
Vice President for Advancement and
External Relations

Martha Combs, Ed.D.
Dean for Graduate Studies

Steven Feld, Ed.D.
Vice President for Finance and
Administration

Jeffrey Gingerich, Ph.D.
Dean for Academic Affairs

Dennis M. Kelly
Vice President for Enrollment
Management

Christine Lysionek, Ph.D.
Vice President for Student
Development

Anne A. Skleder, Ph.D.
Provost and Vice President
for Academic Affairs

George Stroud
Dean of Students

ACADEMIC AFFAIRS

Anne Skleder, Ph.D.
Provost and Vice President
for Academic Affairs

Jeffrey Gingerich, Ph.D.
Dean for Academic Affairs

Phyllis Bean
Registrar

Kathleen Johnson
Director, Disability
Resource Center

Nicole Whiteman

Interim Director, The Children's School

Richard Gebauer

Director, First-Year Experiences

Lisa Plummer

Director, Institutional Research

OFFICE OF GRADUATE STUDIES

Martha Combs, Ed.D.

Dean of Graduate Studies

CENTER FOR TEACHING AND LEARNING

Lisa Ratmansky
Director

COOPERATIVE EDUCATION AND CAREER SERVICES

Nancy Hutchison
Director

HOLY SPIRIT LIBRARY

Roberta Jacquet, Ph.D.
Director

WOLFINGTON CENTER

John F. Burke, Ph.D.
Executive Director

ENROLLMENT MANAGEMENT

Dennis M. Kelly
Vice President for Enrollment
Management

Charles Spencer
Director of On-Campus Graduate and
Undergraduate Transfer Degree
Completion Recruitment

Eugene Soltys
Director of Admissions

Dan Eckrich
Director of Enrollment Operations

Shannon Zottola
Director of Enrollment

FINANCIAL AID

Michelle Taylor
Director

FINANCE AND ADMINISTRATION

Steven Feld, Ed.D.

Vice President for Finance and
Administration

BUSINESS OFFICE

Diane Scutti
Controller

ADMINISTRATIVE SERVICES

Heather Cardamone
Director

FACILITIES

Howard Holden
Director

HUMAN RESOURCES

Susan Rohanna
Director and Title IX Coordinator

PUBLIC SAFETY

TBA
Director

INFORMATION TECHNOLOGY AND RESOURCES

Marlayne Dundovich
Director

DINING SERVICES

Drew Niemann
Manager

BOOKSTORE

Michele Conroy
Manager

ADVANCEMENT AND EXTERNAL RELATIONS

Gene Castellano
Vice President for Advancement and External Relations

MARKETING AND COMMUNICATIONS

Amy Coleman
Director, Media and Marketing

INSTITUTIONAL ADVANCEMENT

Jean Jacobson
Senior Director of Institutional Advancement

Rachel McCarter
Director, Alumni Relations

Diane C. Crompton
Director of Development Services and Campaign Management

STUDENT DEVELOPMENT

Christine Lysionek, Ph.D.
Vice President for Student Development

CENTER FOR STUDENT ENGAGEMENT AND LEADERSHIP

Anne Filippone
Director

DEAN OF STUDENTS

George Stroud
Dean

ATHLETICS AND RECREATION

Brad Koch
Director

David Howell
Sports Information Director

COUNSELING AND PSYCHOLOGICAL SERVICES

Sara Maggitti, Psy.D.
Director

HEALTH SERVICES

Susan Mason Fitzgerald, R.N.
College Nurse, Coordinator

Madeline Danny, D.O.
Physician

HEALTH AND WELLNESS EDUCATION

Christine Hyson
Director

RESIDENCE LIFE

Sue Kramer
Director

STUDENT DIVERSITY INITIATIVES

Stephanie Reed
Director

Staff and Faculty Directory online at
www.cabrini.edu/directory

Faculty

DEPARTMENT CHAIRS

Kimberly Boyd, Science

John F. Brown, Mathematics/
Information Science and Technology

Beverly Bryde, Education

Kathleen M. Daley-McKinley,
Sociology/Criminology

Donald Dempsey, Graphic Design
and Fine Arts

Seth Frechie, English

Laura Groves, Social Work

Cynthia Halpern, Romance Languages
and Literatures

Mary Harris, Business

Darryl C. Mace, History and
Political Science

Leonard Norman Primiano,
Religious Studies

Sharon C. Schwarze, Philosophy and
Liberal Studies

Anthony T. Tomasco, Psychology

Tony John Verde, Exercise Science and
Health Promotion

Jerome R. Zurek Jr., Communication

Patricia Bainbridge
Assistant Professor, Graduate Education
B.S., Temple University, M.Ed.
Arcadia University;
Ed.D., Immaculata University

Edna M. Barenbaum
Professor, Psychology
B.S., Ed.M., Ph.D., Temple University

Rochelle Beaser
Lecturer, Education and History
B.A., Temple University;
M.Ed., Tufts University;
M.P.A., The Pennsylvania State University

Adeline M. Bethany
Professor, Fine Arts and Music
B.M., Philadelphia Musical Academy;
M.M., West Chester University;
Ed.D., Nova University

Elizabeth Bodine
Assistant Professor, Mathematics
B.A., Linfield College;
M.S., Ph.D., Washington State University

Kimberly L. Boyd
Associate Professor, Biology
B.S., The College of New Jersey;
Ph.D., University of Virginia

John F. Brown
Associate Professor, Mathematics
B.S., M.S., Rensselaer Polytechnic Institute;
Ph.D., Boston University

Beverly R. Bryde
Associate Professor, Education
B.S.Ed., M.A., Villanova University;
Ed.D., Widener University

Mary Budzilowicz
Lecturer, Education
B.S., Cabrini College;
Ed.M., Temple University

James L. Calkins
Lecturer, Psychology
B.A., Marquette University;
M.S., Ph.D., Purdue University

Debra R. Casey
Assistant Professor of Human Resources Management
B.S., B.A., Lebanon Valley College
J.D., The College of William & Mary
M.S., Ph.D., Rutgers University

Joseph Clark
Assistant Professor of Science Education
B.A., Alderson Broaddus College;
M.Ed., Temple University

Anne M. Coleman
Associate Professor,
Life and Physical Sciences
B.S., Eastern University;
Ph.D., Allegheny University

Martha Combs
Professor, Education
B.A. in Ed., M.Ed., Ed.D.,
University of Florida

John Cordes
Assistant Professor, Communication
B.A., University of Notre Dame;
M.S., Syracuse University;
Ph.D., University of Maryland

Kathleen M. Daley-McKinley
Professor, Sociology
B.A., Immaculata College;
M.A., Ph.D., University of Pennsylvania

