Graduate Catalog

2015 – 16

Contents

Telephone Numbers

Academic Affairs	....	610-902-1058
ADA/504 Coordinator	....	610-902-8206
Admissions (Undergraduate)	....	610-902-8552
Adult & Professional Programs	....	610-902-8183
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
Campus Ministry	....	610-902-8225
Cavalier Express Center	....	610-902-8188
Career and Professional Development	...	610-902-8305
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 Admissions	....	610-902-8291
Holy Spirit Library	....	610-902-8538
Provost's Office	....	610-902-8301
Public Safety	....	610-902-8245
Registrar (Transcripts, Records)	....	610-902-8548
Registrar Fax	....	610-902-8309
Residence Life	....	610-902-8410
Student Engagement and Leadership	....	610-902-8407
Study Abroad Program	....	610-902-8383

Snow Closing Number 610-902-THAW
(KYW 1060 AM) Delaware County 523 (day classes),
2523 (evening classes)

Campus Address:
610 King of Prussia Road
Radnor, PA 19087-3698

Admissions Email .... admit@cabrini.edu
Cabrini College Website .... cabrini.edu

President's Message

Dear Graduate Students,

Your educational journey has taken yet another next step. That's something to celebrate! For some of you, this may be the last step on a long road to fulfilling your dreams. For others, you may see even more advanced degrees in your future. Either way, you've come to the right place because Cabrini College is prepared to take you to the next level of education.

It all starts with this graduate catalog. Paging through this book, I'm envious of the interesting courses you'll be able to take, taught by some of the finest faculty in their fields. What makes graduate education so remarkable is the intense focus in your field of study, delving deeply into subjects and becoming fully immersed in them. Equally, while you are learning and expanding your knowledge, what you learn is often very applicable to your job and will give your career a boast. That's a win-win.

Our faculty are here for you, so I encourage you to get to know them as mentors and guides. This is especially important at the graduate level, where students and faculty become more like peers and colleagues. Some of the most meaningful educational and professional relationships you could ever have are with your graduate faculty, so don't let that chance slip away.

Many of you are professional women and men who have already succeeded in your careers. Others are just beginning. As you take courses together and perhaps research together, share your talents and insights with another. This will add to the richness of your graduate experience and provide new sources of knowledge and guidance. Plus, you can create a network of colleagues that can last a lifetime.

Congratulations on pursuing graduate study! Good luck, enjoy it, and get the most you can from the experience.
In the Cabrini tradition,

Donald B. Taylor, Ph.D.
President

Academic Calendar

On-Campus Programs

Fall 2015

Aug. 28 (F)	New Residents report; New Resident Orientation & New Transfer Orientation
	Matriculation Ceremony
Aug. 30 (Sun)	Residence Halls open for returning students.
Aug. 31 (M)	First Day of classes (8:15AM)
Sept. 7 (M)	Labor Day Holiday (no classes)
Sept. 9 (W)	Last Day to Add or Drop Classes or Declare Audit
Oct. 12 (M)	Dean's Fall Holiday (no classes)
Oct. 13 – 15 (T – Th)	Cavalier Spirit Week
Oct. 16 – 18 (F – Sun)	Homecoming / Fall Honors Convocation
Oct. 21 (W)	Semester Midpoint
Nov. 2 (M)	Graduate-student registration for Spring Semester 2016 begins.
Nov. 9 (M)	Senior-priority registration for Spring Semester 2016 begins.
Nov. 10 (T)	Cabrini Day (no day classes; before 4:30PM)
Nov. 12 (Th)	Junior-priority registration for Spring Semester 2016 begins.
Nov. 12 (Th)	Last Day to Withdraw from a Course
Nov. 16 (M)	Sophomore-priority registration for Spring Semester 2016 begins.
Nov. 19 (Th)	Freshman-priority registration for Spring Semester 2016 begins.
Nov. 25 (W)	Residence halls close at 10:00AM.
Nov. 25 – 29 (W – Sun)	Thanksgiving Recess (no classes)
Nov. 29 (Sun)	Residence halls open at noon.
Nov. 30 (M)	All classes (day and evening) resume.
Dec. 14 (M)	Classes End / Last Day to Declare Pass/Fail
Dec. 15 – 19 (T – Sat)	Final Examinations
Dec. 20 (Sun)	Residence halls close at 10:00AM.

