Graduate Catalog

2014 – 15

Contents

Academic Calendar

Fall 2014

August 22 (F)	New Residents report.
	New Resident Orientation / New Transfer Orientation / Matriculation Ceremony
August 24 (Sun)	Residence halls open for returning students.
August 25 (M)	First day of classes (8:15AM)
September 1 (M)	Labor Day Holiday (no classes)
September 3 (W)	Last day to Add or Drop Classes or Declare audit
September 22 – 25 (M – Th)	Cavalier Spirit Week
September 26 – 28 (F – Sun)	Homecoming / Fall Honors Convocation
October 10 (F)	Dean's Fall Holiday (no classes)
October 15 (W)	Semester Midpoint
October 24 (F)	Last day to Withdraw from a course
November 3 (M)	Graduate-student registration for Spring Semester 2015 begins.
November 10 (M)	Senior-priority registration for Spring Semester 2015 begins.
November 11 (T)	Cabrini Day (no day classes; before 4:30PM)
November 13 (Th)	Junior-priority registration for Spring Semester 2015 begins.
November 17 (M)	Sophomore-priority registration for Spring Semester 2015 begins.
November 20 (Th)	Freshman-priority registration for Spring Semester 2015 begins.
November 26 (W)	Residence halls close at 10AM.
November 26 – 30 (W – Sun)	Thanksgiving Recess (no classes)
November 30 (Sun)	Residence halls open at noon.
December 1 (M)	All classes (day and evening) resume.
December 5 (M)	Classes end / Last day to Declare Pass/Fail
December 8 – 12 (M – F)	Final Examinations
December 13 (Sat)	Residence halls close at 10AM.

Winter 2014–15

December 13 (Sat)	Winterim Session classes start.
December 24 – January 1 (W – Th)	Christmas Break
January 2 (F)	Winterim Session classes resume.
January 11 (Sun)	Winterim Session classes end.

Spring 2015

January 2 (F)	Last day for Seniors to apply for August 2015 Graduation
January 11 (Sun)	Residence halls open at noon.
January 12 (M)	All classes (day and evening) begin.
January 19 (M)	Martin Luther King Jr. Holiday (no classes)
January 21 (W)	Last day to Add or Drop a course or Declare Audit
February 16 (M)	Founder's Day
February 28 (Sat)	Residence halls close at 10AM.
March 1 – 8 (Sun – Sun)	Semester Break (no classes)
March 2 (M)	Last day for Seniors to apply for December 2015 Graduation

March 4 (W)	Semester Midpoint
March 8 (Sun)	Residence halls open at noon.
March 9 (M)	All classes (day and evening) resume.
March 16 (M)	Graduate-student registration for Summer/Fall 2015 begins.
March 23 (M)	Senior-priority registration for Summer/Fall 2015 begins.
March 25 (W)	Last day to Withdraw from a full-term (15-week) course
March 26 (Th)	Junior-priority registration for Summer/Fall 2015 begins.
March 30 (M)	Sophomore-priority registration for Summer/Fall 2015 begins.
April 1 (W)	Make-up day for inclement weather – virtual classroom
April 1 (W)	Residence halls close at 10AM.
April 1 – 6 (W – M)	Easter Holiday Break (no classes)
April 6 (M)	Residence halls open at noon.
April 7 (T)	All classes resume (8:15AM).
April 7 (T)	Freshman-priority registration for Summer/Fall 2015 begins.
April 28 (T)	Arts, Research, & Scholarship Symposium (no day classes; 4:30PM)
May 4 (M)	Last day of classes / Last day to Declare Pass/Fail
May 5 – 9 (T – Sat)	Final Examinations
May 10 (Sun)	Residence halls close at 10AM.
May 10 – 17 (Sun – Sun)	Senior Week Activities
May 16 (Sat)	Commencement Mass
May 17 (Sun)	Commencement Exercises

Summer 2015

May 18 (M)	First day of Summer I and 12-week Session
May 25 (M)	Memorial Day Holiday (no classes)
June 10 (W)	Last day to Withdraw from a Summer I course
June 26 (F)	Last day of Summer I
June 29 (M)	Last day for Seniors to apply for May 2016 Graduation
July 3 (F)	Independence Day Holiday (no classes)
July 6 (M)	Last day to Withdraw from a Summer 12-week course
July 15 (W)	Last day to Withdraw from a Summer II course
August 7 (F)	Last day of Summer II and Summer 12-week session

All dates are subject to change.

Please check updated calendar of events at www.cabrini.edu/AcademicCalendar.

Telephone Numbers

610 King of Prussia Road
Radnor, PA 19087-3698

Academic Affairs 610-902-1058

ADA/504 Coordinator 610-902-8206

Admissions (Undergraduate) 610-902-8552

Admissions Email ....admit@cabrini.edu

Admissions Fax 610-902-8508

Affirmative Action 610-902-8206

Alumni Office 610-902-8256

Assessment of Prior Learning 610-902-8795

Athletics 610-902-8387

Bookstore 610-902-8526

Business Office (Student Billing) 610-902-8164

Cabrini College Website ....www.cabrini.edu

Campus Ministry 610-902-8225

Cavalier Express Center 610-902-8188

Cavalier Express Center Fax 610-902-8309

Center for Career
  and Professional Development 610-902-8305

Center for Student Engagement
  and Leadership 610-902-8407

Children's School 610-964-6112

Dining Services 610-902-8505

Dixon Center 610-225-3904

Faculty Support 610-902-8310

Financial Aid, Scholarships 610-902-8107

Financial Aid Fax 610-902-8426

General Information 610-902-8100

Graduate Studies 610-902-8500

Graduate Studies Fax.............................610-902-8522

Holy Spirit Library 610-902-8538

Provost's Office 610-902-8301

Provost Fax 610-902-8797

Public Safety 610-902-8245

Registrar (Transcripts, Records) 610-902-8548

Registrar Fax 610-902-8309

Residence Life 610-902-8410

Study Abroad Program 610-902-8383

Snow Closing Number: 610-902-THAW

(KYW 1060 AM) Delaware County

523 (day classes), 2523 (evening classes)