- Valerie Daniel
Instructor, Social Work
B.A., M.S.W., Temple University
- Donald Dempsey
Associate Professor, Graphic Design
B.F.A., Rochester Institute of Technology;
M.A., Kent State University
- Shirley A. Dixon
Assistant Professor, Education
B.S., M.Ed., Cabrini College
- David A. Dunbar
Associate Professor, Biology
B.A., Lycoming College;
M.S., Ph.D., Lehigh University
- Michelle Filling
Assistant Professor, English
B.S.Ed., West Chester University;
M.A., Ph.D., University of Delaware;
- Dawn Francis
Assistant Professor, Communication
B.A., Cabrini College; M.S., Ohio University;
Ed.D., Widener University
- Seth L. Frechie
Professor, English
B.A., Kenyon College;
M.A., Ph.D., Temple University
- Sheryl Fuller-Espie
Professor, Biology
B.S., University of Washington;
Ph.D., University of London
- Marie Angelella George
Professor, Business and Organizational Leadership
B.S., College Misericordia;
M.S., University of Scranton;
Ph.D., University of Pennsylvania
- Jeffrey Gingerich
Associate Professor, Sociology
B.S.W., Eastern Mennonite University;
M.A., Ph.D., University of Pennsylvania
- Maya Gordon
Assistant Professor, Psychology
B.A., Spelman College;
M.A., Ph.D., University of Michigan
- Amy Gratch-Hoyle
Assistant Professor, Graduate Education
B.A., University of Michigan; M.A., Eastern Michigan
University; Ph.D., University of North Carolina
- Raquel Green
Assistant Professor, Spanish
B.A., Villanova University;
M.A., Ph.D., Bryn Mawr College
- Laura C. Groves
Associate Professor, Social Work
B.S., University of Massachusetts;
M.S.S., Ph.D., Bryn Mawr College
- Maria Elena Hallion
Associate Professor, Exercise Science and Health Promotion
B.S., West Chester University;
M.S., East Stroudsburg University; Ph.D., Temple University
- Cynthia L. Halpern
Professor, Spanish
B.A., M.A., Villanova University; Ph.D., Bryn Mawr College
- Mary H. Harris
Associate Professor of Economics and Finance
B.A., Ursinus College;
M.B.A., St. Joseph's University;
Ph.D., Lehigh University
- Melinda Harrison
Assistant Professor, Chemistry
B.S., B.A., Indiana University of Pennsylvania;
Ph.D., Duquesne University
- James R. Hedtke
Professor, History and Political Science
B.S., St. Joseph's University;
M.A., Villanova University;
Ph.D., Temple University
- Shelby Hockenberry
Assistant Professor, Political Science
B.A., Gettysburg College;
M.A., Georgetown University;
M.A., Ph.D., University of Delaware
- Nicholas Jacques
Assistant Professor, Studio Art
B.F.A., University of Hartford;
B.F.A., Kutztown University;
M.F.A., Pennsylvania Academy of the Fine Arts
- Roberta Jacquet
Associate Professor, Library
B.A., Lake Erie College;
M.A., Ph.D., University of Delaware; M.S., Drexel University
- Marilyn L. Johnson
Professor, English
B.A., Spring Hill College;
M.A., Villanova University;
Ph.D., Temple University

Ronald Katkocin
Lecturer, Business
B.A., Cabrini College;
J.D., Washington and Lee University

Carol E. Kessler
Associate Professor, Education
B.A., Beaver College;
M.Ed., Ph.D., Temple University

Robert Kolenda
Lecturer, Biology
B.S., Bloomsburg University;
M.Ed., Trenton State College

Jeanne Komp
Associate Professor, Graphic Design
B.F.A., Kutztown University;
M.S., Philadelphia University

Maryann Lanchoney
Instructor, Education
B.A., Glassboro State College;
M.A., Rowan University

Harvey Lape
Instructor, Philosophy
B.A., Hamilton College

Colleen Lelli
Assistant Professor, Education
B.S., Cabrini College;
M.Ed., Beaver College;
Ed.D., Widener University

Darryl C. Mace
Associate Professor, History and
Political Science
B.A., The Pennsylvania State University;
Ph.D., Temple University

D. Eric Malm
Assistant Professor of Economics and
Business Administration
B.A., Lafayette College;
Ph.D., Temple University

Ann Martinelli
Instructor, Reading Specialist
B.S., M.Ed., Temple University

Cassandre Maxwell
Lecturer, Fine Arts
B.S., Moore College of Art;
M.Ed., Tyler School of Art

Erin McLaughlin
Assistant Professor of Business Administration
B.S., The Pennsylvania State University;
M.B.A., The University of Ulster;
Ph.D., Touro University International

Larry Melton
Assistant Professor, Graduate Education
B.S., Indiana University of Pennsylvania; M.Ed., Ed.D.,
Temple University

Brian J. Metz
Associate Professor of Human
Resource Management and Business Administration
B.S., The Pennsylvania State University;
M.A., Ph.D., Temple University

Seamus Mulryan
Assistant Professor, Graduate Education
B.S., Beloit College; M.A., Columbia University Teacher's
College; Ph.D., University of Illinois

Caroline Nielsen
Assistant Professor, Biology and Environmental Science
B.S., Brown University;
Ph.D., Stanford University

Andrew Owen
Assistant Professor, Sociology
B.A., M.A., Ph.D., University of Wales

Margaret Pearse
Instructor, Education
B.S.W., Temple University; M.Ed., Eastern University

Amy Persichetti
Assistant Professor English
B.A., The Pennsylvania State University;
M.Ed., University of Massachusetts; Ed.D., Widener University

Stephanie Povolosky
Assistant Professor of Business
B.S., M.S., Rider University, College, Ph.D., Eastern University

Susan Jacques Reese Pierson
Assistant Professor, Education
A.B., Bryn Mawr College;
M.S., Ph.D., University of Pennsylvania

Leonard Norman Primiano
Professor, Religious Studies;
Co-Director of the Honors Program
A.B., M.A., Ph.D., University of Pennsylvania;
M.T.S., Harvard University

Nicholas Rademacher
Assistant Professor, Religious Studies
B.A., Hillside College;
M.A., Ph.D., The Catholic University of America

Ruby Remley

Associate Professor of Marketing
B.S., Temple University;
M.B.A., La Salle College

Joseph J. Romano

Professor, Philosophy
B.A., St. Charles Borromeo Theological
Institute; M.A., Villanova University;
Ph.D., Bryn Mawr College

Sharon C. Schwarze

Professor, Philosophy
B.A., Smith College;
Ph.D., University of Pennsylvania

Carol Hecht Serotta

Associate Professor, Mathematics
B.A., M.Ed., University of Pennsylvania

Ann D. Servey

Associate Professor of Accounting
B.S., M.B.A., La Salle University;
C.P.A.; M.Ed., Cabrini College

Alia Sheety

Associate Professor, Graduate Education
B.A., M.A., M.B.A., University of Haifa; Ph.D.,
Arizona State University

Anne Skleder

Professor, Psychology
B.S., University of Pittsburgh;
M.A., Ph.D., Temple University

Courtney Smith

Assistant Professor, History
B.A., Cabrini College;
M.A., Ph.D., Lehigh University

Joseph M. Smith

Associate Professor, Chemistry
B.S., M.S., State University of New York-Oswego;
Ph.D., University of Washington

Ralph Spagnolo

Lecturer, Biology
B.S., Stockton State College;
M.M.P., University of Delaware

Cynthia Speace

Assistant Professor, Graduate Education
B.A., St. Joseph's University;
M.A., Temple University;
Ed.D., Immaculata University

Thomas R. Stretton Jr.

Assistant Professor, Education
A.B., Dickinson College;
M.S., Temple University;
Ed.D., University of Pennsylvania

Michelle Szpara

Associate Professor, Graduate Education
B.S., Pennsylvania State University; Ph.D., University of
Pennsylvania

Melissa S. Terlecki

Associate Professor, Psychology
B.A., The College of New Jersey;
Ph.D., Temple University

Anthony T. Tomasco

Professor, Psychology
B.A., La Salle College;
M.S., Villanova University;
Ph.D., Temple University

Nicholas Uliano

Associate Professor, Spanish
B.S., The Pennsylvania State University; M.A., Ed.D., Temple
University

Tony John Verde

Associate Professor, Exercise Science and Health Promotion
B.Sc., Brock University;
M.Sc., Ph.D., University of Toronto

Martha Waring-Chaffee

Professor, Master of Education Program
B.S., Lebanon Valley College;
M.S., West Chester State College; Ph.D., University of
Pennsylvania

James Waters

Assistant Professor, Information Science and Technology
B.A., University of Warwick;
M.Sc., University of Hertfordshire;
M.S., Ph.D., Drexel University

Nancy Watterson

Assistant Professor, Social Justice and American Studies
B.A., Oakland University;
M.A., University of Michigan;
Ph.D., University of Pennsylvania

Michael Wehrman

Assistant Professor, Criminology
B.S., Northern Kentucky University; M.A., Ph.D., University of
Cincinnati

Vonya Womack

Instructor, Graduate Master of Organization Leadership
Program
B.S., Eastern Mennonite University;
M.S., University of San Francisco

Paul R. Wright

Associate Professor, English;
Co-Director of the Honors Program
B.A., Northwestern University;
M.A., Ph.D., Princeton University

Catherine E. Yungmann
Associate Professor, Communication
B.A., Kent State University;
M.A., Ohio University

