

CABRINI COLLEGE

Graduate Programs

2013–14 Graduate Catalog

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Graduate Academic Calendar

Fall Semester 2013

August 26	First Day of Classes (8:15 a.m.)
September 2	Labor Day Holiday (no classes)
September 4	Last Day to Add or Drop a Course Last Day to Declare Audit
October 11	Dean's Fall Holiday (no classes)
October 16	Semester Midpoint
October 28	Graduate-Student Registration for Spring Semester 2014 Begins Last Day to Withdraw from a Course
November 10–16	Cabrini Spirit Week
November 12	Cabrini Day
Nov. 27–Dec. 1	Thanksgiving Recess (no classes)
December 2	All Classes Resume (day and evening)
December 6	Classes End; Last Day to Declare Pass/Fail
December 9–13	Final Examinations

Spring Semester 2014

January 13	First Day of Classes (8:15 a.m.)
January 20	Martin Luther King Jr. Holiday
January 22	Last Day to Add or Drop a Course Last Day to Declare Audit
February	Founder's Day
March 2–9	Semester Break (no classes)
March 5	Semester Midpoint
March 10	All Classes Resume (day and evening)
March 17	Graduate-Student Registration for Summer/Fall 2013 Begins Last Day to Withdraw from a Course
March 25	Last Day to Withdraw from a Course
April 17–21	Easter Holiday Break (no classes) (after last class on April 16)
April 22	All Classes Resume (8:15 a.m.)
May 5	Last Day of Classes Last Day to Declare Pass/Fail
May 6–12	Final Examinations
May 17	Baccalaureate Mass
May 18	Commencement Exercises

Summer Sessions 2014

May 19	First Day of Summer I and 12-Week Session
May 26	Memorial Day Holiday (no classes)
June 11	Last Day to Withdraw from a Summer I Course
June 27	Last Day of Summer I
June 30	First Day of Summer II
July 4	Independence Day Holiday (no classes)
July 7	Last Day to Withdraw from a Summer 12-Week Course
July 23	Last Day to Withdraw from a Summer II Course
August 8	Last Day of Summer II Last Day of Summer 12-Week Session

All dates are subject to change.

Please check updated calendar of events on CabriniOne at <http://one.cabrini.edu>.

College Telephone Numbers

Academic Affairs.....	610-902-8300
Academic Affairs Fax.....	610-902-8797
ADA/504 Coordinator.....	610-902-8206
Affirmative Action.....	610-902-8206
Alumni Office	610-902-8226
Bookstore	610-902-8526
Business Office (Student Billing)	610-902-8279
Cabrini College website	www.cabrini.edu
Campus Ministry.....	610-902-8225
Career and Professional Development.....	610-902-8305
Children's School.....	610-964-6112
Education Division Fax	610-902-8520
Faculty Support.....	610-902-8310
Financial Aid, Scholarships.....	610-902-8420
General Information.....	610-902-8100
Graduate Admissions	610-902-8500
Graduate Admissions Email	graduate@cabrini.edu
Holy Spirit Library	610-902-8538
MSL Director's Office.....	610-902-8765
Office of Graduate Studies	610-902-8500
Office of Graduate Studies Fax	610-902-8522
Public Safety.....	610-902-8245
Registrar (Transcripts, Records).....	610-902-8545
Registrar Fax.....	610-902-8309
Student Activities	610-902-8407

Snow Closing #: KYW 1060 AM

Delaware County 523 (day classes)

2523 (evening classes)

Mailing Address:

610 King of Prussia Road

Radnor, PA 19087-3698

Mission and Goals

Cabrini College, located in suburban Philadelphia, is a Catholic, co-educational college that strives to be a leader in community service. 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. 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.

The Mission of Cabrini College

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 of Cabrini College

1. To provide an environment consistent with St. Frances Cabrini's work in a pluralistic society by welcoming all qualified students in the enterprise of intellectual, spiritual, social, and emotional growth.
2. 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.
3. 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.
4. 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.
5. 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.
6. To provide a broad range of cultural, religious, social, and recreational activities to carry the educational enterprises beyond classroom instruction.
7. To foster unity among the diverse constituency by providing services to all students—day and evening, resident and commuter, traditional and non-traditional, graduate and undergraduate.
8. To foster a community that treasures and respects its religious heritage while it recognizes it is enriched by differences in cultures and religious beliefs.
9. 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 non-traditional, undergraduate, and graduate.

10. To conduct on-going 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.
11. To encourage all College personnel to participate in the total development of students by their actions, example, and excellence in service.
12. 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.

Revised January 23, 1995

Goals of Graduate Programs

Cabrini College graduate programs aim to assist students to:

- gain competence in their chosen field of study or subject matter area;
- establish methods of inquiry, research and problem solving;
- gain confidence as a leader in their profession; and
- serve others, having received an "education of the heart."

Vision Statement

To further the mission of Cabrini College, the Office of Graduate Studies will strive continuously to help adult students achieve their educational and professional goals.

To meet the ever-changing needs of adult learners in the greater Philadelphia metropolitan area, it will become a center of academic excellence characterized by innovative programming, personalized service and flexibility in program delivery. In keeping with the core values of Cabrini College, it will become a leader in value-centered, adult undergraduate and graduate education. It will be energized in this effort by a collective commitment to shared values:

- **Respect**—Consistent demonstration of integrity, honesty, respect and trust;
- **Community**—Demonstration of concern for the personal and professional well-being of others, especially the students the Center serves;
- **Vision**—Willingness to take risks for the sake of the College and, especially, the students, and willingness to be open, stand up for one's beliefs, challenge others, admit mistakes, assume responsibility, and change one's own behavior when necessary; and
- **Dedication to Excellence**—Commitment to a performance-based work culture characterized by a shared expectation of proficiency, effectiveness and hard work and by proficiency in interpersonal communication, teamwork and organization.

The College

Cabrini College is an accredited, co-educational, Catholic college of liberal arts and sciences. Its faculty and curriculum help students develop as liberally educated people who can meet the demands of professional growth and who have a concern for values. Faculty aim to prepare graduates to think critically and continue their personal, intellectual, and moral development.

History

The College was established in 1957 by the Missionary Sisters of the Sacred Heart of Jesus, who named it for their Order's foundress, St. Frances Xavier Cabrini, the first American immigrant saint. This vital 20th-century woman left her mark through her commitment to service. In keeping with this heritage, the College strives to instill in its students that same sense of responsibility toward the community at large. Since its founding, the College has experienced significant changes: the growth of the student body, the expansion of campus facilities and the development of academic programs, including the addition of the master of education program in 1982.

The Campus

Cabrini is located on a 112-acre campus in Radnor, Pennsylvania. The property was once the country estate of the late James W. Paul Jr., who named it "Woodcrest" for its location on the crest in Radnor Hills. The original buildings were designed in the early 1900s by Horace Trumbauer, a leading Philadelphia architect. Paul sold Woodcrest to Dr. John T. Dorrance, inventor of the formula for condensed soup and president of the Campbell Soup Company. Dorrance's heirs occupied the estate until 1954, when it was sold at auction to the Missionary Sisters of the Sacred Heart of Jesus.

Four original buildings—the Mansion, Grace Hall, the gatehouse and a springhouse—are used by the College today. Founder's Hall, Bruckmann Chapel of St. Joseph, Xavier Hall, and Holy Spirit Library, 12 student residences and the George D. Widener Campus Center further expanded the facilities.

An apartment-style residence hall, a 64,000-square foot sports and recreation center (The Dixon Center), and extensive renovations to Founder's Hall were completed in 1998. Additional renovations were completed in fall 2000. Also on campus are the Edith Robb Dixon Field and Tennis Courts. A number of acres are reserved as a natural preserve where students can pursue ecological studies. The Antoinette Iadarola Center for Science, Education, and Technology opened in fall 2005.

This state-of-the-art facility is used for teaching Cabrini students how to teach science at the elementary level. This facility is home to the science department and Information Science and Technology and houses the education department's science instruction laboratories.

The Graduate Student Body

The graduate student population includes working professionals, recent college graduates and men and women from a variety of fields seeking to advance their careers, improve their knowledge and skills or begin a new career direction.

Graduate courses in education attract experienced teachers pursuing the Instructional II certificate or academic development, teachers planning to return to the workforce after time at home, people from other fields beginning careers in education, and transfer students from large institutions looking for the quality and personal atmosphere of a smaller community. Many students are attracted to Cabrini's reputation as a leader in teacher preparation, and some are drawn to the Master of Science in Leadership, an alternative to the traditional MBA. Recent applicant pools have represented graduates of more than 100 different colleges and universities, including many of Cabrini's own alumni.

Graduate Programs

MASTER OF EDUCATION

The College offers a Master of Education degree and professional educator certification in early elementary, secondary (select major areas), special education, and reading specialist, as well as educational leadership which leads to administrative certification as a school principal.

Several graduate Education programs are offered including:

I. MASTER OF EDUCATION (M.Ed.)

This option includes a series of three core courses and a minimum of seven electives, plus a possible prerequisite, for minimum of 30 credits. (See page 23.) 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.

II. TEACHER CERTIFICATIONS

- Early Elementary Education (PreK-4)
- Special Education (PreK-8)
- Secondary Education (7-12) in content areas including:
 - Biology
 - Chemistry
 - Communication
 - English
 - Mathematics
 - Social Studies (History)
- Reading Specialist (K-12)
- Principal/Administrative I (K-12)

III. MASTER OF EDUCATION WITH TEACHER CERTIFICATION

- Early Elementary
- Special Education
- Secondary Education
- Reading Specialist
- Principal/Administrative I Certification

Additional courses beyond the courses for certification are required for the M.Ed.

IV. ACT 48/CONTINUING PROFESSIONAL ENRICHMENT FOR TEACHERS

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.

V. ACT 45/CONTINUING PROFESSIONAL ENRICHMENT FOR SCHOOL ADMINISTRATORS & SPECIALISTS

Act 45 is a relatively new requirement for education and school administrators from the Pennsylvania Department of Education (PDE). Similar to ACT 48 for teachers, ACT 45 requires administrators and specialists to take six credits of continuing education every five years in order to maintain certification. ACT 45 is also titled as Pennsylvania Inspired Leadership (PIL) and Cabrini offers courses meeting the program's core and corollary standards

IV. MASTER OF EDUCATION WITH THESIS

This option requires 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.

MASTER OF SCIENCE IN LEADERSHIP

The Master of Science in Leadership (MSL) is designed to train leaders who will make a positive difference in others and in the success of their organizations. Grounded in the Cabrinian core values of respect, community, vision, and dedication to excellence, MSL students are well prepared to lead the diverse, dynamic, and challenging workforce of the future.

The updated curriculum provides advanced education in which students learn skills critical to highly functioning organizations;

assist others in achieving their performance goals; develop strategies to lead and manage organizational change; gain the skills to motivate a diverse workforce; and acquire leadership skills, ethical analysis, and organizational integrity.

The 33-credit program is designed to be completed in two years. Classes are offered evenings, Saturdays, and over long weekends. Some classes take place in a blended online format which allows students to complete up to 50 percent of their coursework from remote locations. Class work consists of papers, presentations, small group work, and individual self-assessments.

The emphasis is on the practical application of student learning. Students are taught by excellent faculty who are practitioners in their field.

MASTER OF ACCOUNTING

The Master of Accounting (MAcc) program is designed to prepare students in the short term for the tools and credits required to pass the CPA exam, and in the longer term for a career in the accounting field.

Students graduating from Cabrini's MAcc program will satisfy Pennsylvania and most state board of accountancy's 150-credit-hour educational requirement needed in addition to passing the Uniform CPA Exam and obtaining the required experience to be licensed as a certified public accountant (CPA).

Students will also enhance their in-depth knowledge of accounting in areas such as international accounting and forensic accounting. This degree will be especially beneficial for students graduating with a bachelor of science with a major in accounting, and would only require 15 months to earn Cabrini's MAcc degree.

Students are required to complete 30 semester credit hours (10 three-credit courses) to complete the MAcc program.

Facilities and Resources

College Facilities

ANTOINETTE IADAROLA CENTER FOR SCIENCE, EDUCATION, AND TECHNOLOGY

Chemistry laboratories are equipped with a molecular fluorescence spectrophotometer, a Fourier transform infrared 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 a Smartboard and an 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 FASCSCalibur 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, sub-habitats, 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 a Smartboard and LCD projector.

The **Information Technology Classrooms** are accessible to students enrolled in a variety of courses. The classrooms are equipped with computers (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** is also 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.

CENTER FOR TEACHING AND LEARNING

Students receive one-on-one coaching across all fields of study (science, language, computer science, humanities) with a special emphasis on math and writing. 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 three to six 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, aerobic dance studio, human-performance laboratory, athletic training room, locker rooms, multipurpose classroom, a hospitality suite for the President, and 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 English, 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 common projects in the center, such as the journalism students' work on *Loquitur*, the radio students' work on WYBF, video students' work for Loqation, 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 department's 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 **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:
 1. a circulating collection of instructional materials for education majors; and
 2. 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 computers (running Microsoft Office Professional, Scientific Workplace, and the SPSS statistical software), connected to the campus network and to the internet. Each semester, several 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 course.
- 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 Smart Boards, 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.

Cavs 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 **Wolffington Center, Counseling and Psychological Services, Health Services, and Campus Ministry** are located in Founder's Hall.

GEORGE D. WIDENER CAMPUS CENTER

The Bookstore, Fine Arts, Mailroom, Residence Life, Center for Student Engagement and Leadership, Diversity Initiatives, and Student Life offices, as well as Jazzman's Café, are located here. Various lounges also can be found in the Widener Center.

Jazzman's Café

An upscale coffee bar located on the lower level of the Widener Center, Jazzman's Café offers a variety of gourmet coffees, as well as freshly made wraps, sandwiches, soups, and salads. Jazzman's Café is open from early morning to early evening, Monday through Friday. A schedule is posted in the Widener Center. Summer hours may vary.

Bookstore

The College Bookstore is on the lower level of Widener Center. The Bookstore sells textbooks, school supplies, small gift items, health and beauty aids, and some clothing items. Hours are posted in the Center. Textbooks also may be purchased online at www.cabrini.edu/bookstore.