Winter 2015–16

Dec. 19 (Sat)	Winterim Session classes start.
Dec. 24 – Jan. 1 (Th – F)	Christmas Break
Jan. 2 (Sat)	Winterim Session classes resume.
Jan. 18 (M)	Winterim Session classes end.

Spring 2016

Jan. 4 (M)	Last Day for Seniors to Apply for August 2016 Graduation
Jan. 18 (M)	Martin Luther King Jr. Holiday (no classes) / Residence halls open at noon.
Jan. 19 (T)	All classes begin (8:15AM).
Jan. 28 (Th)	Last Day to Add or Drop a course or Declare Audit
Feb. date to be announced	Founder's Day
Feb. 27 (Sat)	Residence halls close at 10:00AM.
March 1 (T)	Last Day for Seniors to apply for December 2016 Graduation
Feb. 28 – March 6 (Sun – Sun)	Semester Break (no classes)
March 6 (Sun)	Residence halls open at noon.
March 7 (M)	All classes (day and evening) resume.
March 9 (W)	Semester Midpoint
March 21 (M)	Graduate-student registration for Summer/Fall 2016 begins.
March 23 (W)	Residence halls close at 10AM.
March 23 – 28 (W – M)	Easter Holiday Break (after last class on March 22 / no classes)
March 28 (M)	Residence halls open at noon.
March 29 (T)	All classes resume (8:15AM).
March 29 (T)	Senior-priority registration for Summer/Fall 2016 begins.
March 31 (Th)	Junior-priority registration for Summer/Fall 2016 begins.
April 1 (F)	Last Day to Withdraw from a Course
April 4 (M)	Sophomore-priority registration for Summer/Fall 2016 begins.
April 7 (T)	Freshman-priority registration for Summer/Fall 2016 begins.
April 26 (T)	Arts, Research, & Scholarship Symposium (no day classes: before 4:30PM)
May 9 (M)	Last Day of classes / Last Day to Declare Pass/Fail
May 10 –14 (T – Sat)	Final Examinations
May 15 (Sun)	Residence halls close at 10:00AM.
May 16 – 22 (M – Sun)	Senior Week Activities
May 21 (Sat)	Commencement Mass
May 22 (Sun)	Commencement Exercises

Summer 2016

May 23 (M)	First Day of Summer I and 12-week Session
May 30 (M)	Memorial Day Holiday (no classes)
June 15 (W)	Last Day to Withdraw from a Summer I Course
July 1 (F)	Last Day of Summer I
July 1 (F)	Last Day for Seniors to apply for May 2017 Graduation
July 4 (M)	Independence Day Holiday (no classes)
July 5 (T)	First Day of Summer II
July 14 (Th)	Last Day to Withdraw from a Summer 12-week Course
July 27 (W)	Last Day to Withdraw from a Summer II Course
Aug. 12 (F)	Last Day of Summer II and Summer 12-week Session

All dates are subject to change. Please check updated calendar of events at cabrini.edu/AcademicCalendar.

The College

Cabrini College, a coeducational Catholic college, is committed to a liberal education, excellence in teaching, and the development of students who can meet the challenges of a professional career and enhance the common good.

The College's dedication to academic excellence is evident from its rich and varied curriculum. Its academic program is flexible, enabling students to pursue their personal interests and to examine the infinite possibilities of education.

Cabrini's curriculum provides students with a broad-based education combined with skill development in a specific field. The College aims to prepare its graduates to think critically, care about others, appreciate culture, and communicate effectively.