Angela Zager
Lecturer, Biology
B.S., Cabrini College

Jerome R. Zurek Jr.
Professor, Communication
A.B., Fordham University;
M.A., Ph.D., Bryn Mawr College

FACULTY EMERITI

Marice Bezdek
English and Communication
B.A., College of the Holy Names; M.A., Ph.D., University of Pennsylvania

Edward C. Christ
Business Administration
B.S., St. Joseph's University;
M.A., Temple University

M. L. Corbin Sicoli
Psychology
B.S., M.S., West Chester State College;
M.S., University of Wisconsin;
Ph.D., Bryn Mawr College

Carter W. Craigie
English and Communication
B.A., Williams College;
M.A., Ph.D., University of Pennsylvania

Jolyon P. Girard
History
B.A., Washington and Lee University; M.A., Ph.D., University of Maryland

Helen Goodwin
Physical Education
B.S., The Pennsylvania State University;
M.Ed., West Chester State College

John J. Heiberger Jr.
Business
B.S., Wheeling College;
M.B.A., Winthrop College;
Certified-National Society of Fund Raising Executives

Anne Kruse
Biology
B.S., University of the Sciences in Philadelphia;
M.S., Villanova University

Andrew J. Litavec
Education
B.S., Bloomsburg University;
M.Ed., Temple University

Robert G. McGee
Mathematics
A.B., Holy Cross College;
M.S., Notre Dame University;
M.Ed., State University of New York at Buffalo

Dawn Middleton
Education
B.S., West Chester State College;
M.Ed., Ed.D., The Pennsylvania State University

Margaret Mary Reher
Religion
B.A., Immaculata College;
M.A., Providence College;
Ph.D., Fordham University

Nancy M. Rush
Education
B.S., West Chester State College;
M.Ed., Temple University;
Ed.D., The Catholic University of America

Gerald Satlow
Information Science and Technology
B.A., Antioch College;
M.A.T., Wesleyan College

Cooperative Schools and Teachers

Abington High School
Christa DiMassa

Amosland Elementary School
Andrea Kovacs, Virginia McDevitt

Andrew Hamilton School
Ms. Fromberg

Audubon Elementary
Pam Craig

Beaumont Hills Elementary School
Misty Pennewill, Diane Lambert
Dominic Parrotta

Beautiful Beginnings
Ms. Wtulich

Belmont Hills Elementary School
Brenda Pezick

Bethel Springs Elementary
Andrea Shearn, Robert Guidetti

Blue Bell Elementary
Robert Yarnall

**Center for Student Learning
Charter School at Pennsbury**
Amber McKenney Kutzler

Chatham Park Elementary
Joanne Pivovarnik

Coebourn Elementary
Shawna Kovalcheck

Coebourn Elementary School
Shawna Kovalcheck,
Jacqueline Creighton

Colebrookdale Elementary
Diane Wentzel

Community Academy of Philadelphia
Christine Heying

Conestoga High School
Mr. Nunnelee

Coopertown Elementary School
Megan Romano

Culbertson Elementary
Judy Haines

Culbertson Elementary
Jenny Hochhaus

Devon Elementary
Matt Smondrowski, Tara Donnelly

Don Guanella School
Amy Rybnik, Teresa Magrann,
Bob Scarlota, Chris Loesch,
Kyle Kanter, Danielle Robinson,
Lori Martin

Downingtown High School East
Ilana Shipe Kirk Johnson

Downingtown High School West
Melissa Steffy

East Goshen Elementary School
Linda Romeika, Lois Lynch

East Norriton Middle School
Ellen Hulnick

Eddystone Elementary School
Carol Karawiec,
Jennifer Scaramuzza-Fisher,
Jamie Battinieri

Edgewood Elementary
Laura Hans

Emlien Elementary
Mr. Raduez

Evans Elementary School
Eileen McGrory, Stephanie Frantz,
Matthew Von Minden

Exton Elementary School
Pat Moore

Garnet Valley Elementary School
Meg Hayes, Lisa Britton, Beth Walsh

General Nash Elementary
Michelle Schwartz

Gladwynedd Square Elementary
Ruth Divver, Elena Carlson,
Meyer, Samantha Mancini

Great Valley Middle School
Robin Tridico

Gotwals Elementary School
Maggie Casey

Highland Park Elementary School
Michelle Beaky, Ann Toth

Hillcrest Elementary School
Denise Johnson

Hillsdale Elementary
Irma Coven, Stephanie Tibbs-Brown

Houston Elementary
Ms. Williams

Independence Charter School
Christopher White

Indian Lane Elementary School
Carol Townsend

Interboro High School
Chris Lenge

Ithan Elementary
Patti Scinto, Elinor Ball

J. R. Fugett Middle School
Jennifer Estrada, Joan Krain

James Johnson Elementary, New Jersey
Christina Hughes

James Logan Elementary School
Danelle Tansits

Kindergarten Academy of Interboro
Margaret Fachini

Leedom Elementary School
Megan Downes

Literacy Center
Kathy Simpson

Lower Merion
Richard Kressly

Lower Pottsgrove Elementary School
Robin Scouton

Lynnewood Elementary
Adrienne Gordy

Media Elementary School
Jayne Walker

Merion Elementary
Lori Kaufman

North Coventry Elementary
Margo Zimmerman

North Penn High School
Katie Higgins, Melissa Dugan
Brian Christopher

Oak Knoll Elementary, New Jersey
Brad McQuillan

Owen J. Roberts Middle School
Sherrri Gabage

Penn Wynne Elementary
Alessandra Stelle

Penn's Grove Middle School
Kathy April

Pennwood High School
Al Poplawski

Pfaff Elementary School
Karen Pritchard

Phoenixville Middle School
Kathryn Renzeulli

Pottsgrove Middle School
Tom Bailey

Primos Elementary School
Katie Rankin

Radnor Middle School
Ms. McNally

Ridge Park Elementary School

Linda Colantonio

Ridley High School

Linda Verticelli, Daniel Najmola,
Barbara Capaldi

Ridley Middle School

Laura Receveur, Colette Koszarek,
Daniel Wagner, Jr.

Russell Elementary School

Maria Botos, Kim Scheck

Sabold Elementary School

Anthony Simek

Sacred Heart School

Maryann Christie

Scenic Hills Elementary

Lynn Beaumont, Donna Storti

Shady Grove Elementary

Patricia Farrell

Sharon Hill School

Amy Sperber

SK Faust Elementary

Meghan Green

Skippack Elementary

Kathy Thatcher

Sol Feinstone Elementary

Katina Natale

Southeast Delco Kindergarten Center

Mrs. Thomas, Lisa. McGee

South Elementary

Katie Bowes

Springfield High School

David Jurkiewicz,

Springfield Literacty Center

Kathy Simpson

Spring-Ford 7th Grade Center

Louise Plush

Spring-Ford 8th Grade Center

Alex (Joe) Miscavage, Jeff Mast

Spring-Ford Area High School

Gerard Robers, John Holsinger

St. Bernadette's School

Ms. Tsakiris

St. Eleanor School

Mrs. Henry

St. Joseph's Preparatory School

Joseph Daniels

St Katherine's Day School

Beth Walsh

Starkweather Elementary School

Jean Sam

Sun Valley High School

Claudia Papagalli

Tacony Academy Charter School

Ms. McKnight

The Children's School

Lindsay Mirigliani, Ginny Foseid
Megan Sutterfield, Mrs. Rivalta

Thomas Fitzwater Elementary

Jill Lynch

Upper Merion Area Middle School

Peter Cress

Upper Moreland Middle School

Erin Werner

Valley Forge Elementary School

Ed Collins

Vanguard School

Cathy Hudson, Pam Karczeski,
Mrs. Dougherty, Debbie Hally,
Sarah Sobeck, Meghan Monahan,
Teresa Hight, Lauren Deluca,
Peggy Thomas, Mrs. Meeker