GRACE HALL

Academic Affairs, Admissions, Career and Professional Development, faculty offices, Financial Aid, Graduate Studies, the Registrar's Office, and the Theater are located in Grace Hall.

HOLY SPIRIT LIBRARY

Holy Spirit Library provides state-of-the-art information resources, services and technologies, enhancing the academic experience of the student. The Library's website, www.cabrini.edu/library, serves as the point of access to the physical and electronic resources available through the Library.

CAVALOG is the online catalog and provides a searchable record of materials found in the Library. Links from the website to more than 40 full-text subscription databases allow students to access information in more than 19,000 electronic periodicals in a wide range of disciplines. The Library also subscribes to some 400 periodicals in print. With a Cabrini network log-in, available from the Information Technology and Resources Department, students can use Library resources from anywhere at any time.

Reference librarians provide individual and group instruction in the use of these resources. Supplemental course materials are maintained in the Library's Reserve Collection or online through the electronic reserve system, ERes. Interlibrary Loan Service is provided for students needing items not available in Holy Spirit Library. The Library is equipped with Ethernet and wireless networks. Students may make use of the wireless network with laptops available in the Library or with their own laptops equipped with a wireless network card. Computer workstations on the first floor and lower level provide internet access and Microsoft Office applications. Areas for individual and/or group study are available, as well as a student lounge located on the lower level.

Also housed in the Library are the College Archives, the Grace and Joseph Gorevin Fine Arts Gallery, and the Cabriniana Collection, which contains the writings and ephemera of Saint Frances Xavier Cabrini. Holy Spirit Library's membership in the Tri-State College Library Cooperative (TCLC) enables students to use resources in more than 40 member libraries in Pennsylvania, New Jersey, and Delaware.

The Southeastern Pennsylvania Consortium for Higher Education (SEPCHE) member libraries offer equal access including borrowing privileges to the students, faculty, and staff of all eight SEPCHE institutions:

- Arcadia University, Cabrini College, Chestnut Hill College, Gwynedd-Mercy College, Holy Family University, Immaculata University, Neumann University, and Rosemont College.

The SEPCHE collaboration makes available nearly a million volumes, electronic databases and several special collections on various subjects. Library hours at SEPCHE schools vary, but professional librarians are available to assist users.

MANSION

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

Career and Professional Development

The Center for Career and Professional Development offers career management support to all Cabrini students and alumni.

Individual counseling and workshops help students focus on interests, skills, values, needs, and experiences as they relate to career decision making. Personality and interest inventories are available, as are career-related testing, including the S.D.S., Strong Interest Inventory, COPS, and SIGI Plus (a computerized career-development program). Resume writing, interviewing techniques and job search services are also available.

Career and Professional Development uses a computerized resume-development and referral program enabling students and alumni to develop and continuously update high quality resumes. These resumes will be electronically transmitted to employers whose employment needs match those of registered Cabrini candidates.

An annual intercollegiate career fair, area job fairs, and on-campus employer recruiting efforts provide opportunities for students to meet with area business and industry representatives. Teacher recruitment fairs enable education majors to interview with school districts throughout the U.S.

Area fairs include the Millersville University Teacher Recruitment Day, Greater Philadelphia Teacher Job Fair (sponsored by the Delaware Valley Education Consortium), Kutztown Teacher Job Fair, and Baltimore City Special Education Job Fair.

Cabrini students and alumni may take advantage of the Career Experience Opportunity (C.E.O.) program that enables them to connect with alumni in an effort to gather information about specific careers.

The Career Library houses current career-related information, job listings, graduate and professional school materials (including a computerized graduate school selector module), and information relevant to international and minority students, as well as Bureau of Labor Statistics data relating to economic and employment trends. Resources for those seeking employment in the education sector include the Pennsylvania Education Directory, the Association for School, College, and University Staffing Directory, and the Pennsylvania State Education Association Job Vacancy List.

Credentialing services—student teaching evaluations, letters of recommendation, teaching certificates, health certificates, and criminal record checks—that support employment and advanced teaching applications are also available through the office. Students interested in using any career management services are encouraged to consult with Career and Professional Development staff at 610-902-8304 or with their advisors.

Public Safety

The mission of the Public Safety Office 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, 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, visit www.cabrini.edu/publicsafety.

PARKING

Student parking is available behind both Founder's Hall and Grace Hall. Each student must purchase and display an academic year parking permit. Cabrini Public Safety personnel patrol the parking areas and ticket and/or tow any illegally parked cars.

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 at www.thepermitstore.com; type in Cabrini. Permits are available online 24 hours a day beginning two weeks before school opens.
 - A limited number of permits are available at the Public Safety Office for those not able to obtain permits online.
 - Faculty and staff should register vehicles at the Public Safety Office on campus.
2. Registrations must be renewed at the beginning of each academic year after August 1.
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 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.

Admission

Requirements

Applicants who hold a bachelor's degree from a regionally accredited college or university are eligible to apply to Cabrini College's master's degree or teacher certification programs.

Emphasis is placed on the quality of an applicant's undergraduate work, combined with life and professional experiences, as reliable predictors of success in Cabrini's graduate programs.

MASTER OF EDUCATION

Students must meet the following requirements for admission to the programs:

1. Completion of a graduate application form and payment of the \$50 nonrefundable application fee.
2. A bachelor's degree from a regionally accredited college or university with an overall grade point average (GPA) of 3.0 or higher. Provisional admittance may be available to those with less than a 3.0 undergraduate GPA. Official transcripts from college experience are required.
3. Submit a one-page personal statement describing the education, career goals, special interests and other information which may be helpful in making a decision regarding the application.
4. Submit an appropriate, professional letter of recommendation such as from a professor or employer who is familiar with the work of the applicant.

Students not meeting GPA requirements may be considered for provisional status and take nine (9) graduate credits, which count toward his/her program, in order to demonstrate academic success at the graduate level. If his/her Cabrini graduate cumulative grade point average (GPA) is a 3.0 or higher, they then request to change to fully admitted status.

MASTER OF SCIENCE IN LEADERSHIP

Students typically must meet the following requirements for admission to the program:

1. A bachelor's degree from a regionally accredited college or university with an overall grade point average (GPA) of 2.5 or higher.
2. Three years of professional work history.
3. Completion of application form and payment of the \$50 non-refundable application fee.
4. Submit a one-page personal statement describing your education, career goals, special interests and other information which may be helpful in making a decision on your application.
5. Demonstrated proficiencies in management, computer applications and basic finance. Proficiencies can be met through work experience, professional training, CLEP and DANTES testing, or undergraduate coursework.

MASTER OF ACCOUNTING

Students typically must meet the following requirements for admission to the program:

1. A bachelor's degree from a regionally accredited college or university with an overall grade point average (GPA) of 2.5 or higher.
2. Prerequisite undergraduate courses, with "C" or better:
 - a) Intermediate Accounting I and II (Cabrini equivalent ACC 330/331)
 - b) Tax (ACC 341/343)
 - c) Auditing (ACC 420)
3. Completion of application form and payment of the \$50 nonrefundable application fee.
4. Submit a one-page personal statement describing your education, career goals, special interests and other information which may be helpful in making a decision on your application.

Application Procedures

Applications are reviewed on a rolling basis. When an application is complete, prospective students will be notified of a decision within one week.

GENERAL PROCEDURES FOR ALL GRADUATE PROGRAMS

To apply to, prospective students must:

- Send a completed application, with a nonrefundable application fee of \$50, to:
 - Graduate Studies at Cabrini College
610 King of Prussia Road
Radnor, PA 19087-3698
- Arrange to have official transcripts from all undergraduate and graduate degree studies sent to Graduate Studies.
- Request that a letter of recommendation be submitted to Graduate Studies by a professor or employer who is familiar with the student's recent work and potential for successful graduate studies.
- Submit a one-page personal statement describing the student's interest in Cabrini's program, education and career goals, special interests and other information that may be helpful in making a decision on the application.
- Persons with learning disabilities who wish to receive accommodation must meet with the College's coordinator of disabilities services and provide recent documentation for evaluation. Such disclosure is voluntary and kept in confidence. Call 610-902-8572 to make an appointment prior to the request for accommodation.

International Students

Students whose native language is not English are admitted a program with the understanding that they have acquired adequate proficiency in the English language and have successfully completed a bachelor's degree or its equivalent.

Proficiency is determined by the Test of English as a Foreign Language (TOEFL). For TOEFL information, students should contact Educational Testing Services in Princeton, N.J.

After an international student is accepted and before an I-20 can be issued, an affidavit of financial support is required, along with all other required admissions materials. This document must show that the student has the financial resources necessary for the first year of study at Cabrini College.

Transfer of Graduate Credits

Cabrini College accepts for transfer a maximum of six (6) credit hours of appropriate graduate work for a graduate degree program. The credits must have been taken no more than four years prior to acceptance into Cabrini's program.

Students must request transfer credit for a graduate course at the time of admission and provide a catalog description or the course syllabus, as well as an official transcript. Approval of transfer credits is based on course content, appropriateness to the program of study, and grade earned ('B' or better). Additional transfer credits may be considered at the time of admission for teacher certification programs. Those additional credits will not count toward the M.Ed. program.

Workshops are not accepted for transfer credit. Only courses accepted at the "host" institution as graduate courses toward a master's degree are approved for transfer credit.

After acceptance into the degree program, graduate students must complete all requirements in Cabrini College courses.

Non-Degree/Visiting Graduate Students

Students who are enrolled in a graduate program at another institution or students who want to take courses in a non-degree status may enroll in a maximum of six (6) credits at Cabrini College. Both non-degree and visiting students must submit to the registrar the Non-Degree/Visiting/Professional Enrichment Graduate Student Application Form, available online or from the Office of Graduate Studies.

Visiting students also must submit a letter from the school to which they will be transferring the credits indicating that they are an enrolled graduate student in good standing in a graduate-degree program.

Professional-Enrichment Graduate Students

Professional educators who hold a certification may wish to take additional courses for professional development or to meet new state guidelines for additional credits to maintain their certification.

These individuals may take an unlimited number of credits in this category. They must complete the Non-Degree/Visiting/Professional-Enrichment Graduate Student Application form the first time they take courses in this category, checking the Professional-Enrichment section. They also must provide a copy of their certification as eligibility for the unlimited credit status.

Course Waivers

Occasionally, students receive waivers exempting them from certain course requirements because of previous work or academic experience.

- When a course is waived, students do not receive any credit for the waived course.

All graduate students must complete the required credits of coursework in order to graduate in their respective programs. Courses required for certification may not be waived.

Advising

Academic advising is available to all students. Advisors help students with program planning and course sequence. If students elect to complete a research thesis, advisors may oversee the project. Students should schedule a meeting with a graduate advisor after admission and at least once annually thereafter.

Students are responsible for meeting with advisors at key points, such as initial program planning and pre-graduation, and for help with any registration problems.

For advisor information, please call the Graduate Studies Office at 610-902-8500.

Costs, Expenses, and Financial Aid

Tuition and Fees for 2013–2014

Cabrini College's Board of Trustees reserves the right to adjust tuition, fees and expenses at any time without notice. Students pay on a per semester/session basis.

GRADUATE STUDENTS

Tuition (per credit hour)	\$595
Application Fee.....	\$50
Registration Fee per semester/session	\$45
Graduation Fee	\$150

COURSE FEES

EDG 513, 514, 517, 518.....	\$25
Independent Study Fee (in addition to tuition per course)	\$100

OTHER FEES

Parking Permit:	
Academic Year	\$95
Semester (fall or spring)	\$55
Summer Only.....	\$35
Late Tuition Payment Charge (per semester).....	\$50
Transcript Fee (official).....	\$3
Same-Day Official Transcript Requests.....	\$12
Uncollectible Check Fee (per check)	\$35

Payments

Students are billed in advance of each semester. 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.

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

Students who withdraw receive tuition refunds based on the following attendance schedule during the course:

1st day of semester to end of drop/add 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 Withdrawal section below). Refunds are not issued to students who register for but fail to attend.

Registration, lab, and course fees are not refundable if the student withdraws from the course after the one-week add/drop period. Students must officially withdraw through the Registrar's Office for the refund policy to be honored.

REFUND POLICY FOR SUMMER SESSIONS

Students who withdraw from summer-session courses receive tuition refunds based on the following attendance schedule during the course:

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

Students who withdraw after the second week of class will receive no refund. Registration, lab, and course fees are not refundable during the summer sessions.

REFUND POLICY FOR ACCELERATED COURSES

Students who drop accelerated courses receive full refunds based on the following attendance schedule during the course:

Before the 2nd meeting of the class	100%
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Students who withdraw after the timeframe noted above will receive no refund of tuition, registration, lab and course fees.

Withdrawal

Students may withdraw from a course up to three weeks after the semester midpoint (refer to academic calendar for exact dates for each semester).

Registration fees are nonrefundable and tuition refunds will be determined according to the refund policy. In the case of a withdrawal, a "W" is recorded on the official transcript instead of a letter grade. Students should discuss their intention to withdrawal with the instructor.

A course withdrawal form, available in the Registrar's Office, must be completed, dated and signed by the student.

A faxed request may be accepted, as long as it specifies student's name, ID number, semester, course name, number, and section; and it is signed and dated.

Course withdrawals will not be done over the telephone.

The official date of withdrawal is the date the form is received by 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." A student who is withdrawing from all courses and not planning to continue at Cabrini must call the M.Ed. or MSL director at 610-902-8500.

Eligibility for Financial Aid

Graduate students are eligible for the Federal Direct Loan and Graduate PLUS loan. There are also various alternative loans provided by private lenders, though the Federal Direct Loan, carrying a limit of \$20,500 per year, is usually more than sufficient to meet students' needs.

Eligible students who are accepted and enrolled on at least a half-time basis (defined as at least six credits a semester) may apply for these loans. Students taking fewer than six credits a semester are ineligible to receive federal loans.

Application Procedures

All students interested in applying for loans must complete a Free Application for Federal Student Aid (FAFSA), specifying Cabrini College (School Code 003241). The FAFSA is available online at www.fafsa.ed.gov. Graduate students also must complete a Cabrini College Supplemental Form for Financial Aid, available online at www.cabrini.edu/financialaid.