The College is committed to the principles of integrity, honesty, and dedication to the community-at-large— truly an "education of the heart."

A Brief History

Cabrini College was established in 1957 by the Missionary Sisters of the Sacred Heart of Jesus, a worldwide institution of educational, medical, and social service facilities.

Cabrini College was named for the founder of the Missionary Sisters of the Sacred Heart and America's first immigrant saint, Saint Frances Xavier Cabrini. Cabrini College shares that name with Cabrinian institutions in 17 countries and on six continents.

The College strives to instill in its students a sense of responsibility toward their environment and service to others. During several decades, the College has experienced significant changes: the growth of the student body, the development of academic programs, and the expansion of campus facilities.

Enrollment has increased substantially during the College's 50 years. In 1957, 43 students were enrolled in four majors offered by Cabrini College.

Cabrini College, founded as a women's educational institution, became coeducational in 1970.

In 2015, Cabrini's total enrollment numbered 2,100. Students now major in more than 35 programs.

College Presidents

- Sr. Ursula Infante, MSC (1957–67)
- Sr. Gervase Lapadula, MSC (1968–69)
- Sr. Regina Casey, MSC (1969–72)
- Sr. Mary Louise Sullivan, MSC '63, Ph.D. (1972–82)
- Sr. Eileen Currie, MSC '66 (1982–92)
- Antoinette Iadarola, Ph.D. (1992–2008)
- Marie Angelella George, Ph.D. (2008–13)
- Deb M. Takes, Interim (2013–14)
- Donald Taylor, Ph.D. (2014 to present)

General Information

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.

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

Linking theory to practice, the College offers programs of study in the liberal arts and professional studies. In providing for the educational needs of the area, the College has a strong commitment to commuter, graduate, and adult students. In its commitment to educate students of different backgrounds and abilities to lead and serve in a changing and culturally diverse world, the College believes in an educational philosophy that not only prepares students for careers, but enables them to live lives of dignity and purpose.

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

Goals

- To provide an environment consistent with Saint Frances Xavier Cabrini's work in a pluralistic society by welcoming all qualified students in the enterprise of intellectual, spiritual, social and emotional growth
- To provide a Cabrinian "education of the heart" that teaches that intellectual competence cannot be divorced from values or a moral responsibility to the community
- To provide a strong liberal arts education enabling students to develop as critical thinkers, versed in communication and analytical skills, with the ability to apply knowledge to new and different problems and with the ability to continue to learn from life
- To provide academic programs that will educate students
  a) as highly trained professionals who enter graduate studies and professional fields or
  b) who continue their professional development for career advancement and change
- To provide a qualified faculty and staff dedicated to educational excellence and professional development and to encourage personal and group interchange among students, faculty, and staff
- To provide guidance to assist each student in developing a sense of values, a good self-image, and responsibility to God, self, and the world
- To provide a broad range of cultural, religious, social and recreational activities in order to carry the educational enterprises beyond classroom instructions

- To foster a community that treasures and respects its religious heritage while it recognizes it is enriched by differences in cultures and religious beliefs
- To develop programs, services and educational delivery systems that are responsive to the different goals and needs of all our students on and off campus: day and evening, resident and commuter, traditional and nontraditional, undergraduate and graduate
- To conduct ongoing evaluations of all campus programs, instructional and non-instructional, in order to improve their effectiveness and to create new programs consistent with the College's mission and its vision for the future.
- To encourage all College personnel to participate in the total development of students by their actions, example, and excellence in service
- To promote a spirit of cooperation and collaboration among faculty, students, staff, administrators, advisors, alumni, parents, and Board of Trustees in achieving the goals of the College

Qualities of a Liberally Educated Person

Cabrini College is part of the international network of the Missionary Sisters of the Sacred Heart created by the global vision of Saint Frances Xavier Cabrini.