Wallingford-Swarthmore Middle School

William Thorpe

Welsh Valley Middle School

Nancy Geyer-O'Neill

**West Windsor-Plainsboro High School
South, New Jersey**

John McNamara

Westbrook Park Elementary School

Suzanne Farrel, Erin Duffy

William Penn High School

Matt Morris

Woodlyn Elementary

Jennifer Getek

Woodlynde School

Barbara Barks, Mrs. Feldman,
Traci Sill, Mrs. Mager, Mr. Miller, Loren Smith,
Nicholas Hunchak, Kathleen Hoffmaster,
Ms. Borchardt, Ms. Longa, Ron Larentowicz

Worrall Elementary

Bonnie Martin

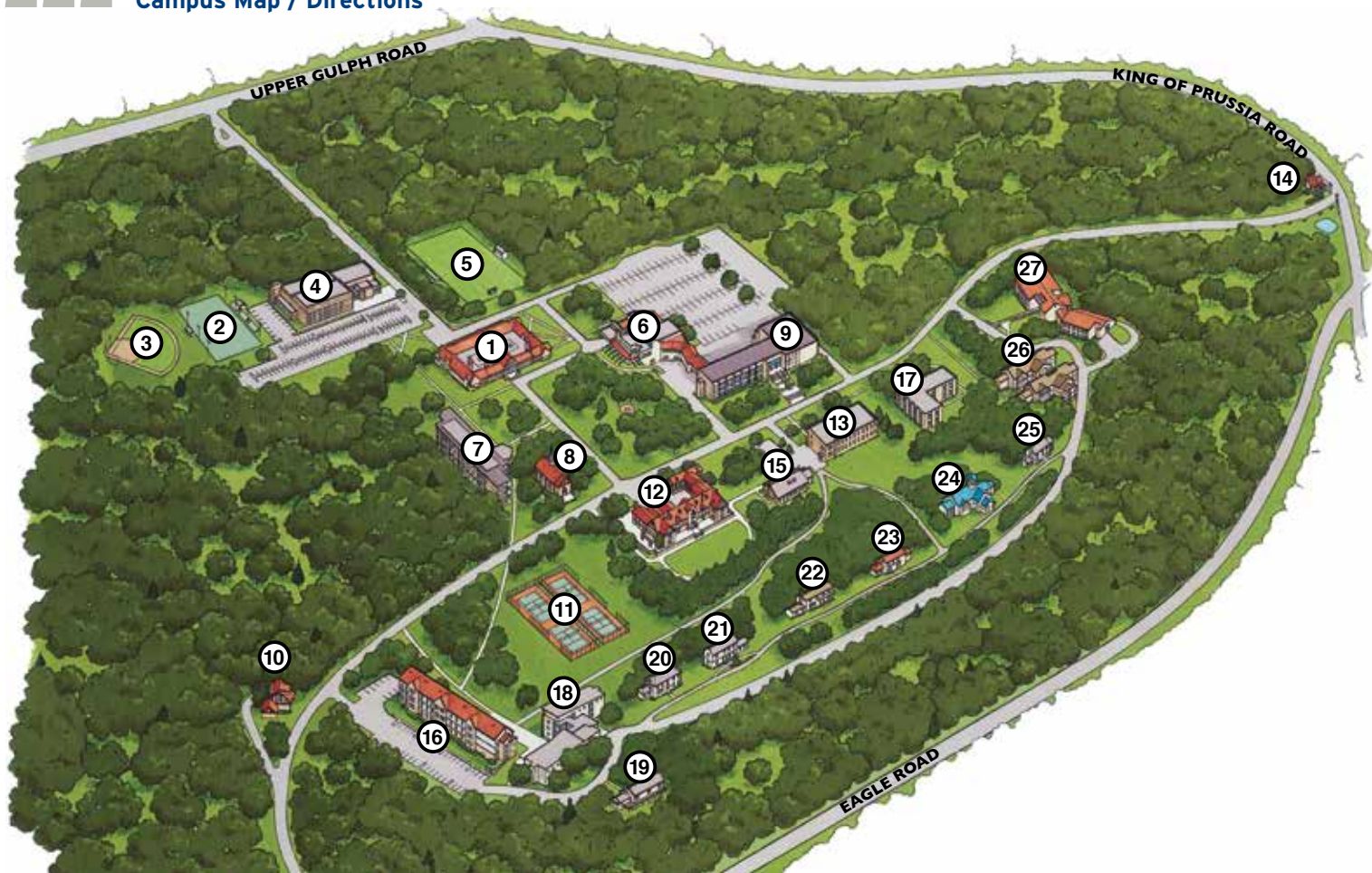
Cooperative Education Employers

A&M Berk Tax Service
 AAA Home Services Network
 Academy of Natural Sciences
 Acme Markets
 Adcock Brothers, Inc.
 Addis Intellectual Capital
 Adoptions from the Heart
 Advanced Telecom Services
 Advanced Video Productions
 Aeropostale
 AFS Telespectrum
 ALBA
 Albert Einstein Medical Center
 Allen & Goel Marketing Company
 Allison Systems
 Allstate Insurance Company
 Aloysins, Butler & Clark
 Alphabet Alley
 American College (The)
 American Express Financial Advisors
 American Red Cross
 Ameriprise Financial Services
 Amtrak
 Ankesdown Management
 Annie's Swimming Pools
 Apogee Insurance Group
 Aramark Corporation
 Ardmore Animal Hospital
 Artistry International, Inc.
 ASCO Healthcare, Inc.
 Astra Zeneca
 Atlantic 10 Conference
 AudioMax
 Automobile Dealers Association of Greater Philadelphia
 Bad Rhino, Inc.
 Baltimore Junction Cafe
 Banyan Productions
 Barnes Financial Group
 Becket & Lee, LLP
 Bell Atlantic
 Belle Sani
 Beneficial Savings Bank
 Bent Media, Inc.
 Bentley Systems
 Better Marketing Associates
 Big Daddy Clothing Company
 Blank, Rome, Comisky & McCauley, LLP
 Boenning & Scattergood, Inc.
 Brinker Capital
 Brinker & Simpson
 Bryn Mawr Hospital
 Burlington Coat Factory
 Business Art & Promotion
 Business First
 Cabrini College, Admissions Office
 Cabrini College, Business Office
 Cabrini College, Center for Student Engagement & Leadership
 Cabrini College, Human Resources Office
 Cabrini College, Institutional Advancement Office
 Cabrini College, Holy Spirit Library
 Cabrini College, Marketing and Communications
 Cabrini Mission Corps
 Capital Rose
 Carebridge Corp/
 Caring Hospice Services
 Catholic Relief Services
 Catholic Social Services
 Catholic Youth Organization
 CBS News
 Center City Proprietors
 Central Montgomery MH/MR Center
 Channel 7
 Chester County Chamber of Commerce
 Chester County Courthouse
 Child Guidance Resource
 Children's Seashore House–Biobehavioral Unit
 Children's Station
 Chilton Company
 Chipster Entertainment
 CIGNA Corporation
 Cities2night.com
 City of Philadelphia
 C.J. Robinson Company, Inc.
 Clear Channel Entertainment
 Clearfield Energy, Inc.
 Clinical Trial Services
 CLSI
 Coastal Broadcasting
 Coffee House Tour
 College Directory Publishing
 Comcast Spectacor
 Comcast Sports Net
 Commerce Bank
 Commonwealth of Pennsylvania, Arlen Spector's Office
 Compliance Corporation
 CompreService
 Computer Science Corporation
 Concord Pet Foods & Supplies
 Conicelli Autoplex
 Connor Communications, Inc.
 CoreTech Consulting Group
 Corporation Service Co.
 County of Delaware, Criminal
 Investigation Division
 County Press
 Cozen O'Connor
 Chester County Medical Center
 Citel Broadcasting
 Cities2night.com
 Customer Service Review, Inc.
 CVS Pharmacy
 Cystic Fibrosis Foundation–Delaware Valley Chapter
 Daniel H. Socket, PE
 Davison School, Elwyn Inc.
 David Crowley and Company, PC
 David Hughes Watercolor
 DaVita, Inc.
 Dean Witter Reynolds
 Delaware County Community College
 Delaware County Daily Times
 Delaware County Memorial Hospital
 Delaware Investment
 Delaware Valley Financial Services
 Delaware Valley Regional Planning Commission
 Delka, Ltd.
 Deloitte & Touche, LLP