Federal Student Loans

Student loans are a form of financial aid that requires repayment of the amount, usually with interest. Effective July 2012, Graduate students are no longer eligible to receive Federal Subsidized Direct Loan funds. All loans require a promissory note and loan entrance counseling, and some require a separate application.

Federal Direct Unsubsidized Loan

For the Direct Unsubsidized Loans, the student is responsible for interest payments while in school and has the option to defer payments of interest and principal until after graduation.

The interest rate for this loan is set at a fixed rate of 6.8%. Repayment begins six months after graduation, or after a student ceases to be enrolled at least half-time. Students are awarded a Direct Unsubsidized Loan when their FAFSA and Cabrini Supplement Form have been received in the Financial Aid Office.

Graduate PLUS Program

Graduate students may take advantage of the PLUS Program. The characteristics are similar to the Parent PLUS program, only now the student is the borrower. A credit check will be performed to determine eligibility for the loan. Students must first utilize their full Direct Unsubsidized Loan eligibility to qualify. Interested students should contact the Cavalier Express Center at 610-902-8188 for more information.

Important Direct Loan Information:

- A student must be at least half-time status (6 credits) at all times to be eligible for this loan.
- Students who complete Direct Loan Master Promissory Notes during their first semester at Cabrini might not have to complete another application for 10 years, or until entering another college.
- The Direct Loan Master Promissory Note is a promissory note under which students may receive multiple subsidized and un-subsidized loans over a maximum ten-year period.
- All Direct Loans are subject to fees (up to 1.0 percent). The fees will be deducted from the loan proceeds prior to disbursement. Disbursements are sent directly to Cabrini College. Equal disbursements are made during the semesters a student is enrolled.
- Direct Loan funds will be transferred electronically to the student's college account and must be credited to the student's account within three days of disbursement to the college, or the loan will be canceled and funds returned to the Department of Education.
- First-time borrowers of a Direct Loan must complete an entrance counseling session before receive the loan. This ensures that the borrower has received loan counseling and understands responsibilities.
- All borrowers of a Direct Loan must complete an exit counseling session prior to withdrawal, transfer, leave of absence, or graduation from the college. This ensures that the borrower has received loan counseling and understands rights and responsibilities.
- Please remember that a Federal Direct Loan is a loan, not a grant. Borrowers must repay the funds, plus interest and fees.
- The U.S. Department of Education's National Student Loan Data System provides information on your federal loans including loan types, disbursed amounts, outstanding principal and interest, and the total amount of all your loans. To access this system, visit www.nslds.ed.gov.

- All Title IV loans are reported to the National Student Loan Data System and will be accessible by guaranty agencies, lenders, and institutions determined to be authorized users of the data system.

If you have any questions, do not hesitate to contact the Cavalier Express Center at 610-902-8188 or financialaid@cabrini.edu.

Alternative Loans

These are loans through private lenders. Typically these loans have variable interest rates, not fixed like the Federal Direct Loans. The loans are in the student's name and might require a credit-worthy co-signer for approval. Some alternative loans may offer funds for students attending less than half-time or for students that are in a non-matriculated status.

ALTERNATIVE LOAN APPLICATION PROCESS

Students apply for these loans through their own initiative.

The Office of Financial Aid does not originate any applications or paperwork. Because the lender must determine eligibility for the loan, students must apply early enough to ensure that the loans will be approved by the time each semester's bill is due.

Aid from Other Sources

Students can apply for aid from other sources. This includes outside scholarships, tuition reimbursement from employers, graduate assistantships, etc.

Funding amounts from outside sources listed on the Financial Aid Award Notice are estimates. Sponsors of outside aid usually have their own eligibility requirements. The Office of Financial Aid will complete any necessary paperwork required to assist in the application process, but is otherwise not responsible for these awards. Please contact each individual sponsor or human resources office to confirm rules and requirements in order to receive the award. Students who receive aid from sources other than Cabrini College must notify the Office of Financial Aid in writing. Receipt of outside aid may reduce a student's financial aid package.

Satisfactory Academic Progress

Graduate students must be making adequate academic progress toward their degrees in order to retain eligibility for financial aid. The academic progress measures listed below are evaluated at the end of each semester.

To meet the satisfactory academic progress standard:

- Graduate students cannot take more than six years to meet their degree requirements, nor can they attempt more than 79.5 credits to meet their degree requirements.
- Graduate students must successfully complete 30-53 credits toward their degree (depending on their program) to graduate. To meet financial aid satisfactory academic progress, a graduate student must successfully complete 55% of attempted credits in each semester.

- All graduate students must achieve a 3.0 cumulative grade point average (GPA) to maintain financial aid satisfactory academic progress.

Graduate students who fail to meet any of the above measures will be put on warning for a semester. However, if at the end of that warning semester, the student has not raised academic performance to meet the standard, no further financial aid will be awarded. If there are extenuating circumstances that led to the failure to meet the academic progress standard, the student may complete an appeal with the Director of Financial Aid to receive aid for one more semester.

Appeals are not guaranteed to be approved, require documentation of extenuating circumstances, and are subject to availability of funds. If at a later time, the student does meet the satisfactory academic progress measures, financial aid could be reinstated, if funds are still available. Reinstatement of aid cannot be applied retroactively to semesters during which academic progress was not met.

Withdrawals and Refunds

The Office of Financial Aid 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 the Title IV funds formula: The percentage of the payment period is the number of days completed up to the withdrawal date. The 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 and student would be required to return a portion of the funds. When Title IV funds are returned, the student borrower might 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 that must be paid within 120 days of the student's withdrawal. Refunds are allocated in the following order:

1. Unsubsidized Federal Direct Loans
2. Graduate PLUS Loan

Academic Policies, Procedures, and Regulations

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

The purpose of the Academic Honesty Board is to maintain 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

The Academic Honesty Board shall be composed of the graduate program coordinators, two full-time faculty members and three graduate students. The faculty members shall be selected by the dean for Academic Affairs.

In the absence of a dean for Academic Affairs, the vice president for Academic Affairs or her designate will select the faculty members. One of the faculty members must teach on a regular basis in a graduate program. The faculty members shall serve two terms.

Faculty may serve up to three consecutive two-year terms. The graduate program coordinators will choose the graduate students who will serve one-year terms. Students may serve up to three consecutive terms.

When the Board convenes to hear a case, at least two students, two faculty/administrators and the dean for Academic Affairs or the vice president for Academic Affairs or her designate must be in attendance.

The dean for Academic Affairs will act as chair of the Academic Honesty Board with the following responsibilities:

- Scheduling and chairing Academic Honesty Board meetings;
- Disseminating information to and from the Board and the faculty; and
- Record keeping with minutes, for non-hearing meeting and, when appropriate, destruction of records.

The Academic Honesty Board has the following responsibilities:

JUDICIAL

- To hear and decide all student appeals of academic dishonesty charges, determining 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.

EDUCATIONAL

- To oversee review of and updating of all academic integrity and honesty policies;
- To oversee revision and update of the catalogs and student handbook, when appropriate;

- To work with appropriate staff to design and develop a website with a clear statement of Academic Honesty Policy, to link to appropriate websites, including the Office of Academic Affairs, the writing process page, and the WebCT pages, and to include a link on the Academic Honesty website to pages with clear examples of plagiarism;
- To sponsor faculty-development seminars about academic integrity;
- To encourage all faculty to include and review with students a section about academic integrity in each class syllabus;
- To meet with faculty and students who wish to discuss any academic integrity processes, procedures, or penalties.

Academic Honesty Violation Definitions

Violations include but are not limited to the following examples:

CHEATING

- The presence of “cheat sheets” during an exam, test or quiz;
- Programming a calculator 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.

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 of 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.

INFORMATION FALSIFICATION OR FABRICATION

- Taking the work 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.

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.

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

Academic Honesty Violation Penalties

All violations of the College’s Academic Honesty Policy at the graduate level are referred to the Academic Honesty Board for disposition. 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 graduate-program directors, who will initiate an Academic Honesty Board Hearing, if appropriate.

Graduate-Level Penalties

The Academic Honesty Board may impose the following penalties:

- Student(s) will withdraw from the class and repeat the class without tuition refund;
- Student(s) will fail the class;
- Student(s) will be placed on probation for a specific time;
- Student(s) will be suspended from the College for the balance of the current academic term or for the next academic term;
- Student(s) will be expelled from the College.
- In addition, but not in lieu of Board-imposed penalties, faculty may impose the following penalties:

CHEATING

- 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.

PLAGIARISM

- 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.

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.

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.

FACILITATION OF ACADEMIC DISHONESTY

- If the student is currently enrolled in the class, the facilitator
- received the same penalty as the offender;
- If the student is not currently enrolled in the class, the Academic Honesty Board will decide an appropriate penalty.

This list is not exhaustive. Students should speak with a faculty member if they have any questions. All Academic Honesty policies and procedures apply to coursework undertaken and completed using electronic media.

Charge, Hearing, and Appeal Procedures

In the event of a violation of the College's Academic Honesty policy, the faculty member will follow College procedures:

- For violations 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, specifically the act or penalty.
- The faculty member will complete an Academic Honesty Violation Charge Form, stating the violation, and forward it to the appropriate program director.
- A copy of the form should be given to the student, and the student should sign and date it 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 to the appropriate program director.
- The program director will forward the Violation Charge Form to the chair of the Academic Honesty Board for the scheduling of a hearing.

Attorneys are not present at hearings of the Academic Honesty Board. Two or more students involved in the same academic dishonesty case will each have a separate hearing. Hearings take place at the next regularly scheduled meeting of the Academic Honesty Board 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 preponderance of evidence presented. If the Board decides that a violation has occurred, it will assign the appropriate penalty. The Academic Honesty Board's decision is final.

Academic Grievance Procedure

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

1. If resolution is not achieved, the student should, within a two-week period, take the grievance to the department chair. If unresolved at the department-chair level, the assistant/associate dean will, within two weeks, call a conference composed of the student, faculty member, department chair, and the assistant/associate dean.
2. The assistant/associate dean will hear the case presented by the student. The student, as well as the faculty member, should have his or her case well-organized and simply written.
3. Within two weeks, the assistant/associate dean will inform the student, faculty member, and department chair of her decision in writing. The decision of the assistant/associate dean is final.

Auditing

Qualified students may register to audit a course with the permission of the instructor.

Normally, auditing students are non-participating, because they do not submit written assignments and do not take examinations. Audit status is indicated on the transcript. There is no tuition reduction for auditing a graduate course.

Cancellation of Courses

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

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 honesty.

Grade changes falling within these guidelines are to be accepted as if they were the original grade. Instructors must complete a grade change form available in the Registrar's Office, and return it to the registrar. Grade changes should be completed by the end of the following semester.

Course Numbering System and Eligibility

Graduate courses are numbered 500–699 and above. If space is available, students in their last year of undergraduate study may take certain graduate level courses with the permission of the graduate program coordinator (for certification programs) and the dean for graduate studies or the vice president for Academic Affairs or her designate. A grade point average of 3.0 is mandatory. Consult an academic advisor for more information.

In some cases, advisors may recommend that students enrolled in the M.Ed. program may be required to register for select 400-level undergraduate courses at Cabrini College to be taken for graduate credit. Requests should be made to the dean for graduate studies or the vice president for Academic Affairs or her designate. Graduate tuition rates apply if such courses are approved. Registration is made through the Registrar's Office.

Please note: No more than six credits from other sources (undergraduate, transfer, or a combination) may be applied to the M.Ed. degree requirements.

Drop/Add Policy

Courses may be added or dropped before the second meeting of the course, by completing a Course Add/Drop form in the Registrar's Office.

Examinations

Final examinations are scheduled by the instructor, and are usually taken during the last class of the term. In emergency cases and with the written approval of the instructor, students prevented from taking final examinations may apply to take an exam at another time. Applications must be submitted to the dean or vice president for Academic Affairs or a designate for approval. There is a fee for deferred examinations.

Fulfillment of Degree Requirements

To earn the Master of Education degree, students must complete a minimum of 30 credits, 9 of which must be in required core courses. To earn the Master of Science in Leadership degree, students must complete a minimum of 33 credits.

Students enrolled in any program must complete the program requirements within a six-year period.

Only courses approved for transfer credit at the time of acceptance into the graduate program (six credits maximum) and those completed within the six-year period at Cabrini are applied toward the graduate degree.

Under certain circumstances, students may appeal for an extension of the six-year degree-completion requirement during the fifth year of the master's program.

Grades

Grades are recorded as follows:

Quality points per credit

A.....	4.00
A-	3.67
B+.....	3.33
B.....	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
F (Failure).....	0
W (Withdrawn).....	0
TP (Thesis in Progress)	
I (Incomplete)	

An Incomplete ('I') grade is given when a student, for reasonable cause as determined by the professor, is unable to complete the requirements of a course within the semester time allotment. A Request for Course Incomplete Form, available in the Registrar's Office, must be approved by the dean for Academic Affairs, **and must be on file in the Registrar's Office one week before the last day of class.**

A completion time must be specified when permission is given, and must not exceed one month from the last day of exams for the semester in which the course was taken. If course requirements are not satisfactorily fulfilled by the specified time, the 'I' grade will become an 'F.'

Graduation

Students are required to file for graduation one semester before completing the program. Graduation Notification Forms are available in the Office of Academic Affairs in Grace Hall, Room 135. Graduation Notification Forms should be submitted prior to December 1 for May, prior to May 1 for December, or prior to August 1 for December. All students are charged a graduation fee, regardless of attendance at commencement.

Cabrini College awards diplomas in December, May, and August and holds commencement exercises in May. Students who complete their degree requirements in August and December are invited to participate in the following May's commencement. Graduation with distinction is achieved when a student satisfactorily completes the master's degree requirements with a 3.8 or higher cumulative graduate grade point average.

Honor Society

KAPPA GAMMA PI

Kappa Gamma Pi, the national Catholic college graduate honor society, is open to graduate students in education who have maintained a cumulative grade point average of 4.0 and students in leadership who have maintained a cumulative grade point average of 3.85 or above, in their Cabrini graduate-level coursework. Membership entitles students to participate in chapter and national activities and be eligible for chapter and national awards.