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

- To provide an environment consistent with Saint Frances Xavier Cabrini's work in a pluralistic society by welcoming all qualified students in the enterprise of intellectual, spiritual, social and emotional growth
- To provide a Cabrinian "education of the heart" that teaches that intellectual competence cannot be divorced from values or a moral responsibility to the community
- To provide a strong liberal arts education enabling students to develop as critical thinkers, versed in communication and analytical skills, with the ability to apply knowledge to new and different problems and with the ability to continue to learn from life
- To provide academic programs that will educate students
    a) as highly trained professionals who enter graduate studies and professional fields or
    b) who continue their professional development for career advancement and change
- To provide a qualified faculty and staff dedicated to educational excellence and professional development and to encourage personal and group interchange among students, faculty, and staff
- To provide guidance to assist each student in developing a sense of values, a good self-image and responsibility to God, self and the world
- To provide a broad range of cultural, religious, social and recreational activities in order to carry the educational enterprises beyond classroom instructions
- To foster a community that treasures and respects its religious heritage while it recognizes it is enriched by differences in cultures and religious beliefs
- To develop programs, services and educational delivery systems that are responsive to the different goals and needs of all our students on and off campus: day and evening, resident and commuter, traditional and nontraditional, undergraduate and graduate

- To conduct ongoing evaluations of all campus programs, instructional and non-instructional, in order to improve their effectiveness and to create new programs consistent with the College's mission and its vision for the future.
- To encourage all College personnel to participate in the total development of students by their actions, example, and excellence in service
- To promote a spirit of cooperation and collaboration among faculty, students, staff, administrators, advisors, alumni, parents, and Board of Trustees in achieving the goals of the College

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.

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 , and Social Studies (History)
- Reading Specialist (K-12)
- English as a Second Language
- Principal/Administrative I (K-12)

III.   Master of Education with Teacher Certification

- Early Elementary
- Special Education
- Secondary Education
- Reading Specialist
- English as a Second Language
- 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 and 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

VI.   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 CO_2 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 molecularsoftware 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 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 a circulating collection of instructional materials for education majors, and Teacherworks, with tools and craft supplies for education majors to 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 Wolfington 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 is an upscale coffee bar located on the lower level of the Widener Center, offering 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.

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. 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.

Graduate Admission

Graduate Study Eligibility

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.

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 Admissions 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 Admissions
- Submit a letter of recommendation to Graduate Admissions 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.

Admission Decisions

Accept Full

Student's application is complete and they meet all admissions requirements.

Accept Provisional

Student's application is complete but his/her academic credentials are below the admissions requirements. Students are required to take nine credits which count towards his/her program, in order to demonstrate academic success at the Graduate Level.

Provisional students must achieve a 3.0GPA or higher to be considered fully admitted.

Accept Conditional

A conditional acceptance may be offered to a student who is missing application materials such as, an Official Academic Transcript, Transcript with conferred date, Letter of Recommendation

Graduate Studies Program Requirements

Master of Education & Teacher Certification

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.

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:

- Intermediate Accounting I and II (Cabrini equivalent ACC 330/331)
- Tax (ACC 341/343)
- 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.

International Students

Students whose native language is not English are admitted into 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 Admissions.

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.

Continuous Enrollment Policy

Graduate students must register for a minimum of three hours of credit during any semester in which they use college facilities and/or staff time. See the Minimum Enrollment Policy below for additional graduate enrollment requirements.

A student who has not attended Cabrini for three consecutive semesters and who wishes to return for the same admission classification and major must submit an application for resumption of study to the Office of Graduate Admissions.

The Schedule of Classes for each semester can be found at www.cabrini.edu/WebTMS.

Minimum Enrollment for Degree-Seeking Students

I. Degree seeking graduate students must maintain continuous enrollment from matriculation until completion of all degree requirements.

   Minimum Enrollment does not apply to those students taking credits as Non-Matriculating / Visiting / Act 48 credits and/or certification-only programs.

II. Continuous enrollment is defined as registering for a minimum of three (3) credits in at least two semesters per academic year (fall, spring, summer), including the three hours of *graduate* credit that is required for registration during the semester in which degree requirements are complete, until the degree is attained or status as a degree-seeking graduate student is terminated.

This policy specifies a minimum for maintaining status as a degree-seeking graduate student only. It does not supersede the minimum enrollment requirements of other programs, offices, or agencies.

Graduate Students accepted before Fall 2014 are exempt from the continuous-enrollment policy. However, if a student does not attend for three consecutive semesters he/she will have to complete a resumption of study application.

Leave of Absence & Voluntary Withdrawal

Some Cabrini students find that time away from college is necessary or desirable. Therefore, the College tries to make the procedure for an educational, personal, or medical leave of absence and return to the College as simple as possible. A leave of absence cannot exceed 180 days.

Graduate students on and off-campus desiring a leave of absence or a voluntary withdrawal must schedule a meeting with the Director of Enrollment Retention in the Enrollment Management Office as a condition for honorable dismissal. In unusual circumstances (serious illness or accident), students may be unable to meet with the Director of Enrollment Retention may instead authorize a family member to initiate a written request for an Educational Leave / Withdrawal actions.

Students who withdraw without meeting with the Director of Enrollment Retention, notifying the Academic Affairs Office or fail to settle financial accounts with the College, are not entitled to honorable dismissal and will be held accountable to the six-year time limit for degree completion.

In addition, students requesting a leave of absence for pregnancy, childbirth, or adoption of a child will not be held to six-year time limit for their graduate degree.

Failure to return to graduate studies by the specified date from an approved leave of absence will result in an administrative withdrawal by the Registrar.

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 Admissions Office at 610-902-8291.

Costs, Expenses, and Financial Aid

Tuition and Fees

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)	$615
Application Fee	$50
Enrollment Deposit	$100
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
Special Education Fee	$25
MACC 510,520,530,533,540, 550,560,570,590, 593,595,599	$150

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 fees (collection agency fees, 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:

First 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:

First week of class... 80%

Second 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 second meeting of the class 100%

Students who withdraw after the timeframe noted above will receive no refund of tuition, registration, lab, and course fees.

Withdrawal

Students may withdraw from a semester-long course up to three weeks after the semester midpoint (refer to academic calendar for exact dates for each semester). The withdrawal deadline for accelerated/part-of-term courses is before completion of 70% of the course.

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. Students are financially responsible for all courses from which they withdraw. 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 is signed, dated, and specifies student's name, ID number, semester, course name, number, and section.