Dentsply International
 Devereux at Belmont
 Devon Health Services
 Diamond State Dealer Services
 Diane Publishing
 DiMascio & Associates, Inc.
 Disability Advocacy Support
 Don Guanella School
 Donickers
 Eagle National Bank
 Eastern Mercy Health System
 East Norriton Parks & Recreation
 ECS, Inc.
 Elkman Advertising and Public Relations
 Elko & Associates, Ltd.
 Elmwood Park Zoo
 Elwyn Marketing
 Employee Benefit Specialist, Inc.
 Enterprise Rent-a-Car
 ESF Summer Camp
 Family Court
 Family Planning Council of Southeastern Pa.
 FAN Magazine
 Fasy Seaways, Inc.
 Fata Booking
 FCF Public Relations, Inc.Fesnak & Associates, LLP
 File Management Systems and Solutions
 Fine Grinding Corp.
 First Cornerstone Bank
 Flanagan Advertising, Inc.
 Flyers' Wives Charities
 Flyers Skate Zone
 Fox Chase Cancer Center
 Fox News - NY
 Francis Group, Ltd.(The)
 Franklin Mint Federal Credit Union
 Friday Morning Quarterback
 Future Tech Consultancy
 Garrett's Way
 Gaul Advertising
 GCom2 Solutions
 GE Capital Modular Space
 Girl Scouts of Freedom Valley
 G. L. Nicastro & Co.
 Glass-Difedi Productions
 GlaxoSmithKline
 GMH Associates
 Goddard Systems, Inc.
 Great Valley Health Systems
 Greater Media Philadelphia
 Greater Philadelphia Chamber of Commerce
 Greater Philadelphia Urban Affairs Coalition
 Greater Philadelphia Film Office
 Gregory FCA Communications
 Habitat for Humanity
 Hansen Properties, Inc.
 Harron Communications
 Harte Hanks Direct Marketing
 Hartford Steam Boiler Inspection and Insurance Company
 Hass and Company
 The Haverford School
 Heidrick & Struggles
 Helen Diller Vacation Home for the Blind
 Help Me Rhonda
 Heritage Financial Advisors
 HG Wellington
 The Home Depot
 HoopsTV.com
 Horan Investments
 HTH Worldwide
 Humanus
 Hurst Advertising & Public Relations
 Huttman, CPA
 ICON Solutions
 Idea Lab Marketing
 Independence Blue Cross
 Infonautics
 ING Financial Partners
 Instant Tax Service
 Insurance Institute of America
 Institute of Contemporary Art
 Interiors
 InternU
 Investment Fund for Foundations (The)
 Investment Fund for Investors, The
 J. Pezzaneo & Associates
 JM Fox Associates
 James D. Gazonas & Associates
 Jim Gerlach for Congress Committee
 JP Products
 Jubelirer Strategies
 Julicher Sports
 Juvenile Justice Center of Philadelphia
 Kamco Building Supply
 Kathy Wickline Casting
 KB Toys
 Keel Communications, Inc.
 Kelsch Associates
 Kerbeck Pontiac
 Keystone Bank
 Keystone Conservation Trust
 Kid Academy Learning Center
 Kinesis Software
 Klockner Elementary School
 KPMG, LLP
 Kramer Drive
 Lankenau Hospital
 Lapidary Journal, Inc.
 Larchmont Elementary School
 Larry Goldfarb
 Lassiter and Associates
 Laurel House
 Law Offices of Brad Rubens, LLC
 Leader Nursing & Rehabilitation
 The Lenfest Group
 Leukemia and Lymphoma Society
 Lindenmeyr Munroe
 Lockheed Martin Enterprise Information Systems
 Lower Merion Township
 LRP Publications
 MacDade Abbott LLP
 Magic Years
 Main Line Bank
 Main Line Chamber of Commerce

Main Line Health
Main Line Today
Main Line YMCA
Make-A-Wish Fdn.
Manor Care Health Services
March of Dimes
Marcus & Millichap Philadelphia
The Marketing Edge
Martin T. Sarkees Corporation
Marvin Huttman, CPA
Mary Campbell Center
Maui Entertainment Complex
Maxim Healthcare
Mealey Publications
MedCases
MEDecision
Media Theater for the Performing Arts
Medical Phone Company
Mercy Home Health
Merion Matters
Merrill Lynch
Mid-Atlantic Employers Association
Mike Lemon Casting
Miller, Anderson and Sherrerd
Mindbridge
Mobility Technologies
Modular Space Corporation
Montgomery County Courthouse
Montgomery County District Attorney's Office
Montgomery Media
Morgan Stanley Dean Witter
Mother B Production
Mother of Divine Providence Rectory
MTV Networks
The Music Syndicate
Myofascial Release Treatment Center
My 9-WWOR-TV
Nancy Glass Productions
National Bank of Malvern
National MS Society
National Properties, Inc.
Nationwide Insurance Company
NBC-10
NBC-25
NCO Financial Systems, Inc.
Neff and Associates
New Age Concepts
New York Life
Nihill & Riedly
Nina Zucker Associates
Nordstrom
Norrstown Area School District
North American Publishing
NovaCare
NPI
Nuclear Regulatory Commission
Nuveen Tour, Champions of Tennis
Oliver Sprinkler Co. & Alarm Systems
On Site Marketing
Pacer Financial
Parente Randolph, LLC
Pat Tommey for Senate
Pathfinders, Inc.
Paula Hian Designs
Paul's Auto Repair
PDMA
PECO Energy
Pella Window & Door Co./Gunton Corporation
Penn Mutual Life Insurance Company
Pennsylvania Hospital
PeopleShare
People's Light and Theater Company
Perfecseal, Inc.
Perfect Weddings
PFPC
Philadelphia Barrage
Philadelphia Business Journal
Philadelphia City Paper
Philadelphia Convention & Visitors Bureau
Philadelphia District Attorney's Office
Philadelphia Eagles
Philadelphia Flyers
Philadelphia International Airport
Philadelphia Inquirer
Philadelphia Magazine
Philadelphia Music Conference
Philadelphia Orchestra
Philadelphia Phantoms
Philadelphia Phillies
Philadelphia 76ers
Philadelphia Union
Philadelphia Zoo
Physical Therapy Physicians
Pinocchio's Restaurant
Pitney Bowes Management
Planco
PNC Bank
Polis Communications
Posse Walsh Buckman Van Buren
Power 99 FM
PowerHome Remodeling Group
PREIT-Rubin, Inc./Willow Grove Association
Presbyterian Historical Society
PriceWaterhouseCoopers
Pritchard, Bieler, Gruver and Willison, PC
Procter & Gamble
Project H.O.M.E.
Project Marketing
Promotional Marketing
Prudential Fox Roach Realtors
Qube Global Software
Quest Diagnostics
QVC
Radio Disney AM-640 Randstadt Work Solutions
Radnor Studio 21
Radnor Tax Services
Radnor Township
Radnor Valley Country Club
RD Raab and Company
Reading Museum
Relapse Records
Reliance Direct
Reliance Personal Insurance
ReMed Recovery Care
Reminder Media
Republican National Committee