Nominated students will receive applications from the Office of Graduate Studies during their final term at Cabrini. Only 10 percent of the graduating class will be admitted. A committee of graduate faculty selects the nominees.

THE SAINT CATHERINE MEDAL

This medal is awarded annually to the graduating student exhibiting the highest level of scholarship, leadership, and service. The recipient is selected by a committee of graduate faculty.

Registration

The graduate academic year consists of five terms: Fall, Spring, Summer I, Summer II, and Summer 12-Week.

Fall and spring courses typically are offered on campus late weekday afternoons, evenings, online and Saturday mornings. Summer courses are offered during the day, evening and online. At off-site locations, courses are offered in an eight-week accelerated format, with two sessions each during the fall, spring, and summer. Students must complete the admissions process, be accepted for admission, or follow the non-matriculated procedures before registering for any graduate courses.

Graduate students may register for courses through the Registrar's Office, located in Grace Hall, or online at www.cabrini.edu/registrar.

All paperwork and payment must be completed by registration deadlines or late fees may apply. Students may register as part-time students (three to eight credits) or as full-time students (nine or more credits).

Pre-registration dates for returning students are in the academic calendar at the front of this catalog. Registration for more than six graduate credits in the fall or spring semesters, or each summer session, requires approval from an advisor. Students should check in with an advisor at least once a year. Advising is available through the Office of Academic Affairs and should be arranged in advance by calling 610-902-8500.

To take more than 10 graduate credits per semester, students must have the permission of the program coordinator and the dean or vice president for Academic Affairs or a designate, and a 3.0 cumulative grade point average in the graduate program.

Satisfactory Academic Progress

The maximum time allotted for completion of all graduate degree programs is six years. In extraordinary circumstances, students may petition the dean or vice president for Academic Affairs or a designate in writing for an extension. Ordinarily, a student should complete a minimum of six credits a year from the time of initial enrollment.

Graduate students must maintain a 'B' (3.0 grade point average), and may not have more than two 'C's in their graduate courses. Students receiving a failing grade in any course will be dismissed from the program.

Academic Probation and Dismissal

Graduate students whose cumulative average falls below a 3.0 are considered to be on academic probation. Students on graduate probation for more than one semester may be dismissed from the program. Students who have received their third 'C' grade will be dismissed from the program.

Students receiving a failing grade in any course will be dismissed from the program.

Resumption of Study

Students who have officially withdrawn from Cabrini's graduate program or who have not attended the College for a period of more than 12 months must complete and submit a Graduate Resumption of Study Form to the Office of Graduate Studies. Students in this category are subject to the College's programs and policies current at the time of resumption of study.

Students applying for resumption of study who have attended any other college or university since leaving Cabrini must submit to the Office of Graduate Studies official transcripts from that institution, along with the Graduate Resumption of Study Form.

Please note that graduate transfer credit may only be granted at the time of initial admission to Cabrini for the graduate program.

Students who have been dismissed from the Graduate Program and who wish to resume study must petition the dean for graduate and professional studies. In the absence of a dean for graduate studies, the vice president for Academic Affairs or her designate must be petitioned.

Academic dismissal 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 completion of coursework approved by the dean for graduate studies. Such coursework typically will not transfer into Cabrini's Graduate Program.

The College reserves the right to determine whether these experiences and/or courses are appropriate to support academic success.

Academic Programs

Graduate Studies at Cabrini College provides students who have a bachelor's degree from a regionally accredited college or university with the opportunity to pursue a master's degree in three areas: the Master of Science in Leadership, Master of Accounting, or the Master of Education.

In addition, initial and advanced areas of educator certification are also available. Graduate students may enroll as part-time (less than nine credits) or full-time (nine credits or more) students. Students must register for nine credits each semester to maintain full-time status in a master's program, and part-time students must register for six credits per year to maintain continuous enrollment. Students enrolled in a master's program must complete the program requirements within a six-year period.

Master of Science in Leadership (MSL)

The Master of Science in Organization Leadership is designed to train leaders who will make a positive difference in others and in the success of their organizations. Grounded in the Cabrinian core values of respect, community, vision, and dedication to excellence, MSL students are well prepared to lead the diverse, dynamic, and challenging workforce of the future.

There are three areas of concentration within the MSL degree: Organizational Leadership, Civic Leadership, and Non-Profit Leadership. The updated curriculum provides advanced education in which students learn skills critical to highly functioning organizations; assist others in achieving their performance goals; develop strategies to lead and manage organizational change; gain the skills to motivate a diverse workforce; and acquire leadership skills, ethical analysis, and organizational integrity.

The 33-credit program is designed to be completed in two years. Classes are offered evenings and some weekends. Some classes take place in a blended online format which allows students to complete up to 50 percent of their coursework from remote locations. Classwork consists of papers, presentations, small group work, and individual self-assessments. The emphasis is on the practical application of student learning. Students are taught by excellent faculty who are practitioners in their field. To complete the program students must submit a capstone project.

CORE PROGRAM REQUIREMENTS (21 CREDITS)

LDR 520	The Art and Science of Leadership
LDR 533	Communication Skills for Leaders
LDR 543	Leading Organization Development Transformation
LDR 555	Financial Perspectives for Leaders
LDR 580	Leader's Tools and Technology
LDR 593	Leadership in a Global Environment
LDR 595	Leadership, Ethics and Organization Integrity

Students must choose one of three areas of concentration for the remaining 12 credits).

ORGANIZATIONAL LEADERSHIP

OLG 510	Organizational Psychology and Behavior
OLG 565	Performance Management
OLG 570	Entrepreneurial and Intrapreneurial Leadership
OLG 615	Studies in Organizational Leadership (Capstone)

CIVIC LEADERSHIP

CIV 501	Seminar in Government and Public Administration
CIV 515	Public Policy and Analysis
CIV 540	Law and Intergovernmental Relations
CIV 615	Studies in Civic Leadership (Capstone)

NON-PROFIT LEADERSHIP

NPL 510	Non-Profit Organizational Management
NPL 520	Accountability, Assessment, and Governance in the Non-Profit Sector
NPL 540	Understanding Leadership in the Non-Profit Sector.
NPL 615	Studies in Non-Profit Leadership (Capstone)

Master of Accounting (MAcc)

Cabrini College's Master of Accounting (MAcc) program is designed to meet the needs of recent accounting graduates, career-changers, and working professionals who wish to further develop their accounting expertise and increase their career opportunities.

Students can earn a graduate degree in accounting in as little as fifteen months as a part-time student. The program satisfies the requirement of 150 credit hours needed for Pennsylvania's—and most other states'—board of accountancy to be licensed as a certified public accountant (CPA).

MAcc students enhance their in-depth knowledge by:

- learning about unique topics like international or forensic accounting
- developing leadership and communication skills
- strengthening their responses to act ethically and in a socially responsible manner

The MAcc degree is especially beneficial for students graduating with a bachelor of science degree and major in accounting.

PROGRAM REQUIREMENTS (30 CREDITS)

MAcc 510	Advanced Financial Accounting & Reporting
MAcc 520	Advanced Managerial Accounting
MAcc 530	Taxes and Business Planning
MAcc/LDR 533	Communication Skills for Leaders
MAcc 540	Forensic Accounting and Auditing
MAcc 550	Accounting Information Systems
MAcc 560	International Accounting
MAcc 570	Regulations and Professional Responsibilities
MAcc 590	Accounting co-op, study abroad, or independent study (online)
MAcc/LDR 595	Leadership, Ethics, & Organizational Integrity

Master of Education (M.Ed.)

The Master of Education degree is a flexible program designed to serve several purposes:

1. Enable practicing educators to broaden and deepen their understanding of the challenges of educating tomorrow's citizens in a diverse and rapidly changing global society,
2. Enable an individual with preparation in a field other than education to achieve initial certification as a teacher, or
3. Enable a practicing educator to add additional areas of certification.

Grounded in the Cabrinian core values of respect, community, vision, and dedication to excellence, graduate students in education engage in critically examining the complexities of education in a global society, with particular emphasis on social justice. The program requires a minimum of 30 credits consisting of nine credits of core requirements and 21 credits of elective courses.

The Core requires that students have a minimum of one course in each area of Foundations, Research, and Diversity/Social Justice. Elective courses may form a focused area of study or may be used to complete initial or advanced areas of certification (see program descriptions that follow). In addition to coursework, each student must complete an exit portfolio/capstone project. Students are required to meet with an advisor to plan a program of study. Courses selected to meet the requirements of the M.Ed. Core must be approved by the advisor.

PROGRAM REQUIREMENTS (MINIMUM OF 30 CREDITS)

CORE REQUIREMENTS (9 CREDITS)

- Foundations course (3 credits)
- Research course (3 credits)
- Diversity/Social Justice course (3 credits)

ELECTIVE REQUIREMENTS (MINIMUM OF 21 CREDITS)

M.ED. ONLY

EDG 506 Teacher Research (3+3 credits)
15 credits of graduate courses

M.ED. WITH CERTIFICATION

Courses required for desired area of certification.
The number of credits varies by area of certification.

Master of Education with Thesis Option

The Master of Education with Thesis Option is an alternative choice for students who are interested in research or pursuing a doctoral degree in education. Students should meet with an advisor for guidance with career options and to plan a program of study. Students, in consultation with their advisors, will select two additional faculty members to form an advisory/examining committee. The committee will be responsible for guiding the student through the process of developing an acceptable proposal, conducting the study, completing the written report, and preparing for a public defense of the study.

PROGRAM REQUIREMENTS (MINIMUM OF 30 CREDITS)

CORE REQUIREMENTS (9 CREDITS)

- Foundations course (3 credits)
- Research course (3 credits)
- Diversity/Social Justice course (3 credits)

ELECTIVE REQUIREMENTS (21 CREDITS)

EDG 699 Thesis (6 credits)

Additional research course to support the methodology of the Thesis 12 credits of elective course

Master of Education (M.Ed.) with Certification

A variety of educator certifications may be earned through the application of elective credits in the M.Ed. degree to certification requirements for the Pennsylvania Department of Education (PDE).

The following areas of certification are available:

- Initial Certification
 - Early Elementary Education (PreK–4)
 - Secondary Education (grades 7–12)
- Advanced Certification (initial PDE certification required)
 - Administrator I (Principal) K–12
 - Reading Specialist (K–12)
 - Special Ed (PreK–8)

In the M.Ed. with Certification students complete the M.Ed. Core (9 credits), a minimum of 21 graduate credits in electives that apply to the desired area of certification, and an exit portfolio/capstone project. Some program requirements may also meet M.Ed. Core requirements. See program descriptions that follow for specific certification requirements. Advisor approval is required for all courses in this program.

Students may also complete a certification program without being admitted to a master's degree program. Students should meet with an advisor before beginning a certification program to ensure that all PDE requirements will be met.

CERTIFICATION

Students may pursue initial or advanced educator certification as a standalone program or as part of completing a master's degree. Certification requirements vary greatly so it imperative to consult with an academic advisor for a transcript evaluation and to identify the specific coursework needed for the desire certification.

After admission into a certification program, all certification requirements must be completed at Cabrini College unless permission is obtained from the appropriate program coordinator. A student who is admitted to a certification only program and then decides to pursue an M.Ed. with Certification must apply to the M.Ed. program and request to transfer a maximum of 12 graduate credits into the M.Ed. degree program.

Each area of educator certification in Pennsylvania requires passing scores on specified National Teachers Examinations (PRAXIS/PECT Series). For initial teacher certification passing scores on PRAXIS/PECT exams are required prior to student teaching. Praxis II examinations required for advanced areas must be submitted before a recommendation for certification can be made.

All teacher certification students will be subject to both Pennsylvania and FBI criminal history checks at various points throughout the program. The results of these checks may impact a student's ability to progress through the program and/or to be recommended for certification to the commonwealth by Cabrini College. Candidates in initial certification programs who have no teaching experience are usually required to complete 12 credits of student teaching.

Student teaching is registered at the undergraduate level and tuition rate. Student teaching requirements and placements are determined by the Director of Student Teaching.

Students must make written application for student teaching at least six months prior to placement. Only those students whose applications have been approved may then register for the appropriate practicum courses.

When all requirements for certification are satisfied, students must submit a completed certification application and fee to the appropriate certification officer. If all requirements for certification are met the Cabrini representative will file the application with the Pennsylvania Department of Education (PDE) in Harrisburg.

Early Elementary-Education Certification (PreK–Grade 4)

Students who seek certification in Early Elementary Education may pursue an M.Ed. with PreK–Grade 4 Certification or may seek certification only.

To obtain certification in Early Elementary Education in Pennsylvania students must complete:

1. required graduate courses in education, and
2. an appropriate student-teaching experience.

Prior to applying for the PreK–Grade 4 certification program, students should meet with an academic advisor for a transcript evaluation. Students may pursue an M.Ed. at the same time as certification or may seek certification only.

EDUCATION COURSES REQUIRED FOR PreK–GRADE 4 CERTIFICATION (46-53 CREDITS)

EDG 515	Introduction to Schooling (3 credits)
EDG 537	Cognition and Developmental Psychology (3 credits)
EDG 505	Introduction to the Exceptional Learner (3 credits)
EDG 546	English Language Learner in Inclusive Classrooms (3 credits)

EDG 503	Curriculum Models for PK-4 I (3 credits)
EDG 504	Curriculum Models for PK-4 II (3 credits)
EDG 538	Assessment in PK-12 Inclusive Classrooms (3 credits)
EDG 547	Classroom Management (3 credits)
EDG 541	Elementary Reading/ Language Arts-Instructional Strategies (3 credits)
EDG 549	The Teaching of Writing/Language Arts (3 credits)
EDG 520	Elementary Mathematics-Instructional Strategies (3 credits)
EDG 509	Elementary Science/Health-Instructional Strategies (3 credits)
EDG 510	Elementary Social Studies/Minority Issues-Instructional Strategies (3 credits)
PED 289	Movement for Children (undergraduate course, 1 credit)
EDU 402	Pre-Student Teaching (2 credit)
EDU 490	Student Teaching (PK-1) (3-6 credits)
EDU 491	Student Teaching (Grades 2-4) (3-6 credits)
EDU 493	Student Teaching Seminar (1-2 credits)

Special-Education Certification

This graduate Special Education (PreK-8) program is designed for those who are certified in PreK-4 or who have completed that coursework. For those who have taken the coursework prior to January 2011, additional coursework might be required to meet PDE requirements.