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., MAcc, 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, including 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

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

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

Selection Process and Term Duration

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

Hearing Process

- Hearings and appeals are scheduled as soon as possible after a Violation Form or appeal is received.
- The student must be present at the hearing.
- The Board or the student may request that the faculty member attend or the faculty member may choose to attend.

- The student or faculty member may present evidence or documentation to support their positions.
- The Board will deliberate privately and render a decision based on a preponderance of the evidence presented.
- If the Board decides the preponderance of evidence shows that a violation has occurred, the penalty assigned by the faculty member will stand.
- If the Academic Honesty Board overturns the charge, the penalty is removed and all records of the alleged violation are destroyed.
- In cases of a second or serious first violation, the Board will conduct a hearing and determine what additional College- level penalties may be imposed.
- In cases when the penalty is suspension or expulsion, the Board consults with the Provost and Vice President for Academic Affairs regarding the final decision.
- The Academic Honesty Board's decision is final.

When the Board convenes to hear a case

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

Responsibilities of the Board

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 WebCTpages, 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
- Unauthorized use of a calculator, cell phone or other electronic device with information for an exam, test, or quiz
- Writing information on one's person or clothing
- Unauthorized collaboration with another student to share information in an exam or testing setting or during completion of a take-home assignment
- Glancing at another student's paper during an exam, test, or quiz
- Conversations during a testing setting
- Soliciting information regarding an exam or test from another student
- Obtaining an examination prior to its administration

This list is not exhaustive.

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

This list is not exhaustive.

Information Falsification or Fabrication
- Falsification of research data
- False information regarding the time or date work was submitted, the fact of work, having been submitted, or the reasons for missing an assignment or class meeting
- False information regarding another student

This list is not exhaustive.

Theft or Destruction of Intellectual Property
- Taking the work of another student without permission
- Taking the course materials from an instructor without permission
- Defacing or taking without permission academic materials including library resources, computer software, or laboratory materials
- Hindering other students, faculty or staff from the use or access to Library or other academic materials

This list is not exhaustive.

Facilitation of Academic Dishonesty
- Giving materials such as test or papers to another student without the professor's permission
- Helping another student obtain materials for cheating or plagiarism
- Discussing an exam or test with a student who has yet to take it without the professor's permission

This list is not exhaustive.

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, & 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.
2. 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.
3. 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.
4. 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 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) 0
I (Incomplete) 0

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.'

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

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.

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 Societies

Kappa Delta Pi

Kappa Delta Pi International Honor Society in Education (KDP) was founded by Dr. William C. Bagley in 1911 at the University of Illinois, and its mission is to sustain an honored community of diverse educators by promoting excellence and advancing scholarship, leadership, and service.

The founders chose the name from the Greek words to represent knowledge, duty, and power. Pioneering from its beginning by including women as well as men, Kappa Delta Pi grew from a local chapter to the international organization it is today, comprising 582 chapters and more than 45,000 members.

Past and present members include John Dewey, Lisa Delpit, Henry Giroux, Maxine Greene, and Jean Piaget.

Through its programs, services, and products, Kappa Delta Pi supports and enhances the professional growth and teaching practices of its member educators throughout the phases and levels of their teaching careers. This support is essential to inaugurating and retaining the best and brightest professionals in the field of education.

Sigma Rho of Kappa Delta Pi is the Cabrini College chapter of KDP, and it was chartered on November 17, 1991. Membership for Cabrini College Master of Education students is restricted to those who have completed at least 12 graduate education credit hours with an overall GPA of 3.80 or higher, and it requires the sponsorship of school administrators and/or Cabrini faculty members. Applications are emailed out annually.

More information about the society can be found at www.kdp.org. For chapter-specific questions, contact Seamus Mulryan, Ph.D., at stm75@cabrini.edu.

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 grades lower than a 'B-'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 grade lower than a 'B-'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 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.

The program satisfies the requirement of 150 credit hours needed for Pennsylvania's—and many other states'—board of accountancy to be licensed as a Certified Public Accountant (CPA). MAcc students enhance their in-depth knowledge by:

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

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

Program Requirements (30 credits)
- MACC 510 - Advanced Financial Accounting & Reporting
- MACC 520 - Advanced Managerial Accounting
- MACC 530 - The Business Environment
- MACC/LDR 533 - Communication Skills for Leaders
- MACC 540 - Forensic Accounting and Auditing
- MACC 550 - Accounting Information Systems
- MACC 560 - International Accounting
- MACC 570 - Taxes, Regulations, and Professional Responsibilities
- MACC/LDR 595 - Leadership, Ethics, & Organizational Integrity
- MACC 590 - Accounting Internship
  - or -
  MACC 593 - Study Abroad
  - or -
  MACC 599 - Independent Study

Master of Science in Leadership (MSL)

The Master of Science in 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:

1. learn skills critical to highly functioning organizations
2. assist others in achieving their performance goals
3. develop strategies to lead and manage organizational change
4. gain the skills to motivate a diverse workforce
5. 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 Requirements (21 credits)

- LDR 520 - The Art and Science of Leadership
- LDR 533 - Communication Skills for Leaders
- LDR 543 - Introduction to Action Research
- 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 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, 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 at least 21 credits of required and elective courses.

There are three Core courses in the M.Ed. program. In each of these courses students are exposed to the areas of educational foundations, research, and diversity / social justice.

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 (30 credits minimum)

Master of Education (M.Ed.) without Certification

Master of Education in Teaching and Learning

The Master of Education in Teaching and Learning program guides students to analyze the dynamics of teaching and learning, to create supportive learning environments, and to refine instructional skills and knowledge in specialized areas.

The M.Ed. in Teaching and Learning is designed to help experienced teachers become reflective practitioners and effective leaders in their daily work.

Core Requirements (9 credits)
- EDG 501 - Educational Research (3 credits)
- EDG 521 - Socio-cultural Foundations of Education (3 credits)
- EDG 540 - Philosophical Foundations of Education (3 credits)

Required Courses (18 credits)
- EDG 535 - Teaching and Learning for Equity
- EDG 560 - Assessment, Equity, and Education
- EDG 570 - Exceptionalities in the Inclusive Classroom
- EDG 546 - English Language Learners in Inclusive Classrooms
- EDG 506 - Teacher Action Research: Proposal and Implementation
- EDG 596 - Teacher Action Research: Analysis and Reflection

Elective Requirements (3 credits)

Master of Education in Curriculum, Instruction, and Assessment

The program is designed for students who are interested in becoming transformative educators—engaged citizens of the world—who are committed to curricular and instructional improvements through the use of theory and research.