Research America, Inc.
 RHB Ventures
 River Bend Environmental
 The Restaurant School
 R. J. Evercrest, Inc.
 The Robinson Group
 Rosenbluth International
 Roxborough YMCA
 RSVP
 SAP America, Inc.
 SBK Pictures, Inc.
 SBN Magazine
 Searle Pharmaceutical Company
 SEI Investments
 Shamlian Advertising
 Shared Medical Systems
 Sharla Feldscher Public Relations
 Simon PR
 Smart and Associates
 Sodexo Campus Services
 South Jersey Landscaping
 Springboard Media
 Springfield School District
 The Star Group
 State Rep. Matt Bradford
 Step by Step Child Care Center
 Stewart's Root Beer
 Structured Settlement Investments
 St. Christopher's Hospital
 St. Clair, Easton, England & Johnston, CPA
 St. David's Nursery School
 St. Francis Early Learning Center
 St. Joseph's Preparatory School
 St. Joseph's University
 St. Jude Children's Hospital
 St. Patrick Parish
 St. Michael's Nursery School
 Suburban Life Magazine
 Sun Company, Inc.
 SunGard Availability Services
 Sun Valley High School-TV Studio
 Susquehanna Partners
 Sycamore & Tree, Ltd.
 Symphony Pharmaceuticals
 The Investment Fund for Foundations
 The Private Family Office
 The Uncommon Individual Fdn.
 Theodore Hoover Sons, Inc.
 Thomas Jefferson University
 Tokai Financial Services, Inc.
 Toner Organization, The
 Tot Time Child Development Center
 Total Scope, Inc.
 Touey & Co.
 TV Guide
 Union Fidelity Life Insurance Co.
 Unisys Corporation
 United States Liabilities Insurance Group
 United States District Court
 United States Secret Service
 University of Pennsylvania, The Pennsylvania Gazette
 Upper Merion Township Parks and Recreation
 United Parcel Service (UPS)
 Valley Forge Financial Group
 Valley Forge Military Academy and College
 Vanguard
 Variety Club Camp
 Vector Marketing
 Verizon
 Victim Services Center of Montgomery County
 Victory Recording Studio
 Villanova University
 Vizion Group
 Visitors Almanac Television (VATV)
 Vtel Corporation
 Wachovia Complex
 Wachovia Securities
 Walt Disney World
 WBEB-FM, B101
 WCAU-TV, NBC 10
 Westmead Psychiatric Facility for Adolescents
 WFPG-FM, 96.9 Lite Rock
 White Auto Rental, Inc.
 White Horse Village
 WHYY
 Wilma Theater (The)
 Wilmington News Radio
 Winner's Circle Day Camps
 WIOQ-FM, Q102
 WIP Sports Radio
 Wired 96.5
 WJBR 99.5FM & AM-1290
 WMMR-FM, 93.3
 Wolfinger Cerminaro Communications
 Women Against Abuse Legal Center
 Women in Community Service
 Women's Resource Center
 Worthington Armstrong Ventures
 WPHL-TV, myph17
 WPSG-TV, CW Philly 57
 WPVI-TV, Channel 6
 WQED
 WTFX-TV, Fox 29
 WXTU-FM, Country 92.5
 WXXM-FM, 95.7
 WYBF-FM, 89.1, Cabrini College
 Wyeth-Ayerst Laboratories
 Wyeth-Ayerst Pharmaceuticals
 Wyeth Research
 WYSP-FM, 94.1
 WYXR-FM, Star 104.5
 Ya Man Tee
 Y2 Records America



1. Grace Hall

ADMISSIONS OFFICE

- Academic Affairs
- Admissions
- Atrium
- Cavalier Express Center
- Conference Rooms
- Co-op and Career Services
- Faculty Offices
- Financial Aid
- Graduate Studies
- Registrar
- Theater

2. Edith Robb Dixon Field

3. Softball Field

4. Dixon Center

- Athletic Offices
- Classrooms
- Dixon Center Board Room
- Faculty Offices
- Locker Rooms
- Nerney Field House
- Performance Lab
- Squash Courts
- Swimming Pool
- Track (Indoor)
- Weight Rooms/Fitness Center

5. Upper Athletic Field

6. George D. Widener

- Campus Center
- Bookstore
- Center for Student Engagement and Leadership
- Counseling Center
- Fine Arts
- Human Resources
- Jazzman's Café
- Lecture Hall
- Lounge/Study Area
- Mailroom/Student Mailboxes
- Music Practice Rooms
- Office of Diversity Initiatives
- Residence Life
- Student Development

7. Antoinette Iadarola Center for Science, Education and Technology

- Center for Teaching and Learning
- Classrooms
- Faculty Offices
- Laboratories
- Lecture Hall
- Observatory Platform

8. Bruckmann Chapel of Saint Joseph

9. Founder's Hall:

- The Sister Ursula Infante Learning Center
- Campus Ministry
- Classrooms
- Communications Center
- Newsroom, Radio Station
- Video Studio/ Editing Suite
- Computer Labs
- Education Resource Center
- Health Services
- Information Technology and Resources
- International Student Advisor
- Language Lab
- Learning Resources and Technology
- Mission Integration
- Office of Service Learning
- Psychology Lab
- Student Restaurant
- Wolfington Center

10. Emmaus House

11. Dixon Tennis Courts

12. The Mansionic Safety

13. Holy Spirit Library

Archives
 Cabriniana Room
 Classrooms
 Computer Room
 Conference Room
 Grace and Joseph Gorevin
 Fine Arts Gallery
 Lounge/Study Area
 Reference Room

14. Gatehouse**15. Rooymans Activity
Center Student Government****STUDENT HOUSING**

16. Cabrini Apartment Complex
17. Woodcrest Residence Hall
18. West Residence Hall
19. Sullivan House
20. Lanshe House
21. Casey House
22. McManus House
23. Infante House
24. Dixon House
25. Maguire House
26. East Residence Hall
27. Xavier Residence Hall

Directions

FROM PHILADELPHIA:

Take I-76 West (Schuylkill Expressway) toward Valley Forge. Take Exit 331A, which will be on the left, for I-476 South. Take I-476 South to Exit 13 (Villanova-St. Davids).*

FROM PITTSBURGH AND POINTS WEST:

Take the Pennsylvania Turnpike (76) to Exit 326 (Valley Forge). Continue east on I-76 (Schuylkill Expressway). Take Exit 331A to I-476 South. Take I-476 South to Exit 13 (Villanova-St. Davids).*

FROM NEW YORK CITY AND POINTS EAST:

Take I-95 South to the New Jersey Turnpike. Continue south to Exit 6 (Pennsylvania Turnpike). Take the Pennsylvania Turnpike (276) West to Exit 20 (Mid-County Interchange). Follow I-476 South to Exit 13 (Villanova-St. Davids).*

FROM NORTHERN PENNSYLVANIA AND POINTS NORTH:

Take I-81 South to the Pennsylvania Turnpike Northeastern Extension. At Exit 20 (Mid-County Interchange), follow signs to continue on I-476 South. Take Exit 13 (Villanova-St. Davids).*

*At the light at the end of the ramp, turn left onto Lancaster Avenue (Rt. 30). Take Lancaster to the first light, turn right onto Radnor-Chester Road. Take Radnor-Chester to the second light, turn left onto King of Prussia Road, and follow to the second light (intersection with Eagle Road). Enter Cabrini's campus on the left after the intersection.

FROM POINTS SOUTH:

Take I-95 North into Pennsylvania to Exit 7 (I-476 North). Take I-476 North to Exit 13. The ramp at Exit 13 (Villanova-St. Davids) leads directly to the King of Prussia Road. Cross Rt. 30 to King of Prussia Road and continue until the third light (intersection with Eagle Road). Enter Cabrini's campus on the left after the intersection.

BY TRAIN

Amtrak's New York/Washingtonline stops at Philadelphia's 30th Street Station, which connects with the R5 Paoli/Downingtown train that stops at Radnor. Cabrini runs a shuttle service from Radnor several times a day while school is in session. For a shuttle schedule, call Cabrini's Student Development Office at 610-902-8405.