The need for additional coursework is determined by a formal transcript review by an academic advisor. For those who are not teacher certified, completion of the Early Elementary Education certification coursework is required before being admitted into the Special Education program.

CERTIFICATION REQUIREMENTS (21 CREDITS)

One or more courses may be waived if taken at the undergraduate or graduate level.

EDG 513	Students with Mild Disabilities: Instructional Programs/Practices I
EDG 514	Students with Mild Disabilities: Instructional Programs/Practices II
EDG 517	Students with Moderate and Multiple Disabilities: Intervention Strategies/Programs I
EDG 518	Students with Moderate and Multiple Disabilities: Intervention Strategies/Programs II
EDG 519	Special Services for Learners: Assisted Learning and Integrated Therapies
EDU 492	Practicum: Special Education Certification

Secondary-Education Certification

Students who seek certification in Secondary Education may pursue an M.Ed. with Secondary Education Certification or may seek certification only.

To obtain certification in Secondary Education in Pennsylvania students must:

1. satisfy Pennsylvania Department of Education (PDE) requirements for the subject/content areas they wish to teach,
2. complete required graduate courses in education, and
3. successfully complete an appropriate student-teaching experience.

Certification in Secondary Education at Cabrini College is available in the following subject/content areas: English, Communication, Social Studies (History), Mathematics, Biology, and Chemistry.

Prior to applying for a Secondary Education certification program, students should meet with the appropriate academic advisor for a transcript evaluation of the content courses required to teach in the desired subject area. Students may pursue an M.Ed. at the same time as certification.

EDUCATION COURSES REQUIRED FOR CERTIFICATION (29–38 CREDITS)

EDG 515	Introduction to Schooling (3 credits)
EDG 537	Cognition & Developmental Psychology (3 credits)
EDG 505	Introduction to Exceptional Learners (3 credits)
EDG 538	Assessment in PK-12 Inclusive Classrooms (3 credits)
EDG 546	English Language Learner in Inclusive Classrooms (3 credits)
EDG 489	Curriculum Methods (3 credits) (for each respective certification, e.g., ENG 489 for Secondary Education-English certification)
EDG 548	Teaching/Learning in the Secondary Classroom (3 credits)
EDG 590	Communication Arts in Secondary Content Areas (3 credits)
SEC 402	Senior Field (2 credits)
SEC 490	Student Teaching (3–12 credits)

Credits in student teaching and seminar may not be applied to the M.Ed. degree.

SUBJECT/CONTENT AREA REQUIREMENTS FOR CERTIFICATION IN SECONDARY EDUCATION

Prior to applying for a Secondary Education certification program, students should meet with the appropriate academic advisor for a transcript evaluation of the content courses required to teach in the desired subject area. Credits in the subject/content area may not be applied to the requirements for the master's degree.

ENGLISH AREA REQUIREMENTS (27 CREDITS)

ENG 302	Survey of British Literature I
- or -	
ENG 303	Survey of British Literature II
ENG 315	Shakespeare

ENG 351	19th Century American Literature
- or -	
ENG 352	Modern American Literature
EDG 307	Literature for Young Adults
- or -	
EDG 524	Adolescent Literature
ENG 379	Introduction to the Study of Language
ENG 200/300	Literature elective
ENG 200/300	Literature elective
COM 221	The Writing Process
COM 340	Public Speaking

COMMUNICATION AREA REQUIREMENTS (37 CREDITS)

EDG 307	Literature for Young Adults
- or -	
EDG 524	Adolescent Literature
ENG 315	Shakespeare
ENG 351	19th Century American Literature
- or -	
ENG 352	Modern American Literature
- or -	
ENG 353	Contemporary American Literature
ENG 375	Drama
ENG 379	Introduction to the Study of Language
COM 101	Introduction to Mass Communication
COM 221	The Writing Process
COM 270	Video Production
COM 280	Acting
COM 340	Public Speaking
COM	Elective
COM	Elective

SOCIAL STUDIES AREA REQUIREMENTS (42 CREDITS)

HIS 107	Survey of U.S. History I
HIS 108	Survey of U.S. History II
HIS 251	Survey of Latin American History I
HIS 252	Survey of Latin American History II
HIS	Elective
HIS	Elective
HIS	Elective
HIS	Elective
HIS	Elective 300-level or higher
HIS	Elective 300-level or higher
POL 206	Comparative Government
POL 230	Current Events
POL 275	Comparative Economics
SOC 201	Introduction to Sociology
- or -	
SOC 207	Cultural Anthropology
- or -	
HIS 336	Engaged Ethnography

MATHEMATICS AREA REQUIREMENTS (31 CREDITS)

MAT 130	Calculus I
MAT 131	Calculus II

MAT 201	Introduction to Linear Algebra
MAT 313	Probability and Statistics
MAT 230	Calculus III
MAT 215	Discrete Mathematics
MAT 301	Abstract Algebra
MAT 222	History of Math
MAT 407	Geometry

BIOLOGY AREA REQUIREMENTS (65-66 CREDITS)

BIO 101/L	Biological Science I
BIO 102/L	Biological Science II
BIO 206/L	Cell and Molecular Biology
BIO 348/L	Ecology
BIO 248	Biological Applications of Earth Science
BIO 263/L	Genetics
BIO/L	Elective
BIO	Elective (300-level or higher)
BIO	Elective (300-level or higher)
CHE 111/L	General Chemistry I
CHE 112/L	General Chemistry II
CHE 211/L	Organic Chemistry I
MAT 117	Algebra and Trigonometry
- or -	
MAT 130	Calculus I
MAT 118	Introduction to Statistics
- or -	
MAT 313	Probability and Statistics
PHY 101/L	General Physics I
PHY 102/L	General Physics II

CHEMISTRY AREA REQUIREMENTS (56-58 CREDITS)

CHE 111/L	General Chemistry I
CHE 112/L	General Chemistry II
CHE 201	Analytical Chemistry
CHE 211/L	Organic Chemistry I
CHE 212/L	Organic Chemistry II
CHE 401/L	Physical Chemistry I (or 4 credits total)
CHE 402/L	Physical Chemistry II (or 4 credits total)
CHE 407/L	Instrumental Analysis
CHE 440/L	Biochemistry
CHE	Elective (3-4credits)
CHE303	Inorganic Chemistry
MAT 130	Calculus I
MAT 131	Calculus II
PHY 101/L	General Physics I
PHY 102/L	General Physics II

Reading Specialist Certification (K-12) Cabrini's Reading Specialist Certification Program is a dynamic model of professional training for candidates having at least one year of teaching experience and wishing to pursue certification as a reading specialist, kindergarten through 12th grade. Emphasizing interdisciplinary and holistic perspectives to curriculum, instruction and assessment, the program provides opportunities for inquiry into reading and language arts from

social, developmental, sociocultural, psycholinguistic and cognitive information processing perspectives.

The program pays particular attention to:

1. the interrelation among reading and the communication arts;
2. language use and learning across the curriculum and lifespan;
3. the functions of literacy in social life, particularly in classrooms,
4. literacy development and programs in diverse cultural contexts;
5. use of literature as the core of literacy instruction;
6. curriculum, instruction, assessment, and policy development for schools and other educational institutions;
7. teachers as researchers of their own craft; and
8. leadership opportunities for reading professionals.

The graduate program's commitment to student growth as professionals is seen in its strong emphasis on theory-based teaching methods and innovative teaching practices.

The standards required for certification by the Commonwealth of Pennsylvania are met through the use of reading, dialogue with peers, journaling and response, case studies, master practitioners as expert partners, writing within the discipline, autobiographical and collegial inquiry, reflection, as well as use of the more traditional lectures, group presentations and final projects.

Upon certification, candidates from Cabrini's Reading Specialist Certification program are qualified to:

1. serve as reading specialists/ language arts consultants in public schools;
2. design and lead professional development/teacher study groups in literacy;
3. design curriculum and dynamic learning environments for students as well as classroom teachers;
4. serve as early literacy specialists for preschools and day care facilities;
5. organize literacy programs for local libraries and industries;
6. engage in assessment and plan intervention for learners at risk;
7. lead and interpret inquiry and research in literacy; and
8. publish within the field.

To be admitted to the Reading Specialist program a candidate must have a teaching certificate and have at least one year of teaching experience. Upon acceptance into a certification program, all subsequent certification requirements must be completed using Cabrini College coursework unless permission is obtained by the program director or coordinator.

CERTIFICATION REQUIREMENTS (27 CREDITS)

EDG 522	Creating a Community of Readers and Writers
EDG 530	Investigating Language: Instructional Strategies for Teaching Phonics

EDG 541	Instructional Strategies for Teaching Reading
EDG 542	Learners at Risk: Diagnostic Practicum I (Prerequisites required)
EDG 549	The Teaching of Writing/Language Arts
EDG 590	Communication Arts in Secondary Content Areas
EDG 593	Growth Through Community: Diagnostic Practicum II (Prerequisites required)
EDG 595	Leadership for Literacy Learning (Prerequisites required)
EDG 615	Literacy Internship

4. use of technology as a supportive research tool for the administrator;
5. mentoring by highly successful school administrators;
6. site-based elementary and secondary internships of a minimum of 360 hours; and
7. development of a professional administrative portfolio.

Upon acceptance into a certification program, all certification requirements must be completed using Cabrini College coursework unless permission is obtained from the program director or coordinator.

Administrative I/Principal Certification

The Administrative I/Principal Certification Program is designed for those with a valid Pennsylvania teaching certificate and three years of full-time teaching experience in Pennsylvania as a certified teacher to start the program and five years of teaching in Pennsylvania as a certified teacher by the conclusion of the program. Students may seek certification only or complete an M.Ed. with certification.

CERTIFICATION REQUIREMENTS (21-24 CREDITS)

EDG 640	School Administration
EDG 643	Management and Decision Making
EDG 644	Instructional Leadership
EDG 645	Supervision and Performance Evaluation
EDG 646	Technology and Communication
EDG 647	School Law
EDG 650	Administrative Internship (3-6 credits)

Cabrini College is committed to supporting excellence at all organizational levels of schooling, and for years has broadened and deepened its outstanding reputation for service to teachers. Building on that tradition, the College offers this comprehensive K-12 Principal Program leading to administrative certification as an elementary or secondary school principal. The Administrator I/Principal Certification program is designed based on a needs analysis of the requisite knowledge, skills and dispositions required of outstanding school principals as identified by superintendents and building administrators in the region.

It addresses all performance areas and competencies recommended for successful entry into school leadership positions. The program is grounded in the Pennsylvania Department of Education Academic Standards and the Interstate School Leaders Licensure Standards. Candidates receive a carefully designed blend of theoretical knowledge and guided field experience based on organizational behavior, social systems, computer and learning technologies, effective communication, school law, leadership, and management models.

Key characteristics of the program include:

1. a faculty of scholarly practitioners;
2. a personal advising plan for each candidate;
3. a focus on problem solving, critical thinking, and practical experiences;

Act 48/Non-Degree Continuing Professional Enrichment

As part of Pennsylvania's ACT 48, state certified teachers are required to complete six credits of appropriate Education courses every five years in order to maintain state certification.

Students who are currently teaching or already hold a Master of Education degree may take an unlimited number of courses in order to comply with ACT 48 requirements. All Cabrini Graduate Education courses count toward ACT 48 requirements. A student may take up to six credits of non-degree, graduate coursework without applying for admission into a specific program.

Act 45: Pennsylvania Inspired Leadership (PIL) Professional Development Courses

Act 45 is a requirement of the Pennsylvania Department of Education (PDE) for professional development for administrators. Similar to Act 48 for teachers, Act 45 requires administrators to take six credits of continuing education every five years in order to maintain certification. Cabrini College offers PDE approved courses meeting the PIL Core and Corollary Standards in order to satisfy Act 45 requirements.

Course Descriptions: Master of Education

EDG 501 Educational Research

This course teaches students how to read research literature, develop sound research questions and examine instructional problems through research.

The course is designed to introduce students to basic principles of educational research. Students will become proficient in reading and analyzing educational research.

Offered fall, spring, & summer. 3 credits

EDG 502 Observation and Recording

This course teaches skills in observation and recording as a basic way to study and understand children. Opportunities to observe children, individually and in groups, will be arranged to demonstrate basic assessment theories.