Potential students include current school teachers, students holding undergraduate degrees and interested in a teaching career and those who teach in alternative educational settings.

Core Requirements (9 credits)
- EDG 501 - Educational Research (3 credits)
- EDG 521 - Socio-cultural Foundations of Education (3 credits)
- EDG 540 - Philosophical Foundations of Education (3 credits)

Required Courses (15 credits)
- EDG 558 - Curriculum Foundations and Explorations
- EDG 568 - Student Centered Curriculum
- EDG578 - Learning, Instruction, & Assessment
- EDG 535 - Teaching and Learning for Equity
- EDG608 - Action Research in Curriculum Design and Implementation (Capstone)

Elective Requirements (6 credits)

Master of Education Thesis Option
The Master of Education Thesis Option is an option available for all Master of Education students interested in a sustained research project and/or in pursuing a doctoral degree in education. Students, in consultation with their advisor and the Assistant Dean for Education will be assigned to a thesis advisor.

The thesis advisor will guide the student through the process of developing an acceptable proposal, conducting the study, completing the written report, selecting additional readers, and preparing for a defense of the study.

Requirements: Program requirements + 6 credits of thesis research (EDG 699)

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)
  - K-12 Administrative I Certificate
  - Reading Specialist (K–12)
  - Special Ed (PreK–8)
  - English as a Second Language

In the M.Ed. with Certification students complete the M.Ed. Core courses (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 of Education 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 desired 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.

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.

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 in the online Teacher Information Management System (TIMS).

If all requirements for certification are met the Cabrini certification officer will recommend the applicant to the Pennsylvania Department of Education (PDE) in TIMS.

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:
1. Complete required graduate courses in education,
2. Successfully complete an appropriate student-teaching experience
3. Successfully pass the required PECT exams

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.

In addition to the required coursework, candidates must also pass the appropriate PECT exams.

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
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		MAT 407	Geometry
ENG 375	Drama			
ENG 379	Introduction to the Study of Language		**Biology Area Requirements (65-66 credits)**	
COM 101	Introduction to Mass Communication		BIO 101/L	Biological Science I
COM 221	The Writing Process		BIO 102/L	Biological Science II
COM 270	Video Production		BIO 206/L	Cell and Molecular Biology
COM 280	Acting		BIO 348/L	Ecology
COM 340	Public Speaking		BIO 248	Biological Applications of Earth Science
COM Elective			BIO 263/L	Genetics
COM Elective			BIO/L Elective	
			BIO Elective	(300-level or higher)
Social Studies Area Requirements (42 credits)			BIO Elective	(300-level or higher)
HIS 107	Survey of U.S. History I		CHE 111/L	General Chemistry I
HIS 108	Survey of U.S. History II		CHE 112/L	General Chemistry II
HIS 251	Survey of Latin American History I		CHE 211/L	Organic Chemistry I
HIS 252	Survey of Latin American History II		MAT 117	Algebra and Trigonometry
HIS Elective			- or -	
HIS Elective			MAT 130	Calculus I
HIS Elective			MAT 118	Introduction to Statistics
HIS Elective			- or -	
HIS Elective	300-level or higher		MAT 313	Probability and Statistics
HIS Elective	300-level or higher		PHY 101/L	General Physics I
POL 206	Comparative Government		PHY 102/L	General Physics II
POL 230	Current Events			
POL 275	Comparative Economics		**Chemistry Area Requirements (56-58 credits)**	
SOC 201	Introduction to Sociology		CHE 111/L	General Chemistry I
- or -			CHE 112/L	General Chemistry II
SOC 207	Cultural Anthropology		CHE 201	Analytical Chemistry
- or -			CHE 211/L	Organic Chemistry I
HIS 336	Engaged Ethnography		CHE 212/L	Organic Chemistry II
			CHE 401/L	Physical Chemistry I (or 4 credits total)
Mathematics Area Requirements (31 credits)			CHE 402/L	Physical Chemistry II (or 4 credits total)
MAT 130	Calculus I		CHE 407/L	Instrumental Analysis
MAT 131	Calculus II		CHE 440/L	Biochemistry
MAT 201	Introduction to Linear Algebra		CHE Elective	(3-4 credits)
MAT 313	Probability and Statistics		CHE303	Inorganic Chemistry
MAT 230	Calculus III		MAT 130	Calculus I
MAT 215	Discrete Mathematics		MAT 131	Calculus II
MAT 301	Abstract Algebra		PHY 101/L	General Physics I
MAT 222	History of Math		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
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
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

English as a Second Language (ESL)

Program Specialist (K-12)

As communities and schools welcome people of diverse cultures, teachers prepared to teach ESL (English as a Second Language) are in high demand.

Cabrini's graduate certificate in ESL program satisfies the Pennsylvania state requirements for the K-12 ESL Program Specialist Certification and equips teachers with the knowledge, skills and disposition necessary to provide differentiated instruction for English language learners, support families and local communities, advocate for students, and promote professional growth and development.

This program integrates Cabrini's core values of respect, vision, community and dedication to excellence, embodies the guiding principles of Catholic social teaching and incorporates the model of integral human development, where individuals reach their full potential in an atmosphere of peace, social justice and human dignity.

Teaching English as a Second Language Program Specialist is an add -on certificate, available only to those who currently possess a Pennsylvania Instructional I or II teaching certificate and preferably to candidates actively working in schools.

The 18 -credit TESOL Certificate Program is taught by expert and experienced faculty who weave relevant readings, reflective writing, discussion, practical experience and considerations of educational equity and social justice into each class.

The theory-based curriculum includes:

- Multicultural and Intercultural Learning
- Grammar and Phonology of the English Language System
- Inclusive Curriculum Design Principles
- Informal, Formative, and Summative Assessment Protocols
- Theories of Second Language Acquisition
- The Implementation and Reflective Practice of TESOL instructional strategies
- Development of a Personal Teaching Portfolio
- 70 Theory-based Fieldwork Opportunities embedded throughout the program

The program has been designed to meet the needs of busy working adults. It can be completed in one year of full -time study or over several years.