BY AIR

Cabrini is approximately 20 minutes from Philadelphia International Airport. Limousine and train service is available, and nearby hotel accommodations are plentiful.

www.cabrini.edu/directions

Index

A			
Academic Advising	60	Alpha Sigma Lambda	64
Academic Affairs	205	Alternate Loans	44
Academic Calendar, 2011-2012	7	American Studies	85
Academic Counseling	62	Andrew and Patricia Litavec Education Scholarship	43
Academic Grievance Procedure	56	Antoinette Iadarola Center for Science, Education and Technology	18
Academic Honesty	53	Application Procedures	24
Academic Honesty Board	53	Applied Music Classes and Private Lessons	138
Academic Honesty Violation Definitions and Penalties	54	Articulation Agreements	24, 176
Academic Honors and Societies	63	Articulation Agreements with Professional Programs	89
Academic Majors and Departments	82	A.S. to B.S. Transfer Agreement	89
Academic Policies, Procedures and Regulations	49	Assessment of Prior Learning	62
Academic Program(s)	18, 50	Athletics and Recreation	33
Academic Progress	57	Auditing	39, 51
Academic Review Board	57	B	
Academic Services, Programs and Options	60	Bachelor of Arts Degree	49
Academic Student Organizations	32	Bachelor of Science in Education Degree	50
Academic Warning, Probation and Dismissal	57	Bachelor of Science Degree	49
Accounting	84	Bachelor of Social Work Degree	50
Accreditation	12	Barry D. Freedman Memorial Scholarship	43
ACT 45/For Pennsylvania School Administrators	27	Beta Beta Beta	64
ACT 48/Continuing Professional Enrichment Program	27	Biology Laboratories	18
Administration and Staff	205	Biology	88
Admission Notification for First-Year Students	24	Board of Trustees	205
Admission Requirements	23	Brief History	16
Admission to Cabrini	23	Business Administration	96
Administrative Withdrawals	51	Business Administration Technology Classrooms	21
Adult Learner Scholarship	42	Business Administration Minor in Business Administration, International Business, Sports Management, Economics, Concentrations in Advertising, Nonprofit Management, Public Administration	96, 97
Adult Students	25	C	
Adult Students Application Process	25	Cabrini Alumni and Post-Baccalaureate Coursework	67
Advanced Placement	26	Cabrini College Acceptable Use Policy	13
Advertising	84, 96, 137, 152, 160	Cabrini College Funds	45
Aesthetic Appreciation	73	Cabrini Endowed Scholarship and Awards	42
Aesthetic Appreciation Courses	77	Cabrini Endowment Scholarship	42
Affiliations	67	Cabrini Grant	42
Agnes Bosco Orsatti Memorial Scholarship	43	Cabrini Merit Awards	42
Alpha Lambda Delta	63	Cabrini Work Grants	42
Alpha Kappa Delta	64	Calculator Advisory	75
Alpha Phi Sigma	64		
Alpha Psi Omega	64		

Calendar	7	Cooperative Education and Career Services	66
Campus	18	Cooperative Education Employers	212
Campus Activities and Programming Board (CAP)	32	Costs and Expenses	37
Campus Map	216	Counseling and Psychological Services	33
Campus Ministry	30	Course Fees	37
Cancellation of Courses	50	Course Numbering, Prefix System	83
Catholic High School Scholarships	42	Course Waivers	50
Cav Corner	21	Credit for Non-Collegiate Training	62
Center for Assistive Technology	21	Credit Load	50
Center for Student Engagement and Leadership	30	Criminology	116
Center for Teaching and Learning	62	Criminology Honors Program	116
Certifications	82	Cross Cultural/Foreign Language Literacy	74, 78
Change of Grade Policy	52	Cross Registration with SEPCHE	51
Charge, Hearing and Appeal Procedures	56	Cum Laude	63
Charles and Delphine Sbarboro Memorial Scholarship	44	D	
Charter of Core Values	10	Daniel J. and Mary D. BergenCommunication Scholarship	42
Cheating	55	Dean's List	63
Chemistry	102	Declaring a Major	50
Chemistry laboratories	18	Declaring a Minor	50
Chemistry, minor	102	Deferred Admission	26
Children's School	19, 118	Degrees	49
Class Attendance	52	Degrees with honors	63
Classification of Students	56	Delinquent Accounts	38
CLEP and DAN TES	62	Delta Epsilon Sigma	63
College Affiliations	67	Demonstration/ObservationClassroom Suite	21
College Awards	65	Denise Edwards Memorial Scholarship	43
College Facilities	18	Dentistry (D.M.D.)	90
College Presidents	16	Departments	82
College Success Seminar	72, 79, 105	Deposit and Refund Policy	38
College-Level Penalties	56	Determining Financial Need	40
College Telephone Numbers/Addresses	4	Digital Convergence concentration in Communication	107
Committees (SGA)	32	Dining Services	35
Communication	106	Directed Study	51
Communication Concentrations	106	Directions	216
Communication with a Secondary Certification in Communication	108	Disability Resource Center	14
Computer Information Science	114	Disbursement of Monies from Student Accounts	39
Concentrations and Minors	82	Dixon Center	19, 33
Conferring of Degrees	58	Dr. John E. DeTurck Scholarship	43
Cooperating Teachers and Schools, 2010-2011	211	Dual Majors in Education	118
Cooperative Education	115	Due Process Procedures in Education	118

E			
Early Admission for First-Year Students	24	Federal Direct Loans	44
ECG 100	72	Federal Direct Parent PLUS Loan	44
ECG 200	72	Federal Pell Grants	42
ECG 300	72	Federal Perkins Loan	44
Edith Robb Dixon Scholarship	43	Fees	37
Education	119	Felicia Falcone Memorial Scholarship	43
Education Curriculum Library	21	Field Experiences and Student Teaching	118
Education Department Admission	118	Film and Media Studies Concentration in English	123
Education Certification Programs	118	Finance	138
Education Resource Center	21	Financial Aid	40
Educational Studies	120	Financial Aid Academic Year	40
Engagements with the Common Good	72	Financial Aid Budgets	40
English	123	Financial Aid Probation	46
English Concentrations	123	Financial Aid Refund Policy	45
English Honors Program	124	Financial Aid Satisfactory Academic Progress Policy	45
English with a Secondary Certification in English	125	Financial Aid Types	42
Enrichment Electives and Pass/Fail	53	Finance and Administration	206
Enrollment Deposits	38	Financial Management Association	
Enrollment Deposits, Full-Time Undergraduate	38	National Honor Society	64
Enrollment Management	206	Fine Arts	138
Enrollment Verifications	59	First-Year Advising	60
Environmental Science Minor	131	First-Year Students	23
Environmental Studies Minor	132	First-Year Students Admission Requirements	23
Equal Employment and Educational Opportunity and Affirmative Action Policy	13	First-Year Students Application Procedures	24
Examination Programs	62	Fitness Center	33
Examinations	53	Foreign Language Literacy	74
Exercise Science and Health Promotion	134	Founder's Hall	19
Exercise Science and Health Promotion Minor	135	Free Add/Drop Period	51
Exploration Courses	77	French	141
Explorations	73	Full-Time Undergraduate Student Costs	37
Expulsion	56		
F		G	
Facilitation of Academic Dishonesty	55	Gamma Sigma Epsilon	64
Faculty	207	General Education Program	71
Faculty Emeriti	210	General Information	9
Faculty-Level Penalties	55	General Student Computing Lab	21
Family Educational Rights and Privacy Act (FERPA)	13	Goals of the College	9
Family Weekend	32	Grace Hall	21
		Grading Standards for Undergraduate Courses	59
		Grading System	52
		Graduate and Post-Baccalaureate Courses	67

Graduate Studies	27	Information Systems Laboratory	18
Graduation Procedures	58	Information Technology Classrooms	18
Grants and Scholarships	42	Institutional Advancement	206
Graphic Design	142	Institutional Planning and Effectiveness	206
Graphic Design Studios	20	Instruction and Research Center	19
General Education Program	71	Intercollegiate Athletics	33
Grievance Procedure for Students with Disabilities	14	Interest Free Monthly Payment Option	44
H		International Students	24, 66
Hamilton Family Communication Center	20	International Students Application Procedures	24
Health and Wellness Education	34	International Students Application Timeline	25
Health Services	34	Internships	66
Heritage	73	Intramurals	34
Heritage courses	77	Involuntary Leave of Absence	58
History	145	Italian	157
History, College	16	J	
Holy Spirit Library	21	Jane Schwartz Benjamin Memorial Scholarship	42
Honor Societies	63	John J. Barclay Memorial Scholarship	42
Honors Courses	63	Journalism and Writing Concentration in Communication	107
Honors Program	63	Justice Matters: General Education Program	71
Honors Program Eligibility	63	K	
Honors Program Requirements	63	Kappa Delta Pi	64
Honors Program Objectives	63	Key to Course Prefix System	83
Honors Scholarship	42	L	
Honors Seminars	149	Lambda Iota Tau	64
Human Resources Management	152	Language	158
Humanities Technology Classroom	21	Late Fees	38
I		Lawrence R. Sedler Memorial Scholarship	44
Iadarola, Antoinette, Center for Science, Education and Technology	18	Leave of Absence and Voluntary Withdrawal	57
Identification Cards	12	Liberal Studies	159
Independent Study	51	Liberal Studies Honors Program	159
Individual and Society	73	Literacies	73
Individual and Society courses	77	Loans	44
Individualized Major	65, 153	M	
Individualized Major Procedures	65	Magna Cum Laude	63
Individualized Major Requirements	65	Mailing Address	4
Information Falsification or Fabrication	55	M. Antoinette Schiesler Memorial Scholarship	44
Information Literacy	73, 78	Majors	82
Information Science and Technology	154	Mansion	21
Information Systems	152		