Offered as needed. 3 credits

EDG 503 Curriculum Methods for PreK–Grade 4 I

Methods of assessment for young children, including individual and group techniques, are studied and practiced. This course also reviews the parents' role in education and includes recent research on parental intervention. This course is intended for students who have had minimal coursework in early childhood education but seek PreK-4 certification and a graduate degree.
Prerequisite: EDG 537. Offered fall. 3 credits

EDG 504 Curriculum Methods for PreK–Grade 4 II

Recent research about models of early childhood education is reviewed. Students create environments conducive to learning. Planning for individuals and groups is stressed through writing PreK-Grade 4 curriculum.
Prerequisite: EDG 503. Offered spring. 3 credits

EDG 505 Introduction to the Exceptional Learner

This is an introduction to educational programming for people with special needs. Lectures, discussions, media and site visits are used as means for investigating this topic. The law, history, and current practices are emphasized. This course also can meet the requirement for teacher preparation for mainstreamed children.
Offered fall, spring, summer. 3 credits

**EDG 506 Teacher Action Research:
Proposal and Implementation**

This course is designed to provide a collaborative forum through which individuals who are currently teaching can inquire about both their practice and the classroom contexts that surround it. Taking the form of teacher research, students' inquiries provide structured opportunities for identifying problems, acting on possible solutions and observing consequences. Students work through these "actions steps" in concert with other class members and regularly share their progress in a seminar fashion.
*Offered fall, spring, & 12-week summer.
3 credits, maximum of 6.*

**EDG 507 Curriculum Design:
Constructing Meaning Through Theory and Instruction**

This course presents strategies for planning and organizing instruction, including the individual lesson, units, the entire course, and the curriculum as a whole. Instruction includes both theory and practice and how school districts change curriculum. National and Pennsylvania Departments of Education standards and guidelines will be integrated into the class assignments.
Offered fall, spring, & summer. 3 credits

EDG 509 Elementary Science/Health: Instructional Strategies

Students are introduced to methods, strategies and curriculum materials used in the teaching of elementary school science and health. The course, including practical demonstrations and individual projects, seeks to add to the science backgrounds of teachers in areas that will be useful in the elementary classroom.
Offered fall, spring, & summer. 3 credits

**EDG 510 Elementary Social Studies/Minority Issues:
Instructional Strategies**

Readings and discussions introduce methods of teaching basic skills in elementary social studies and minority education issues. Students will prepare lesson plans and activities for the elementary classroom.
Offered fall, spring, & summer. 3 credits

EDG 511 Learning and Cognition

This course provides a comprehensive introduction to issues and theories in learning and cognition from the perspective of educational psychology. Special attention is given to the philosophical and psychological foundations for theories in these areas. Class time is spent both in lecture and discussion.
Offered spring & summer. 3 credits

EDG 512 Issues and Trends in Developmental Disabilities

This course examines research and pedagogy issues that need to be debated by individuals concerned with education. The course begins with an examination of the history of education and the place of special education in that history. Critical topics related to the current status of special education are explored including: school reform, inclusion, collaborative teaching, instruction, early intervention, transition, cultural diversity, attention deficit disorders, and psycho-pathology. This course is intended for teachers who are interested in teaching students with special needs in regular classrooms.
Offered fall & summer. 3 credits

**EDG 513 Students with Mild Disabilities:
Instructional Programs/Practices I**

To help all students meet with success in school, educators must create a balance between meeting the needs of the entire class and meeting the needs of individual students. This course provides techniques for creating educational environments where all students, particularly those with special learning needs, have equal opportunity to develop academically as well as socially. This course focuses on structuring the classroom to promote literacy through formal and informal assessment, connecting assessment to curriculum, and adapting curriculum to meet students' strengths and needs using developmentally appropriate practices. Emphasis will be placed on developing skills in communication and reading.
Course fee. Offered fall. 3 credits

**EDG 514 Students with Mild Disabilities:
Instructional Programs/Practices II**

This course continues the study of literacy learning by providing techniques for creating educational environments for all students, and in particular, those with special needs. Assessment will be coordinated with curriculum and the development of the individualized education plan. Emphasis will be placed on developing children's skills in writing, spelling and mathematics as well as structuring the classroom to foster positive peer relationships.
Course fee. Offered spring. 3 credits

EDG 515 Introduction to Schooling

This course provides students who have a limited background in educational theory or teaching experience with an understanding of the complex dynamics that affect contemporary education. A strong emphasis on reflection, field experiences (classroom observation) and a review of literature regarding current school practice provides the content of this course. Students also are introduced to the resources necessary for a more informed entrance into and deeper understanding of their future profession. A classroom observation component is included in the course.
Offered fall, spring, & summer. 3 credits

EDG 517 Students with Moderate and Multiple Disabilities: Intervention Strategies and Programs I

This course is designed for the assessment and development of instructional strategies for individuals with significant disabilities. The content of the course focuses on tests and measurements relevant to life skills, assessment of life skills and development of instructional strategies with an emphasis on inclusive practices. Application includes the development of comprehensive life skill assessments, annual assessments, and instruction of life skills.
Course fee. Offered fall. 3 credits

EDG 518 Students with Moderate and Multiple Disabilities: Intervention Strategies and Programs II

The purpose of the course is to provide comprehensive training in the use of non-aversive interventions for problem behaviors. Value-based, multi-component interventions will be emphasized.
Course fee. Offered spring. 3 credits

EDG 519 Assisted Learning and Integrative Therapies

Technology continues to play an increasing role in the education of students with disabilities and educators need to be aware of how such technology is incorporated into the classroom. This course is designed to give regular and special education teachers an awareness of available devices, adaptations, therapies, and services. It is not intended to make participants experts in technology. No prior technological experience is necessary to enroll in this course, although students who have experience in the field will be invited to share their knowledge in class.
Offered spring. 3 credits

EDG 520 Elementary Mathematics: Instructional Strategies

This course introduces the methods and strategies used in the teaching of elementary school mathematics. Classroom activities and a variety of instructional materials for elementary mathematics instruction will be presented and developed.
Offered fall, spring, & summer. 3 credits

EDG 521 Education and the Common Good: Sociocultural Foundations

This course examines the sociological, cultural, and political foundations of education broadly, including the role, development, and organization of education in the United States. In light of the fact that the system of schooling should be based on principles of

equitable access and that every individual has a right to educational opportunities which are just, fair and democratic, students will examine key contemporary issues, policies, and debates in education as they relate to larger society.
Offered fall & spring, 3 credits.

EDG 522 Creating a Community of Readers and Writers

Focused on language, literacy and learning across the curriculum for grades one through nine, this course acknowledges the importance of integrating reading and writing to provide more meaningful learning and the most efficient use of instruction. It relies heavily on the Pennsylvania Literacy Framework (2000) and includes instruction, discussion, reading, written reflection, as well as in-depth investigation of the critical experiences presented in this document. This reading-intensive course focuses on transacting with text, composing texts, extending reading and writing, investigating language, literacy curricula and assessment.
Offered spring as needed. 3 credits

EDG 524 Adolescent Literature

This reading intensive course is designed to introduce students to literature written especially for the adolescent reader. The course attempts to present the best in adolescent fiction from a wide range of sources and presents methodologies to incorporate adolescent literature into classrooms, grades 7-12. In addition, this course introduces students to reader-response theory.
Offered fall. 3 credits

EDG 530 Investigating Language: Instructional Strategies for Teaching Phonics

This course presents integrated research-based strategies for investigating phonics. Participants will be exposed to perspectives on children's acquisition of phonic and word analysis skills, published programs as well as multiple instructional strategies for integrating explicit skill instruction with children's literature.
Offered spring & summer. 3 credits

EDG 531 Human Development

A study of the developing being, from infancy to adulthood, and theories of development, are discussed in terms of improving instruction. Topics include cognitive, moral, social, neurological and ego development, neuropsychology, and basic cybernetic theory.
Offered fall, spring, & summer. 3 credits

EDG 535 Differentiated Instruction

This course is designed to assist elementary and secondary teachers to understand both the principles and the practice of differentiated instruction. It focuses on the reality of diversity in the regular education classroom and provides a balance of instructional theories and practical applications to help teachers respond to the challenges that accompany this diversity. Students will use the theory and strategies studied to improve the learning and achievement of each student in their K-12 classrooms.
Offered fall & spring. 3 credits

EDG 537 Cognition and Developmental Psychology

The course provides insight into the psychological theory, principles, and research that guide instructional planning, design, strategies, and assessment that must be applied in the proper instruction and evaluation of school students. Major areas include understanding student characteristics through developmental theory, approaches to instruction through behavioral, social, and constructivist theories. Creating a learning environment through motivation and classroom management, and the role of assessment in teaching are also explored.

EDG 538 Assessment in PK–12 Inclusive Classroom

This course will present strategies for planning and organizing instruction, including the individual lesson units, the entire course and the curriculum as a whole. Instruction will include both theory and practice and how school districts change curriculum. Both teachers and those interested in supervisory or administrative positions with responsibility for curriculum development will benefit from the course. Instruction will include theory and practice. Federal and Pennsylvania Department of Education standards and guidelines will be integrated into the class assignments.

EDG 540 Education and the Common Good:**Philosophical Foundations**

Students in EDG 540 will engage in the study of how education—from national policy to individual practice—is guided by philosophical assumptions about human flourishing and human condition.

EDG 541 Elementary Reading/Language Arts: Instructional Strategies

This course provides in-depth study and evaluation of current theory-based practices in teaching reading and language arts. Students examine in detail the nature of the reading process through reading, writing, discussion, multiple literacy demonstrations and hands-on experience.

Offered fall & spring, 12-week summer. 3 credits

EDG 542 Learners at Risk: Diagnostic Practicum I

This course deals with assessment issues of critical literacy skills. Students examine various norm and criterion referenced procedures, critique management components of commercial reading programs, create observational systems and design innovative assessment procedures grounded in reflection and inquiry. Emphases include child study and observation, effective components of literacy assessment, ecological models of reading and language disability, and the changing role of the diagnostician. *Prerequisites: EDG 522, EDG 530, EDG 541. Offered spring. 3 credits*

EDG 544 Issue and Trends in Assessment for Student Learning

This course engages practicing PK-12 educators in the examination of the multi-faceted role of assessment, issues

surrounding assessment practices, including the complexity of student learning in diverse classrooms.

Offered fall, spring, & summer. 3 credits

EDG 546 English Language Learners in Inclusive Classrooms

This course provides an overview of ways to create inclusive K-12 learning environments that support English Language Learners as well as Native English Speakers and includes the study of second language acquisition, assessment, culturally relevant practices, and appropriate curricular frameworks to meet the needs of diverse learners.

Offered fall, spring, & summer. 3 credits

EDG 547 Classroom Management

This course is designed to help the participant develop a comprehensive plan for classroom organization, and student motivation and management, with emphasis on creating a positive learning environment for all students.

Participants will review current research and theory in classroom management, understand and appreciate students' personal and psychological needs, and develop skills to establish positive teacher-student and peer relationships in the classroom. Students will become familiar with effective instructional and on task management methods and investigate the topics of learning styles, multiple intelligences, and cooperative learning theories. Other topics include: establishing effective rules and procedures, counseling methods that facilitate problem solving, and behavioristic management procedures.

Offered fall, spring, & summer. 3 credits

EDG 548 Teaching/Learning in the Secondary Classroom

This course, which is required for all secondary education candidates, focuses on issues and topics for secondary school teachers, including the missions of secondary education, classroom management, cognition, student diversity, instructional planning, assessment, classroom teaching strategies and techniques, technology, inclusion, professional ethics and development.

Prerequisite: EDG 511. Offered fall & spring. 3 credits

EDG 549 The Teaching of Writing/Language Arts

This course examines the current explosion of interest in the teaching of writing in the elementary classroom, including some of the major theories about how writers write and how to teach writing. Students develop ways to integrate the theories about the teaching of writing into their own practice of teaching; attend to the similarities and differences in the teaching of writing for students of all ages and various abilities; examine models of "writing across the curriculum;" and learn innovative ways to use writing in response to literature. The course attends to students' own writing processes and application of the theories proposed in the course.

Offered fall, spring, & summer. 3 credits

EDG 551 Technology in the 21st Century Classroom

This course is designed as an introduction to computer applications in teaching. The purpose of this course is to enable teachers to develop skills needed to use technology in an integrated school curriculum.

Topics include: application software; the internet; web design; evaluation of educational websites and software; collaborative Web 2.0 tools; the ethics of computer use in the classroom and grant writing. Each topic is presented and related classroom applications are demonstrated. Hands-on experience in the computer lab will be an integral part of the course.

Offered on a rotating basis with EDG552 and EDG 553. 3 credits

EDG 552 Integrating Technology Throughout the Curriculum

This online course is designed as an exploration into the uses of technology in education. The purpose of this course is to enable teachers to develop the skills needed to integrate technology into the classroom environment and to use project-based learning in an integrated school curriculum.

Prerequisite: Computer experience or EDG 551.

Offered on a rotating basis with EDG 551 and EDG 553. 3 credits

EDG 553 Unleashing the Power of Multimedia in the Classroom

This course is designed to assist students in the critique of software from a design perspective. The requirements include the evaluation of graphics, text, sound and animation. Students create flowcharts and storyboards in preparation for a multimedia presentation. Required skills include scanning and manipulating photographs. Multimedia presentations require the use of Hyperstudio and PowerPoint.

Prerequisite: Computer experience or EDG 551

Offered on a rotating basis with EDG 551 and EDG 552. 3 credits

EDG 554 Current Issues in Educational Technology

Educational technology leaders must be able to examine issues critically. This course examines educational technology from a critical perspective, including how current technologies contribute to the 21st-century skills of communication, collaboration, and critical thinking and which technologies are most appropriate in schools and society. *Offered as needed. 3 credits*

EDG 569 Group Processes and Collaborative Learning

This course examines group structures and dynamics and their roles in the classroom. It is designed to help participants understand, accept and use the group to facilitate student learning, growth and development in school. Students will investigate collaborative learning models and develop strategies to create and maintain a cooperative learning environment in the classroom.

Offered summer. 3 credits

EDG 580 Current Issues in Education

This course examines current trends and issues in recent research, assessment, programming, curriculum, and

instructional and legal practices in the fields of elementary, early childhood, and secondary education. Historical, anthropological, and public policy perspectives are included in the process of inquiry. *Offered summer only as an elective. 3 credits*

EDG 590 Communication Arts in Secondary Content Areas

This course prepares secondary school educators to meet the communication arts—reading, writing, and speech—demands of their particular discipline and develop an understanding of literacy as an “enabling capacity.” This course is a combination of theory and concrete methods to implement the ideas discussed.

Offered every fall & summer as needed. 3 credits

EDG 593 The Kids’ Growth through Community: Diagnostic Practicum II

This course provides reading-specialist-certification candidates an opportunity to apply theory-based best practices in their respective classrooms, as well as engage in strengths-based reflective practice of their craft.

Prerequisites: EDG 522, EDG 530, EDG 431, & EDG 542

Offered fall & spring. 3 credits

EDG 594 LEAD in Classrooms and Schools

This course provides students with opportunities to experience the range of teaching and leadership opportunities for reading specialists as they work with a cooperating reading specialist to:

- plan and observe reading/writing events;
- analyze teaching practice;
- determine needs for self-growth; and
- clarify their beliefs and assumptions regarding reading curriculum and instruction.

Offered as needed. 3 credits

EDG 595 Leadership for Literacy Learning

This course covers those aspects of leadership fundamental to literacy learning. Topics include the organization of reading programs, special needs of teachers and administrators, parental issues and concerns, teacher empowerment, professional development and change as a means of growth.

Prerequisites: EDG 522 or 526, EDG 530, EDG 541, & EDG 542

Offered fall and as needed. 3 credits

EDG 596 Teacher Action Research: Analysis and Reflection

In this course, students continue to draw on the resources of their research community to examine their collected data, to reflect on the literature in their field of study, and to analyze patterns. Students share data and findings in class and in their professional circles, and present the outcomes of their research in both written and visual form. Students develop action plans for both instructional modification and for future data collection (in the action research cycle).