Classes are offered in fall, spring and summer semesters and candidates can enter the program at any point throughout the year.
Students may complete the Master of Education with TESOL certification by completing an additional four courses (12 credits)

Certification Requirements (18 credits)

- GESL 510 - Language Learning and Linguistics
- GESL 520 - Language, Culture, and Community
- GESL 530 - Assessment of English Language Learners
- GESL 540 - School Leadership, Social Justice, and Advocacy

- GESL 580 - Action Research, Reflective Practice, and Portfolio Development of ESL Teachers
- GESL 590 - Practicum in Teaching and Assessment of English Language Learners

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. 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 Administrative I Certification leading to 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.

This program 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
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
7. development of a professional administrative portfolio.

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
- EDG 652 - Administrative I Internship – Field 2 (1 credit)
- EDG 653 - Administrative I Internship – Field 3 (1 credit)
- EDG 654 - Administrative I Internship – Field 4 (1/2 credit)
- EDG 655 - Administrative I Internship Portfolio (1/2 credit)

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.

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 Accounting (MAcc) Courses

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 The Business Environment

This course covers important concepts necessary to successfully function in the general business environment. This includes understanding the role of governance in business the business environment and how the business environment impacts the strategy of a business. Students will also become familiar with strategic business functions such as risk management; financial management processes; information systems and communications; micro and macroeconomics and operations management.

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 Auditing and Forensic Accounting

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 Taxes, Regulations, and Professional Responsibilities

This course focuses on tax practice, legal and professional responsibilities of a CPA in the business environment. This includes the application of tax reporting and compliance that impact individuals, business entities, estates and trusts.

Students will also learn the legal implications of business transactions and the legal environment pertaining to CPAs. 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 Internship
This course is an opportunity for students to gain valuable experience in a variety of work settings in order to broaden their practical understanding of the field of accounting.
Prerequisites: MACC 533, MACC 560, MACC 595.
3 credits

MACC 593 - Study Abroad
This course provides an opportunity for students to broaden their view of the world through a study abroad experience so as to expand their global perspective of international business and how it applies to the field of accounting.
Prerequisites: MACC 533, MACC 560, MACC 595.
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

MACC 599 - Independent Study
This course is an opportunity for students to create an independent study experience to pursue a unique area of interest in the field of accounting. Approval of program coordinator, faculty member, and Dean for

Academic Affairs or the Vice President for Academic Affairs or their designate required.
Prerequisites: MACC 533, MACC 560, MACC 595.
3 credits

Master of Science in Leadership Courses

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 (Capstone)
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 Introduction to Action Research
This course provides an overview of research methods, designs, and techniques viewed through an action research lens. Students in this course will be introduced to action research theory and practice in relation to their own professional interests. This course will have students explore how action research can be used to improve organizational practice, garner a better understanding of that practice, and improve the situation in which the practice is carried out. Students will have the opportunity to identify a problem and conduct secondary research to establish credibility within their selected field of study. This course provides the framework for the OLG/NPL/CIV 615 capstone 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 (Capstone)

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 (Capstone)

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

Graduate Education Courses

EDG 501 Educational Research
This course teaches students how to critically read and evaluate peer reviewed research studies, develop sound research questions and examine instructional problems through published research. The course is designed to introduce students to basic principles of various educational research designs. Students will become proficient in reading, analyzing and evaluating educational research.
Offered fall, spring, & summer. 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-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.
Prerequisite: EDG 501. 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, & summer. 3 credits

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 Department 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 High-Incidence Disabilities: Instructional Programs/Practices I

This course focuses on evidence-based instructional strategies for students with high incidence disabilities in core and intervention areas to ensure achievement of students with disabilities from birth to grade 8. Application of Pennsylvania's Academic Standards and Pennsylvania Early Learning Standards for PreK–8, will be used to determine techniques for creating educational environments where all students, particularly those with various learning differences (including those with 504 plans, English Language Learners (ELL), and students identified as at-risk) will have equal opportunity to develop academically and socially.
Teacher candidates will identify and implement accommodations for the PreK-8 learner.
3 credits

EDG 514 Special Education Program Development & Evaluation

This course focuses on the ways in which multiple processes of assessment (screening, special education eligibility, program planning, and evaluation) occur for the full range of students with disabilities from Prek-12 in order to plan IFSPs and IEPs that support effective instruction in a variety of settings. The interdisciplinary assessment process which includes Response to Instruction and Intervention (RTI) and the application of Pennsylvania's Academic Standards during instruction for Pre K–8 and 7–12 is covered along with legal requirements, professional roles and responsibilities.

Additionally, this course provides graduate level students with the knowledge and skills necessary to establish and maintain progress monitoring practices aligned with the identified needs of each student. Graduate students will be provided the theoretical and practical basis for selection and use of the wide range of tests and measurement data available to better inform instruction.
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: Positive Behavior Intervention Strategies

This course focuses on the use of evidence-based behavior intervention strategies to manage individual and large group social and emotional needs of students with disabilities based on the application of positive behavioral approaches and functional behavioral assessments. This course focuses on patterns of typical behavioral milestones and how patterns of behaviors of students with disabilities may be different.
Teacher candidates will use evidence -based behavior intervention strategies including progress monitoring. This course will explore positive teaching of appropriate behaviors to facilitate learning during individual and large group instruction. Implementation of procedures for assessing (such as Functional Behavior Analysis) problematic behaviors of students with disabilities will be discussed.
3 credits

EDG 518: Instructional Strategies and Programs Students with Low Incidence Disabilities

This course is designed for the assessment and development of instructional strategies and evidence-

based learning for individuals with significant disabilities. Teacher candidates will demonstrate knowledge of common etiologies and the impact various low incidence disabilities can have on learning and the educational experience. 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 assessing each student's needs and developing individualized education plans that are standards based as well as best practices instructional programming.