The apostolic priorities of the Missionary Sisters of the Sacred Heart include working for peace and justice, working against poverty and oppression, promoting personal and interpersonal growth, and increasing compassionate concern for all human beings.

Based upon the mission of the College, Cabrini provides educational programs that recognize and seek to develop skills and values necessary to support and sustain a mature commitment to these objectives.

A. Cognitive Complexity – Demonstrates:
- analytic reasoning and critical thinking
- creative thinking
- scientific reasoning
- quantitative reasoning

B. Effective Communication – Demonstrates:
- effective written communication
- effective mediated communication
- effective oral presentation skills
- effective interpersonal communication
- effective small group communication skills

C. Understanding of Self and Beliefs as a Global Citizen
 – Demonstrates:
- sense of self
- knowledge of cultural diversity and American pluralism
- ability to interact cross-culturally

D. Propensity for Engaging in Life-Long Learning
 – Demonstrates:
- curiosity
- self-direction
- adaptability

E. Responsibility for Social Justice
 – Demonstrates:
- relevant knowledge
- relevant values
- relevant skills

F. Expertise in a Specific Area
 – Demonstrates:
- relevant knowledge
- relevant values
- relevant skills

Statement of Catholic Identity

Cabrini College is a vital and distinctive element of the international educational ministry of the Roman Catholic Church and the Missionary Sisters of the Sacred Heart of Jesus.

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

The College manifests this belief by:

- respecting the dignity of the human person as created in the image and likeness of God
- providing opportunities for prayer, reflection and the study of Sacred Scripture
- celebrating liturgy and participating in the Sacraments
- respecting the beliefs of those members of other religions and spiritual traditions and inviting them to share the gifts they bring to the community
- providing a liberal arts education rich in values and offering opportunities for spiritual, intellectual, and ethical growth
- demonstrating leadership in service to the community
- standing in solidarity with those who are poor, forgotten and oppressed
- participating in the creation and development of societal structures that are humane, just, and respectful of the rights and dignity of the human person

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

Charter of Core Values

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

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

"Education of the heart" is achieved through the core values of respect, community, vision, and dedication to excellence.

Respect

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

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

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

Vision

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

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

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

Community

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

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

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

Dedication to Excellence

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

Dedication to Excellence calls for:

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

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

Because we are an institution of process and constant development, what we are must always progress towards what we ought to be.

It is our hope that in our constant effort to evaluate our growth, that we aim for a point of coincidence in which the values that determine what we are become one with what we ought to be.

Equal Employment Policy / Educational Opportunity and Affirmative Action Policy

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

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

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

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

The designated coordinator for College compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act and the College's Affirmative Action officer is the Director of Human Resources.

Anyone who has a question about discrimination or who believes he or she has been the subject of discrimination should contact Cabrini College's Director of Human Resources at 610-902-8206.

Right to Modify

Information in this Catalog refers to the 2015–16 academic year. The College reserves the right to change requirements and regulations, as well as dates, schedules, courses, and programs.

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

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

Memberships

The College holds numerous memberships, some of which include:

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

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.

The Student Body

The combined undergraduate and graduate enrollment at Cabrini College totals 2,156 students.

Students represent a variety of religious backgrounds, come from 18 states and various countries, and 20% represent diverse student populations. 38% of students are male and 62% are female. 60% of students live on campus.

The percentage of graduate and undergraduate students in the graduating class of 2014 received degrees in:

- Bachelor of Arts
  (liberal arts, humanities, communication, social sciences) 19%
- Bachelor of Science
  (sciences, mathematics, business administration, computer information science) 11%
- Bachelor of Science in Education...............5%
- Bachelor of Social Work 1%
- Master of Education 61%
- Master of Science 3%

Family Educational Rights and Privacy Act (FERPA)

Cabrini College affirms the right to privacy of each member of the College community in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended and any regulations which may be promulgated there.