Prerequisite: EDG 506 Teacher Research: Part I

Offered fall, spring, & summer. 3 credits.

EDG 598 Advanced Literacy Workshop

This course is organized as an authentic, collaborative writing workshop. Participants plan the use of time, space and materials and compose a philosophy of writing. Participants also will write curriculum, plan mini-sessions and design the structure of the workshop. Each group member will take teacher/student roles throughout the course. *Offered summer, as needed. 3 credits*

EDG 599 Independent Study

Students may select an independent but directed study of a special interest topic not generally included in the regular course offerings. Forms are available in the Graduate Studies Office. Approval of program director, faculty member and dean for graduate studies or the vice president for Academic Affairs or her designate required. *3 credits*

EDG 615 Internship in Literacy

This course is a field-based course during which candidates engage in reflective practice of the teaching and assessment routines established within their classrooms. Emphases for reflective practice are informed by the course content presented during the program's entry- and mid-level coursework. *Offered as needed. 3 credits*

EDG 650 Administrative I Internship

Students work in various administrative roles under the supervision of college officials and a school administrator, serving as a mentor. Each course in the certification program includes practicum components, assignments and projects to contribute to a yearlong concurrent internship during the regular school year. The principal-mentor coordinates the activities representing each area of study.

Note: The certification is now K–12.

The internship must be done with experiences in both elementary and secondary schools.

Offered fall, spring and summer. 3 credits, maximum of 6.

EDG 651

This course is the same as 652-654 except it is 3 credits and offered as needed.

EDG 652 Administrative I Internship – Field 1

This is a one-credit course which provides support for students completing the internship. The student will be in contact with their designated field supervisor. Contact formats may include personal meetings, email chats, phone calls, and/or visits to the student's home site(s) to meet with their on-site mentor. Each contact is documented and students are expected to show increased internship hours accumulated between contacts.

EDG 653 Administrative I Internship – Field 2

This is a one-credit course which provides support for students completing the internship. The student will be in contact with their designated field supervisor. Contact formats might include personal meetings, email chats, phone calls, and/or visits to the

student's home site(s) to meet with their on-site mentor.

Each contact is documented and students are expected to show increased internship hours accumulated between contacts.

EDG 654 Administrative I Internship – Field 3

This is a one-credit course which provides support for students completing the internship. The student will be in contact with their designated field supervisor. Contact formats might include personal meetings, email chats, phone calls, and/or visits to the student's home site(s) to meet with their on-site mentor. Each contact is documented and students are expected to show increased internship hours accumulated between contacts.

EDG 630 Special Topics

This course provides in-depth investigation into a topic of special interest to graduate students. It is not intended to replace or duplicate any course that is offered in the M.Ed. program. Proposals for special-topics courses must be approved by the chair of the Education Division, Graduate Program, and Graduate Council at the beginning of the semester before a course is offered.

Offered periodically upon sufficient enrollment. 1–3 credits

EDG 640 School Administration

This course provides a foundation for understanding the curriculum, instruction, assessment, and staff development issues that face today's school administrator. The requisite knowledge base, skills, dispositions, and the expectations and competencies of successful school administrators are examined. This course focuses on the responsibility of the school administrator for ensuring and supporting high quality teaching and learning for all students and adults. Students will recognize and challenge the paradigms and dilemmas of educational leadership. *Offered as needed. 3 credits*

EDG 643 Management and Decision Making

This course draws a distinction between management and leadership and the impact of the difference on school productivity. Strategic planning, work group staffing and design, budgeting, decision making, control, conflict, and change processes are studied. Design responses to organizational paradoxes, dilemmas, and crises will be examined. Case studies, role-playing, and simulations will support these studies.

Offered summer. 3 credits

EDG 644 Instructional Leadership

Leadership and effective instructional processes are the focus of this module. Models of effective administration and teaching will be studied, as well as the role of the school principal in supporting curriculum and staff development. Research underpinnings of effective schools will be reviewed.

Offered summer. 3 credits

EDG 645 Supervision and Performance Evaluation

This course addresses the application of research to the organizational structure of schools to improve teaching and learning. Current models of effective supervision and evaluation will be analyzed and practiced in a variety of school and classroom settings. *Offered fall. 3 credits*

EDG 646 Technology and Communications

Students will examine leadership methods, strategies and tools for ensuring effective technology and communications strategies in schools and the school community. Students will explore and practice the use of technologies available to support today's administrator or principal. Current issues related to the use of technology in education will be examined. Students will study and practice with online tools such as WebCT, web pages, PowerPoint, and the use of the internet. *Offered spring. 3 credits*

EDG 647 School Law

This overview of major issues in school law focuses primarily on case law including U.S. Supreme Court decisions as well as relevant state and lower court federal opinions. Topics covered include church/state issues, teacher and student rights, laws associated with equal educational opportunities, students with disabilities, tort liability, collective bargaining, and tenure. *Offered spring. 3 credits*

EDG 650 Principal Internship

Students work in various administrative roles under the supervision of college officials and a school administrator, serving as a mentor. Each course in the certification program includes practicum components, assignments and projects to contribute to a yearlong concurrent internship during the regular school year. The principal-mentor coordinates the activities representing each area of study.

Note: The certification is now K–12. The internship may be done with experiences in both elementary and secondary schools. *Offered fall, spring, and summer. 3 credits*

EDG 660 Distributive Leadership

This course will focus on strategies, skills, and tools for the effective school leader to develop self-managed teams as well as utilize multiple leaders concomitantly and/or sequentially. The course will enable school leaders to better identify their own strengths and talents in order for them to tap and cultivate indigenous school leadership in the realms of social leadership, interpersonal leadership, and inspirational leadership.

9 sessions, 3 modules (45 instructional hours), 3 graduate-credit hours, 90 (PDE) credit hours

- 1 module=1 graduate credit hour=30 PDE credit hours

EDG 698 Educational Statistics

An introduction to univariate and multivariate statistics commonly used in educational research. Topics include analysis of variance and covariance, multiple regression and correlation, factor

analysis, discriminant analysis, canonical correlation and select non-parametric techniques. Class is divided between lecture and computer applications.

Prerequisites: EDG 500 or EDG 506, and EDG 501.

Offered as needed. 3 credits

EDG 699 Research Thesis

Required for students selecting the Thesis Option, this project involves development of a research problem (hypothesis), an initial outline, proposal and implementation of a research project. Details have been given in the explanation of the Thesis Option. *Offered as needed. 6 credits*

Course Descriptions: Master of Science in Leadership

CIV 501 Seminar in Government and Public Administration

This course presents a comprehensive introduction to the discipline of public administration. The intellectual traditions and theoretical frames of reference that inform public administration as a field of professional practice and study are presented, as are current and continuing challenges and controversies in the field. *3 credits*

CIV 515 Public Policy Development & Analysis

This course focuses on the development of skills in conducting and critiquing policy analysis. Application of methodologies used in analyzing possible consequences of specified alternatives as applied in the public-policy decision-making process is also emphasized, as are appropriate applications and limitations of policy analysis and its relationship to politics and the policy process. The role of various "stakeholders" (such as the public, the press, and public-interest groups) will also be evaluated as impacting the public-policy process.

Prerequisite: CIV 501. 3 credits.

CIV 540 Law and Intergovernmental Relations

This course provides a basic understanding of the laws and regulations that govern administration in the public sector. Students will study the laws governing administrative agencies and the processes by which legal policy is made. Emphasis will be placed on public agencies and non-profit organizations, with a broad perspective designed to convey an understanding of the law as a legal and moral force guiding and constraining public decision making and practice.

Prerequisite: CIV 501. 3 credits

CIV 615 Studies in Civic Leadership

In this course students will demonstrate an ability to integrate Action Research Theory into practices, articulate a personal philosophy of leadership, develop a model of organizational change, and provide knowledge of the seminal research in the field of civic leadership through a capstone research project.

This should be the final course taken in the program.

Approval from Program Coordinator required. 3 credits

LDR 520 The Art and Science of Leadership

This course imparts to students the concepts and practical applications necessary for leaders to guide individuals, work units and organizations in an efficient and effective manner. The course examines the traits, behaviors and leadership styles of political, religious, business, and cultural leaders throughout history. *3 credits*

LDR/MAcc 533 Communication Skills for Leaders

Integrating concepts and techniques from organizational behavior, information technology, interpersonal and group processes and linguistics, this course stresses how to influence others effectively through persuasion, negotiation and collaboration. Emphasis is placed on being an effective listener and translator of ideas and opinions. *3 credits*

LDR 543 Leading Organization Development and Transformation

Students in this course learn the basic concepts of organizational change, how to design structures and processes that are tailored to unique opportunities and environments, and how to create a vision that acts as a guiding beacon. Students will learn the first stages of developing an action research plan, which will be expanded upon in the capstone 615 research course. *3 credits*

LDR 555 Financial Perspectives for Leaders

This course provides students with an understanding of financial management concepts necessary for a leader to manage a business effectively. Students will gain knowledge in understanding financial statements and interpreting financial information in order to ascertain and remediate potential problems. *3 credits*

LDR 580 Leader's Tools and Technology

The first part of the course focuses on state-of-the-art information technology applications for analyzing, planning, communicating and problem solving. Emphasis is on "hands-on" practice and experience. The next segment of the course focuses on building a vision for leadership within the Information Age organization where information technology and systems play a strategic role. Topics include management information systems (MIS), network technologies, project management and strategic planning, knowledge management and the learning organization, and the latest internet/intranet applications. *3 credits*

LDR 593 Leadership in a Global Environment

This course focuses on determining opportunities, managing business and political risks, and responding to pressures for local responsiveness in international marketplaces. Sensitivity to differences in cultural and social institutions is emphasized. Forms of international organizations and how they address issues such as modes of entry and marketing, cross-cultural differences, and global integration are presented. *3 credits*

LDR/MAcc 595 Leadership, Ethics, and Organization Integrity

This course focuses on the challenges of building and maintaining ethical integrity in a competitive organizational environment. Students will learn that ethical thinking is an important leadership skill, a source of organizational strength and a valuable corporate asset. The course also focuses on the importance of organizational integrity, strategies to build organizational integrity and the knowledge, skills, and concepts needed to lead high-integrity companies. *3 credits*

OLG 510 Organizational Psychology and Behavior

This course provides an overview of the issues facing organizational leaders and covers a broad range of leader activities including those related to management, motivation, group processes, change, and quality improvement. *3 credits*

OLG 565 Performance Management

This course allows students to analyze the psychosocial aspects of performance management including the impact of equity and expectancy theory on employee productivity. It examines issues related to performance standards, observation and feedback performance evaluation, performance development plans and recognition and reward systems. *3 credits*

OLG 570 Entrepreneurial and Intrapreneurial Leadership

This course is designed to help students develop a business approach that fosters and maintains a spirit of innovation, known as entrepreneurship, throughout the organization. By the completion of the course, students have an understanding of topics relating to entrepreneurial and intrapreneurial leadership and an ability to apply that understanding to business situations. The topics explored are entrepreneurial and intrapreneurial leadership and strategies, creating and maintaining the entrepreneurial organization, developing the business plan, and marketing a product line. Also discussed are financing sources for products, services or businesses, using human and financial sources and assessing risk. *3 credits*

OLG 615 Studies in Organizational Leadership

In this course students will demonstrate an ability to integrate Action Research Theory into practices, articulate a personal philosophy of leadership, develop a model of organizational change, and provide knowledge of the seminal research in the field of organizational leadership through a capstone research project.

This should be the final course taken in the program.

Approval from Program Coordinator required. 3 credits

NPL 510 Non-Profit Organizational Management

This course explores the various aspects of the non-profit sector of public administration. Emphasis will be placed on the history of non-profits in the US, the institutional and organizational features that distinguish non-profits from other governmental and public entities, and the theoretical and practical models that

shape the practice and design and management of non-profits. This course will also explore other challenges which have and continue to impact non-profit organizations. *3 credits*

NPL 520 Accountability, Assessment, and Governance in the Non-Profit Sector

This course explores the role of leadership in establishing effective methods of accountability, assessment and evaluation. Emphasis will be placed on program/mission assessment, resource management and a review of organizational and governance models in a 501(c) 3 organization. Special topics include the balanced scorecard approach, Form 990 reporting, and board development.

Prerequisite: NPL 510. 3 credits.

NPL 540 Understanding Leadership in the Non-Profit Sector

This course will expand the servant leadership and social change models which stress the importance of partnership and collaboration. Models of partnership between other key stakeholders will be explored. A key outcome for this course will be to work with a partnering group to develop a business plan for a proposed collaborative project which supports social change.

NPL 615 Studies in Non-Profit Leadership

In this course students will demonstrate an ability to integrate Action Research Theory into practices, articulate a personal philosophy of leadership, develop a model of organizational change, and provide knowledge of the seminal research in the field of non-profit leadership through a capstone research project.

This should be the final course taken in the program.

Approval of Program Coordinator required. 3 credits

Course Descriptions: Master of Accounting (MAcc)

MACC 510 Advanced Financial Accounting and Reporting

This course will provide the student knowledge and skills that are fundamental to the CPA's body of knowledge of financial accounting and reporting for public and non-public companies.

The student will understand and be able to interpret the conceptual framework for accounting and Generally Accepted Accounting Principles (GAAP) as promulgated by regulatory bodies and other authoritative organizations. The student will also understand and be able to apply General Accepted Accounting Principles (GAAP) for financial accounting and reporting for governmental and non-profit entities. *3 credits*

MACC 520 Advanced Managerial Accounting

This course covers advanced analysis of evolving current management and cost accounting tools and approaches used to evaluate, manage, and control the performance of business enterprises. Students will employ analysis and interpretation of financial and non-financial information to fully utilize internal financial reporting and decision making to create value.

3 credits

MACC 530 Taxes and Business Planning

This course focuses on the economic impact of various tax policies and procedures on the financial and managerial decisions for individuals, business entities, estates and trusts.

Students will develop the technical, analytical, and research skills necessary for successful tax planning and minimization. They will also investigate alternative tax treatments and solve complex tax issues using the sources of tax law, such as the Internal Revenue Code, regulations, administrative pronouncements, and case law.