EDG 519 Assistive Technology Perspectives
This is an introductory course designed for students to become familiar with research based practices necessary to facilitate success of students with disabilities for whom Assistive Technology can increase independence as well as academic and social success. Particular attention will be given to students with communication and writing challenges. Participants will gain knowledge of the varying levels of assistive technology across the curriculum for the students whom they serve as well as accommodations and effective Individualized Service Plan (IFSP) and Individualized Education Plan (IEP) development. Students will gain knowledge of integration of assistive technologies; principles of Universal Design (UDL); the ways that digital media can increase the students with disabilities; accessibility of core instructional materials within Pennsylvania's Standards-Aligned System; and, Academic Standards and Assessment Opportunities.
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 and 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 developmental 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 Teaching and Learning for Equity
This course is designed to assist elementary and secondary teachers to understand the principles and the practice of both differentiated instruction and multicultural education. The course focuses on the complex diversity of today's regular education classrooms, and provides a balance of instructional theories and practical applications to help teachers respond to the opportunities and challenges that accompany this diversity. Students will use the theories and strategies studied to improve the learning and achievement of each student in their PK–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.
3 credits

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.
3 credits

EDG 539 Instructional Strategies for Teaching Beginning Reading Skills
This course provides an in-depth introduction to the theory, research and practice of language and literacy development for the PreK-4 learner. Students will identify language development in the following areas: semantic knowledge, syntactic knowledge, morphemic knowledge, phonetic knowledge pragmatic knowledge, receptive vocabulary, expressive vocabulary, and auditory comprehension. This course provides in depth exposure to best practices for teaching integrated language arts (reading, writing, grammar, word study, listening, speaking, and handwriting) in grades PreK-4. Students will apply their emergent understanding of both theory and practice through reflective journal writing, making lesson plans, creating mini lessons, developing instructional resources, designing preliminary formative and summative assessments and creating an integrated, literature based unit to support the development of literacy skills and strategies. An emphasis will be placed on using culturally appropriate materials and pedagogies as well as adapting lessons to meet the needs of individual learners, including those who need learning support and English language learners.
PreK-4 candidates only. 3 credits.

EDG 540 Education and the Common Good: Philosophical Foundations
This course introduces students to the study of aims, relations, and meanings in education through the exploration of differing philosophies such as progressivism, essentialism, perennialism, and critical theory. Each student will develop a unique philosophical perspective on education through discussing and writing about questions that include:
- What is the purpose of education?

- What is the nature of the student-teacher relationship?
- What does it mean to learn and to know?
- How might education serve the common good and help us flourish, both as individuals and as a society?

3 credits

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.
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 leaners.
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 550 Instructional Strategies for Teaching Beginning Writing Skills

This course examines the teaching of writing in the PreK-4 classroom including some of the major theories about how writers write and how to teach writing. Students develop ways to integrate the theories about teaching of writing into their own practice of teaching; attend to the similarities and differences in the teaching of writing for students of 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 tries to model in its own classroom practices the theorist proposed in the course. An emphasis will be placed on using culturally appropriate materials and pedagogies as well as adapting lessons to meet the needs of individual learners, including those who need learning support and English language learners.
PreK-4 candidates only. 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.
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.
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.
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 558 Curriculum Foundations and Explorations (Hybrid Course)

This course provides foundational knowledge in the field of curriculum theory. With an emphasis on critical thinking, this course examines the influence of major philosophies, theories, and policies on curricula.
The course supports teachers' ability to analyze major influences on curricula in local, national, global, and multicultural contexts.
Offered fall. 3 credits

EDG 560 Assessment, Equity, and Education

Research indicates that high quality learning experiences, including access to equitable instructional resources, improve student performance and assessment outcomes. Course participants will analyze and synthesize current research and literature on the concepts of opportunity to learn and equity in education,

with a focus on both assessment for learning and assessment of learning. Participants will examine high-stakes assessments as they relate to current curricula, and they will also create and analyze their own classroom assessment tools.
3 credits

EDG568 Student Centered Curriculum (Online Course)

This course emphasizes teachers' critical role as creator of the learning environment. It examines various instructional approaches and explore the relationship between curriculum, instruction and assessment. Participants will engage in discussion about how to navigate the competing demands of student needs and parent, policy maker and professional expectations. Students are encouraged to apply theories of curriculum, instruction and assessment into practice and to share their findings with their peers.
Offered spring. 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 570 Exceptionalities in the Inclusive Classroom

Inclusion for students with learning differences or differing abilities creates a web of supports and services to maximize student outcomes. Participants in this course will analyze and apply current theories and research-based practices for inclusion.
Classroom climate as well as instructional approaches will be examined.
3 credits

EDG578 Learning, Instruction, and Assessment (Online Course)

This course provides a comprehensive introduction to issues and theories in learning and instruction from the perspective of educational psychology, integrating findings in neuroscience research. Metacognition strategies are explored and shared. Specific emphasis is on emotional and social intelligence and how they relate to classroom management, learning, instruction and assessment. Participants will be engaged in self-discovery reflecting on their own learning and teaching approaches.
Offered spring. 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 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).
Prerequisites: EDG 501 Educational Research & EDG 506 Teacher Action Research: Proposal and Implementation. 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 summer and as needed. 3 credits

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 Dean for Education or the Assistant Dean for Education 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

Students not currently enrolled in the K-12 Administrative I Certification program must get permission from the program coordinator to register for this course.

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.
3 credits

Students not currently enrolled in the K-12 Administrative I Certification program must get permission from the program coordinator to register for this course.

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.
3 credits

Students not currently enrolled in the K-12 Administrative I Certification program must get permission from the program coordinator to register for this course.

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.
3 credits

Students not currently enrolled in the K-12 Administrative I Certification program must get permission from the program coordinator to register for this course.

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.
3 credits

Students not currently enrolled in the K-12 Administrative I Certification program must get permission from the program coordinator to register for this course.

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.
3 credits

Students not currently enrolled in the K-12 Administrative I Certification program must get permission from the program coordinator to register for this course.

EDG 650 Administrative 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. The certification is K-12. The internship must be done with experiences in elementary, middle, and high schools.
3 credits

Students not currently enrolled in the K-12 Administrative I Certification program must get permission from the program coordinator to register for this course.