Marilyn Meola Mazzarulli Scholarship	43	Other Forms of Assistance	44
Marketing	160	Out of State Grant	42
Marketing and Communications	206		
Marketing Communication Concentration in Communication	107	P	
Marketplace	21	Parent Loan for Undergraduate Students (PLUS) Program	45
Master of Education	27, 118	Participation in Graduation Ceremonies	58
Master of Education and Teacher Certifications	27	Part-time Undergraduate Students Costs	37
Master of Education with Specialized Concentration	28	Pass/Fail	53
Master of Education with Teacher Certification	27	Patience Cavanagh McFadden Memorial Scholarship	43
Master of Education with Thesis	28	Payment Plan Option	38
Master of Science in Organization Leadership (MSOL)	28	Payment Plans	44
Mastronardi Service and Leadership Award	43	Payments	38
Mathematics	161	Peer Tutoring Services	62
Mathematics Honors Program	161	Pell Grants	45
Math Resource Center	62	Pennsylvania Higher Education Assistance Agency (PHEAA)	45
Members	205	Pennsylvania Institute of Certified Public Accountants Award	65
Memberships	12	Pennsylvania State Grant	42
Michael Beauchemin Scholarship for Math/ Robert McGee Scholar	42	Perkins Loan Program	44
Michelle Perna '75 English and Communication Scholarship	43	Peter S. and Catherine G. Mozino Scholarship	43
Middle Level (4-8) Education	164	PHEAA State Grants	45
Mission of Cabrini College	9	Phi Alpha	64
Missionary Sisters of the Sacred Heart of Jesus (MSCs)	16	Phi Alpha Theta	64
Molecular Biology and Biotechnology Concentration in Biology	89	Phi Beta Delta	64
Mother Cabrini League	43	Phi Sigma Iota	64
Mother Ursula Award	65	Phi Sigma Tau	64
Mother Ursula Infante Scholarship	43	Philosophy	166
		Philosophy Honors Program	166
N		Physical and Health Record Forms	14
New Student Orientation Program	32	Physical Education	169
Newsroom	20	Physical Therapy (D.P.T.)	89
Non-Cabrini Alumni and Post-Baccalaureate Coursework	67	Physician Assistant (M.M.S.)	89, 103
Non-Matriculated/Certificate/Visiting Students	25	Physics	171
Nonprofit Management	84, 96, 137, 152, 160	Physics Laboratories	18
		Placement Policy for the Cross-Cultural/ Foreign Language Literacy Requirement of the General Education Program	74
O		Placement Policy for the Quantitative Literacy Requirement of the General Education Program	75
Off-Campus Activities	32	Plagiarism	55
Office of Graduate Studies	62	PLUS - Parent Loan for Undergraduate Students	45
Options	82	Podiatric Medicine (D.P.M.)	90
Organization	205		

Policy on Disbursement of Monies from Student Accounts	39	Religious Studies	183
Policy on Student Consumerism	13	Religious Studies, Concentration in Secondary Education	183
Political Science	172	Religious Studies Minor for Education Majors	184
Portfolio Development	62	Repeating Courses	51
Post-Baccalaureate Students	27	Requirements for a Degree	49
Pre K-4 Education	175	Residence Facilities	21
Pre-Law Advisory Program	66	Residence Life	34
Pre-Medicine concentration in Biology	89	Resumption of Study Policy	58
Pre-Nursing	176	ROTC Programs	67
Pre-Occupational Therapy	177	Ruth Richardson Memorial Scholarship	44
Pre-Pharmacy	178		
Pre-Physical Therapy	179	S	
President's Cabinet	205	Science Department Admissions Standards	88,102
President's List	63	Science Department Retention Policies	88,102
President's Message	3	Scientific Literacy	78
Presidents Emerita	205	Secondary Education Certification	188
Programs and Courses	82	Secondary Education Certification Concentration in Biology	90
Property Damage Charges	39	Senior Citizens	25
Psi Chi	64	Service Learning	12
Psychology	180	Sigma Beta Delta	65
Psychology Honors Program	180	Sigma Zeta	65
Public Administration	84, 96, 197, 152, 160	Sr. Regina Peterson Social Work Scholarship	44
Public Safety	12	Social Justice	190
		Social Work	191
Q		Social Work Honors Program	191
Qualities of a Liberally Educated Person	10	Social Work Program Admission	191
Qualitative Measure for Financial Aid	45	Society for Collegiate Journalists	65
Quantitative Literacy	74, 78	Sociology	194
Quantitative Measure for Financial Aid	45	Sociology Honors Program	194
		Spanish	197
R		Spanish Honors Program	197
Radio Studios	20	Special Education (Pre K-8)	202
Re-Admission of Veterans	25	Special Studies Options	65
Rebecca H. Bradbeer Social Work Scholarship	42	Sports Clubs	34
Recreational Swimming Hours	33	Statement of Catholic Identity	10
Refund Policy	38	Student Body	16
Refund Policy for Accelerated Courses	39	Student Development	30, 206
Refund Policy for Summer Sessions	39	Student Development Departments	30
Registration	50	Student Development Mission Statement	30
Religious Literacy	75, 78		

Student Diversity Initiatives	35	V	
Student Employment	45	Values	73
Student Government Association (SGA)	32	Values Courses	77
Student Loans	44	Vehicle Registration	12
Student Organizations	32	Veterans	25
Student Progress Record on General Education Program	79	Video Control Room and Studio	20
Studio Art	204	Visiting Students, Non-Matriculated/Certificate	25
Study Abroad Program	65	Visual and Sound Communication Concentration in	
Studying at Another College	51	Communication	107
Summa Cum Laude	63	Voluntary Withdrawal	57
Summer School	67	W	
Support Services for Students with Disabilities	60	Warning Notices	52
Suspension	56	Washington Center for Internships and Academic Seminars	67
Swimming	33	Who's Who Among Students in American Universities and Colleges	65
T		Widener Campus Center	21
Teacher Certifications	26, 27, 67, 118	William Randolph Hearst Scholarship	43
Telephone Numbers, College	4	Withdrawals	57
Theater Concentration in English	124	Withdrawing and Adding a Course After the Free Add/Drop Period	51
Theater Courses	130	Wolfington Center, The	12
Theft or Destruction of Intellectual Property	55	Women's Studies concentration in English	124
Thelma Gardinier Arts Scholarship	43	Writing Center	62
Theta Alpha Kappa	65	Writing concentration in English	124
Thomas P. and Jill Nerney Leadership in Community Service Scholarship	43	Y	
Three-Year Degree Option	26	Yellow Ribbon Program	25
Transcripts	58		
Transfer Students	24		
Transfer Students Admission Requirements	24		
Transfer Students Application Procedures	24		
Transfer Students Articulation Agreements	24		
Tuition and Fees for 2011-2012	137		
Twenty-first Century Literacies	73		
Types of Financial Aid	40		
U			
Undergraduate Research	51		
UPS Scholarship	44		
U.S. Air Force at St. Joseph's University, ROTC	67		
U.S. Army Cadet Command courses at Valley Forge Military College, ROTC	68		