3 credits

MACC/LDR 533 Communication Skills for Leaders

Integrating concepts and techniques from organizational behavior, information technology, interpersonal and group processes and linguistics, this course stresses how to influence others effectively through persuasion, negotiation and collaboration. Emphasis is placed on being an effective listener and translator of ideas and opinions. *3 credits*

MACC 540 Forensic Accounting and Auditing

This course investigates advanced issues in auditing including the concepts and procedures of control that provide for the accuracy and integrity of financial data and safeguarding of assets. The theory and practice of auditing focuses on the related assurance services of forensic accounting, prevention and detection of fraud, review of internal control, and external, internal, and operational audits. The forensic accounting will stress the application of accounting to legal matters and includes investigation, litigation support, and expert witness services. *3 credits*

MACC 550 Accounting Information Systems

This course integrates the process of identifying, gathering, measuring, summarizing, and analyzing financial data in a business organization; the role of information systems; concepts and methods of information system design and use; and the current and future role of computer-based information technology. These areas include the design of internal controls, assessment of internal control effectiveness, and audit of internal controls in a computerized environment. *3 credits*

MACC 560 International Accounting

This course explores financial reporting issues facing entities conducting business or raising capital in foreign countries, including topics on multinational financial disclosure, foreign exchange accounting, international aspects of managerial accounting and auditing, and International Financial Reporting Standards (IFRS). *3 credits*

MACC 570 Regulations and Professional Responsibilities

This course provides the student with the basic knowledge of the legal implications of business transactions and the legal environment pertaining to CPAs. Students will develop an understanding of the role and responsibility of the CPA regarding SEC public company reporting.

Students will also develop an understanding the various bodies of professional standards that impact the CPA including those established by the American Institute of Certified Public Accountants (AICPA), the Public Company Accounting Oversight Board (PCAOB), and the International Auditing and Assurance Standards Board (IAASB). *3 credits*

MACC 590 Accounting Co-op, Study Abroad, or Independent Study (online)

This course is an opportunity for students to gain valuable experience in a variety of work settings for co-op credit, or create an independent study to pursue a unique area of interest in the field of accounting, or study abroad to broaden their global perspective. *3 credits*

MACC/LDR 595 Leadership, Ethics, and Organization Integrity

This course focuses on the challenges of building and maintaining ethical integrity in a competitive organizational environment. Students will learn that ethical thinking is an important leadership skill, a source of organizational strength and a valuable corporate asset. The course also focuses on the importance of organizational integrity, strategies to build organizational integrity and the knowledge, skills, and concepts needed to lead high-integrity companies. *3 credits*

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

Thomas Nerney '77, Chair
Frank Emmerich Jr. '92, Vice Chair
David Regn '97, Secretary
Elizabeth Riley Bell '69
Anne Marie Borneman, Ed.D. '80
Mary Kay Burke '69
Joan Buzzallino '66
Nancy Gorevin Costello '71
Sr. Eileen Currie, MSC '66
William F. DeSante Jr.
Robert M. Jara
Jacqueline M. Kirby
Sr. Diane Olmstead, MSC
Vince Powers
Vincent Prestileo Jr. '04
Sr. Pietrina Raccuglia, MSC
Paul Ridder
John Schanz
William Stemper
Joel Zazyczny '89
Sharon Shipley Zubricky '76

Trustees *Emeriti*

Robert L. D'Anjolell HON '08
Edith Robb Dixon HON '80
Margaret Hamilton Duprey '73 HON '08
James Maguire HON '13
J. Bradley McManus HON '99 (deceased)
Barbara W. Rawls HON '08
Andy Trolio HON '97

Administration

PRESIDENT'S CABINET

Deb M. Takes
Interim President

Jay Browning
*Associate Vice President for
Advancement*

Gene Castellano
*Vice President for Advancement and
External Relations*

Jeffrey Gingerich, Ph.D.
*Vice Provost and
Dean for Academic Affairs*

Christine Lysionek, Ph.D.
Vice President for Student Life

Eric Olson, CPA
Vice President for Finance/Treasurer

Robert Reese
*Vice President for
Enrollment Management*

Susan Rohanna
Director and Title IX Coordinator

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.
*Vice Provost and Dean for
Academic Affairs*

Beverly Bryde, Ph.D.
Associate Dean for Education

Mary H. Harris, Ph.D.
*Interim Associate Dean for
Academic Affairs*

Frances Harkness
Interim Registrar

Kathleen Johnson
Coordinator, Disability Resource Center

Nicole Whiteman
Interim Director, The Children's School

Richard Gebauer
Director, First-Year Experiences

Lisa Plummer
Director, Institutional Research

CENTER FOR TEACHING AND LEARNING

Lisa Ratmansky
Director

CAREER AND PROFESSIONAL DEVELOPMENT

Nancy Hutchison
Director

HOLY SPIRIT LIBRARY

Roberta Jacquet, Ph.D.
Director

WOLFINGTON CENTER

John F. Burke, Ph.D.
Executive Director

ENROLLMENT MANAGEMENT

Robert Reese
*Vice President for
Enrollment Management*

Charles Spencer
*Director of On-Campus Graduate and
Undergraduate Transfer Degree
Completion Recruitment*

Shannon Zottola
Director of Admissions

Dan Eckrich
Director of Enrollment Operations

FINANCIAL AID

Elizabeth Stiles
Director

FINANCE AND ADMINISTRATION

Eric Olson, CPA

Vice President for Finance/Treasurer

BUSINESS OFFICE

Diane Scutti

Controller

FACILITIES

Howard Holden

Director

HUMAN RESOURCES

Susan Rohanna

Director and Title IX Coordinator

PUBLIC SAFETY

Creig Doyle

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, Marketing and Creative Services

INSTITUTIONAL ADVANCEMENT

Jay Browning

*Associate Vice President
for Institutional Advancement*

Jean Jacobson

*Director of Sponsored Programs and
Foundation Relations*

Rachel McCarter

*Director of Alumni Engagement and
Annual Giving Programs*

STUDENT LIFE

Christine Lysionek, Ph.D.

Vice President for Student Life

**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

RESIDENCE LIFE

Sue Kramer

Director

STUDENT DIVERSITY INITIATIVES

Stephanie Reed

Director

Campus Map



- 1. Grace Hall**
ADMISSIONS OFFICE
 Academic Affairs
 Atrium
 Career and Professional Development
 Cavalier Express Center
 Conference Rooms
 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
 Fitness Center
 Locker Rooms
 Nerney Field House
 Performance Lab
 Squash Courts
 Swimming Pool
 Track (indoor)
 Weight Room

5. Upper Athletic Field

- 6. George D. Widener Campus Center**
 Bookstore
 Fine Arts
 Human Resources
 Jazzman's Café
 Lecture Hall
 Lounge/Study Area
 Mailroom/Student Mailboxes
 Music Practice Rooms
 Residence Life
 Student Diversity Initiatives
 Student Engagement and Leadership
 Student Life

- 7. Antoinette Iadarola Center for Science, Education, and Technology**
 Center for Teaching & Learning
 Classrooms
 Faculty Offices
 Laboratories
 Lecture Hall
 Observatory Platform

8. Bruckmann Memorial Chapel of Saint Joseph

- 9. Founder's Hall: The Sister Ursula Infante Learning Center**
 Campus Ministry
 Cavs Corner (dining)

- Classrooms
 Hamilton Family Communications Center
 Newsroom, Radio Station, Video Studio/Editing Suite
 Computer Labs
 Counseling Center
 Disability Resource Center
 Education Resource Center
 Health Services
 Information Technology & Resources
 Language Lab
 Learning Resources & Technology
 Mission Integration
 Psychology Lab
 Service Learning
 Wolfington Center

10. Emmaus House

11. Dixon Tennis Courts

- 12. The Mansion**
 Alumni Relations
 Business Office
 Institutional Advancement
 Marketing & Communication
 MSC Mission Offices
 President's Office
 Public Safety

- 13. Holy Spirit Library**
 Archives
 Cabriniana Room
 Classrooms
 Computer Room
 Conference Room
 Grace & Joseph Gorevin Fine Arts Gallery
 Lounge/Study Area
 Reference Room

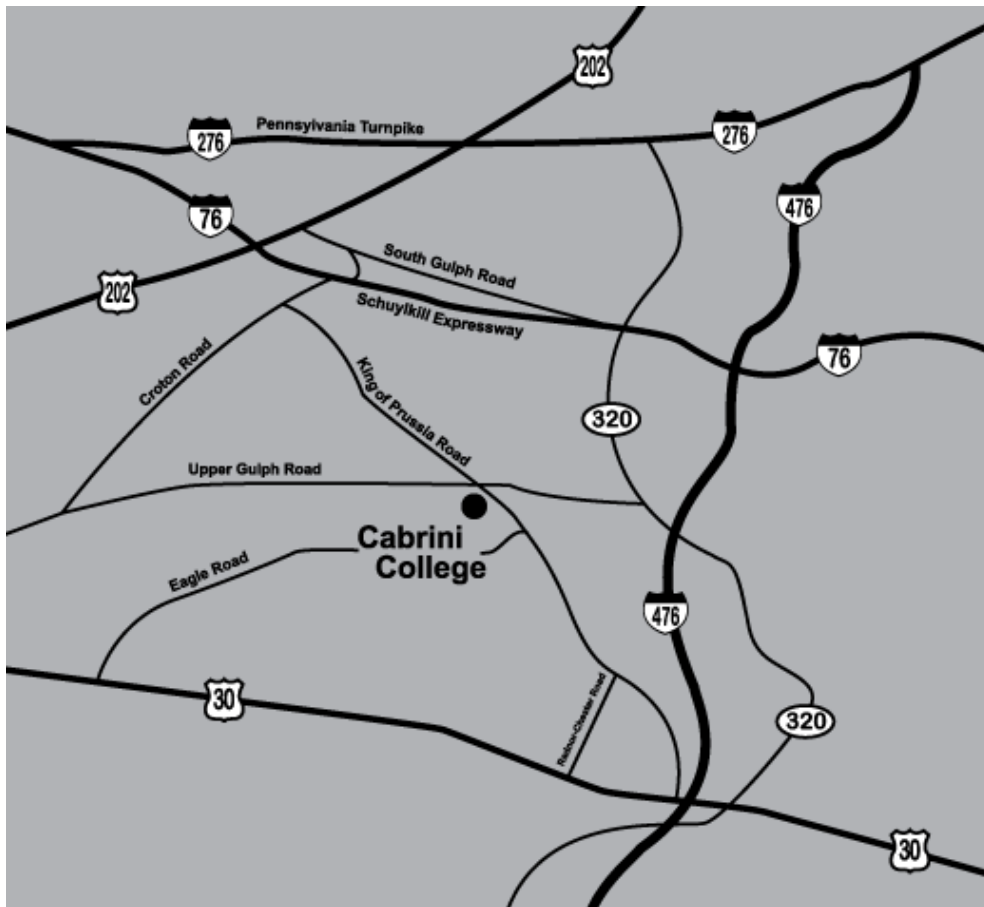
14. Gatehouse

- 15. Rooymans Activity Center**
 Lounges
 RAC Grille (dining)
 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



www.cabrini.edu/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).*

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 Route 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/Washington line stops at Philadelphia's 30th
Street Station, which connects with the Paoli/Downingtown
regional-rail 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, visit www.cabrini.edu/shuttle.

BY AIR

Cabrini is approximately 20 minutes from Philadelphia International
Airport. Limousine and train service is available, and nearby hotel
accommodations are plentiful.

*At the light at the end of the ramp, turn left onto Lancaster
Avenue (Route 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.

The provisions of this bulletin are not to be regarded as an irrevocable contract between the student and the College. Cabrini College reserves the right to change any provisions or requirements at any time within the student's term of attendance.

Accreditation

Cabrini College is accredited by the Middle States Association of Colleges and Schools and is approved by the Department of Education, Commonwealth of Pennsylvania.

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, 610 King of Prussia Road, Radnor, PA 19087-3698.

Student Privacy Rights

Cabrini College affirms the right to privacy of each member of the College community in accordance with the Family Education Rights to Privacy Act of 1974 (P.L. 98-80) as amended (P.L. 93-568) and any regulations that may be promulgated there.

Students and others wanting specific information regarding records maintained in their names are advised to contact the Registrar's Office, 610 King of Prussia Road, Radnor, PA 19087-3698.

Nondiscrimination 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 those persons who are marginalized in the community.

Cabrini College is committed to a policy of equal opportunity for all in every aspect of its operations. The College has pledged not to discriminate on the bases of race, color, sex, age, religion, national origin, sexual orientation, disability, veteran status, or marital or parental status. This policy extends to all educational, service, and employment programs of the College.

To ensure the quality 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 (610-902-8206).

Anyone who has a question regarding discrimination or believes they have been the subject of discrimination should contact the director of human resources.

Right to Modify

Information in this Catalog refers to the 2013-14 academic year. The College reserves the right to change requirements and regulations, as well as dates, schedules, courses, and programs.

Checklist for Applicants

To apply to one of Cabrini's graduate programs, prospective students should:

- Submit a completed graduate application with a \$50 application fee.
- Submit official college transcripts from undergraduate graduate experience.

Official transcripts are received in sealed envelopes, originally sealed by the college. Request of transfer of graduate credit (maximum of six credits) or content-area credit (normally from undergraduate work) for Secondary Education certification should be accompanied by transcripts and copies of the course descriptions.

- Submit a letter of recommendation from a professional reference.

Typical references include a former professor or employment supervisor.

Prospective students may handle the letter, which can be sent by any method.

- Submit a one-page personal statement about professional goals.
- Contact the Graduate Office (610-902-8500) for faculty advisor information to make an advising appointment.

All documentation should be sent to:

- Office of Graduate Studies, Cabrini College
610 King of Prussia Rd.
Radnor, PA 19087-3698

610-902-8500, office

610-902-8522, fax

www.cabrini.edu/graduate

Persons with learning disabilities who wish to receive accommodations must first meet with coordinator of the College's disability resource center and provide recent documentation for evaluation.

Call 610-902-8572 to make an appointment prior to the request for accommodations.

Such disclosure is voluntary and is kept in strict confidence.