EDG 651 Administrative Internship

This is a 3-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.
Offered as needed. 3 credits

*Students not currently enrolled in the K-12 Administrative I
Certification program must get permission from the program
coordinator to register for this course.*

EDG 652 Administrative I Internship – Field 2
This is a 1-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.
1 credit

*Students not currently enrolled in the K-12 Administrative I
Certification program must get permission from the program
coordinator to register for this course.*

EDG 653 Administrative I Internship – Field 3
This is a 1/2-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.
1 credit

*Students not currently enrolled in the K-12 Administrative I
Certification program must get permission from the program
coordinator to register for this course.*

EDG 654 Administrative I Internship – Field 4
This is a 1-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.
0.5 credits

*Students not currently enrolled in the K-12 Administrative I
Certification program must get permission from the program
coordinator to register for this course.*

EDG 655 Administrative Internship Portfolio
This is a half-credit course during which the student
must satisfy the Internship Portfolio requirement of the
program. Throughout the entire program, students work
to complete their portfolios, with and without the direct
assistance of Field Supervisors, onsite mentors and
advisors. The final portfolio grade is assigned to this
course. If the student completes all other coursework,
and has not completed the portfolio, the grade for this
course remains an IPP (in progress passing) until the
portfolio is completed and a final grade is entered.
0.5 credits

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 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. 3 credits. A student may take up to
6 credits.*

Graduate English as a Second Language Courses

GESL 510 Language Learning and Linguistics

This course provides a foundation in linguistics for teachers of English language learners in grades K-12 and includes an overview of phonology and grammar. Participants will apply their emergent understanding of course concepts in a 5- hour practicum, teaching / tutoring one English language learner in English grammar, pronunciation, and vocabulary and documenting student progress.
3 credits

GESL 520 Language, Culture and Community

This course emphasizes the close connection between language and culture and the implications of cross - cultural understanding for teaching and learning English as a second language. As part of the course, participants are required to complete at least 5 hours of service learning, tutoring English language learners within a multicultural setting, including a public school or a community center. Upon completion of the class, participants will complete an ethnographic account summarizing and analyzing the experience.
3 credits

GESL 590 Practicum in Teaching and Assessment of English Language Learners

This is a field -based course of study designed for teachers seeking competency in a new area of certification. Emphasis is placed on practical experience teaching in a public school setting. The practicum is limited to those completing the ESL Program Specialist as an add-on certification who have achieved initial certification and have teaching experience. Participants are required to complete 30 hours of supervised field work in a public school setting, working directly with English Language Learners with the guidance of a certified ESL teacher.
ESL Program Specialist students only. 3 credits

GESL 530 Assessment of English Language Learners

This course provides a critical overview of assessment measures and resources and provides candidates with knowledge and skills needed to make informed evaluations of students' linguistic progress and academic achievement that will guide future teaching. Candidates are required to work for a minimum of 10 hours with one English Language Learner, designing an instructional plan, applying multiple assessments to evaluate progress, reporting results, creating a digital Language Learning Portfolio, and making recommendations for future instruction.
3 credits

GESL 540 School Leadership, Social Justice, and Advocacy

This course provides candidates with the disposition, knowledge and skills needed to assume a leadership role within schools, and to serve as an agent for social justice, a model of culturally and linguistically responsive pedagogies, and an advocate for English Language Learners and their families. Participants must complete a 10-hour practicum within a public school where they will complete a number of projects in collaboration with other professionals working with English Language Learners.
3 credits

GESL 580 Action Research, Reflective Practice, and Portfolio Development for ESL Teachers

This course provides opportunities to review and analyze research in the field of ESL in order to articulate a personal educational philosophy for instruction of English Language Learners and to provide a framework for an action research plan. Candidates must complete 10 hours of fieldwork within a school, adhering to all policies and procedures for protection of human research participants. They must also create a personal teaching portfolio.
3 credits

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Interim Provost & Vice President for Academic Affairs

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

Beverly Bryde, Ph.D.
Dean for Education

Kimberly Boyd, Ph.D.
Interim Associate Dean for Academic Affairs

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Lisa Ratmansky
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The Children's School

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First-Year Experience

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Institutional Research

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Madeline Danny, D.O.
Physician

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Director

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Director

Campus Ministry

Fr. Carl Janicki
Director of Campus Ministry

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at www.cabrini.edu/directory

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- **Donald Dempsey**

  Graphic Design and Fine Arts

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  English

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M.Ed., State University of New York at Buffalo

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Education
B.S., West Chester State College;
M.Ed., Ed.D., The Pennsylvania State University

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B.A., Immaculata College; M.A., Providence College;
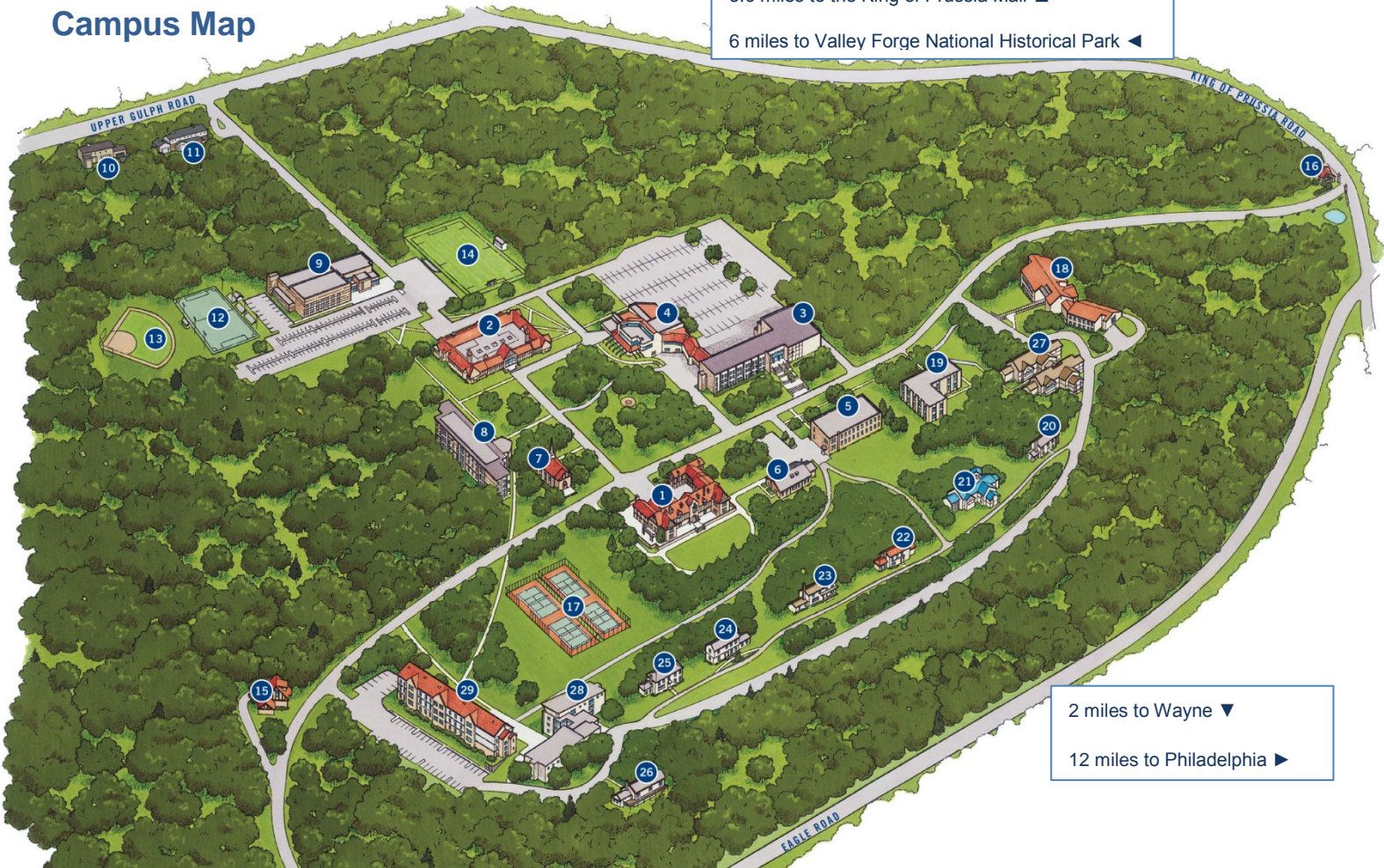Ph.D., Fordham University

Nancy M. Rush
Education
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Ed.D., The Catholic University of America

Gerald Satlow
Information Science and Technology
B.A., Antioch College; M.A.T., Wesleyan College

Campus Map

1. The Mansion
Alumni Affairs
Business Office
Enrollment Operations
Institutional Advancement
Marketing & Communications
Office of the President
Public Safety

2. Grace Hall
Academic Affairs
Admissions Office
Cavalier Express Center
Conference Room
Counseling & Psychological Services
Faculty Offices
Financial Aid
Graduate Studies
Human Resources
Registrar
Theater

3. Founder's Hall
Campus Ministry
Cavs Corner (Dining Hall)
Classrooms
Computer Labs
Disability Resource Center
Education Resource Center
Hamilton Family
  Communications Center
  (Newsroom, Radio Station,
  Video Studio / Editing Suite)
Health Services
Information Technology & Resources
Language Lab

Learning Resources & Technology
Office of Service Learning
Residence Life
Student Life
Wolfington Center

4. George D. Widener Campus Center
Bookstore
Center for Career and
  Professional Development
Center for Student Engagement
  and Leadership
Fine Arts
Jazzman's Café
Lecture Hall
Lounge / Study Area
Mailroom / Student Mailboxes
Music Practice Rooms
Nerney Leadership Institute
Office of Student Diversity Initiatives
Sandella's Late Night Café

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

6. Rooymans Activity Center
The RAC Grille (dining)
Student Government Association

**7. Bruckmann Memorial
Chapel of Saint Joseph**

**8. Antoinette Iadarola Center for
Science, Education, & Technology**
Center for Teaching & Learning
  (Academic Counseling,
  Math Resource Center,
  Peer Tutoring, Writing Center)
Classrooms
Faculty Offices
Laboratories
Lecture Hall
Observatory Platform
Performance Lab
The Colameco Lab for the
  Social & Psychological Sciences

9. Dixon Center
Athletic Offices
Classrooms
Dixon Center Board Room
Locker Rooms
Nerney Field House
Performance Lab
Squash Courts
Swimming Pool
Track (indoor)
Weight Room / Fitness Center

10. MSC Mission Offices

11. President's Residence

12. Edith Robb Dixon Field

13. Softball Field

14. Upper Athletic Field

15. Emmaus House

16. Gatehouse

17. Dixon Tennis Courts

STUDENT HOUSING
18. Xavier Residence Hall
19. Woodcrest Residence Hall
20. Maguire House
21. Dixon House
22. Infante House
23. McManus House
24. Casey House
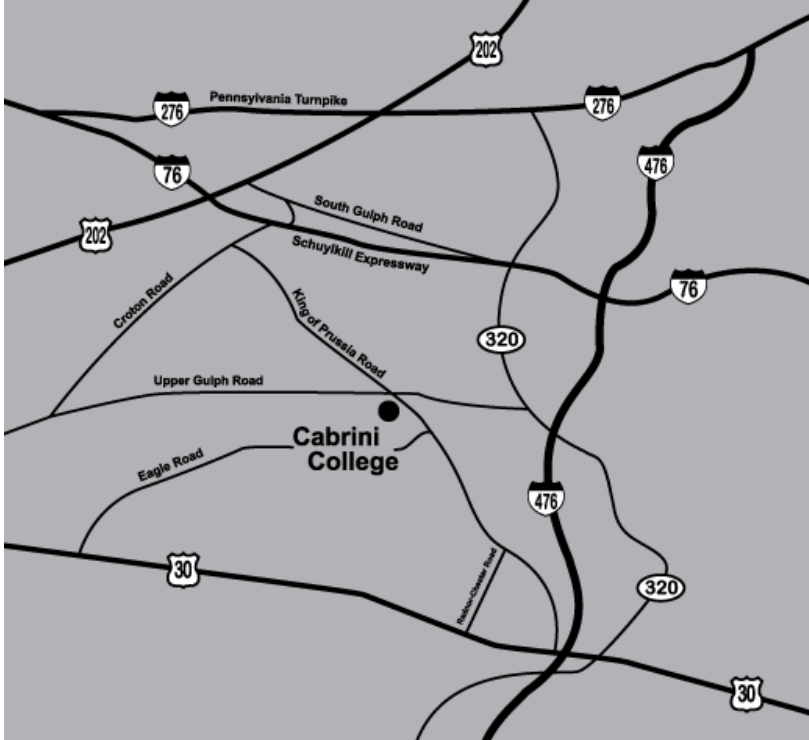**25. Lanshe House**
26. Sullivan House
27. East Residence Hall
28. West Residence Hall
29. Cabrini Apartment Complex

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).*

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*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.

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.

www.cabrini.edu/Directions

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 2014–15 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 Admissions for faculty advisor information to make an advising appointment.

All documentation should be sent to:
Graduate Admissions, Cabrini College
610 King of Prussia Rd.
Radnor, PA 19087-3698

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.