In accordance with this policy, present and former students at Cabrini have the right to inspect and review information in their educational records and challenge the contents of those records which they consider to be inaccurate, misleading, or otherwise in violation of their privacy or other rights.

The provisions of the law protect the confidentiality of letters of recommendation filed prior to January 1, 1975, as well as letters for which students have formally waived their rights to access.

Procedures for inspecting, reviewing, and challenging the contents of student educational records are available from the Office of the Registrar. Only those within the College who have legitimate educational interest may have access to student records.

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

FERPA indicates that certain information shall be considered as "Directory Information" and may be released without the student's consent.

Cabrini College has designated the following information as "Directory Information:" name, major field of study, class level, anticipated date of graduation, dates of attendance, participation in officially recognized activities, degrees, and awards received, and the educational institution that a student has most recently attended.

It is Cabrini College policy not to release non-directory information such as the student's campus or home address, email address, telephone number, or the student's class schedule.

In addition, the U.S. Department of Education recently (January 3, 2012) expanded the circumstances under which education records and personally identifiable information contained in such records—including Social Security Number, grades, or other private information—may be accessed without a student's consent.

First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to education records and personally identifiable information without the student's consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program.

The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution.

Second, Federal and State Authorities may allow access to education records and personally identifiable information without the student's consent to researchers performing certain types of studies, in certain cases even when Cabrini College objects to or does not request such research.

Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to personally identifiable information, but the Authorities need not maintain direct control over such entities.

In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without student consent personally identifiable information from the student's education records, and they may track the student's participation in education and other programs by linking such personally identifiable information to other personal information that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Currently enrolled students may request that any or all of this information be withheld from the public by doing so in writing to the Office of the Registrar no later than ten days after the first day of classes for fall and spring semesters.

This written notification must be renewed annually to be considered valid. A complete copy of the College's FERPA policy is available by request from the Registrar's Office. Any questions related to this policy should be directed to the Registrar of the College.

Acceptable-Use Policy

Cabrini College is pleased to offer its users access to a variety of electronic communications systems.

Our goal in providing this access to College users is to promote excellence in higher education by facilitating resource sharing, innovation and communication in support of the College's mission and values.

Electronic communications systems include email, computer systems, internet access, voicemail, and telecommunications systems. Implicit in the use of these communications systems is the obligation to use these systems in an appropriate and ethical manner.

Consequently, it is the responsibility of every Cabrini College user to read and follow the "Cabrini College Acceptable-Use Policy" online at cabrini.edu/ITR/pol-com.htm.

The Campus

Cabrini College's beautiful 112-acre campus is located just 30 minutes from Philadelphia in suburban Radnor Township. The property was owned by the Lewis family and then the Brooke family during the 19th century.

It was sold around the turn of the century to the late James William Paul Jr., a partner in the Drexel Company, prosperous Philadelphia bankers. Paul named his estate "Woodcrest," because of its location on the crest of Radnor Hills. Horace Trumbauer, a leading Philadelphia architect, designed the original estate buildings in the early 1900s.

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

College Facilities

Antoinette Iadarola Center for Science, Education, and Technology

The Iadarola Center houses the Science, Exercise Science & Health, Mathematics, and Information Technology departments.

The Science Department

Chemistry laboratories are equipped with a molecular fluorescence spectrophotometer, a Fourier transform infra-red spectrophotometer, a high-performance liquid chromatograph, gas chromatographs, ultraviolet–visible spectrophotometers, digital pH meters, electronic melting point apparatus, and electronic balances.

In addition, laboratory microcomputers are available with molecular modeling and student tutorial programs as well as direct data interfaces for collection of experimental data. Labs are equipped with Smartboard and LCD projector.

Biology laboratories are equipped with monocular and binocular light microscopes, and two demonstration binocular microscopes equipped with video cameras and monitors.

Experiments analyzing DNA 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 molecular software programs are also available for student use.

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. Laboratories are equipped with Smartboards and LCD projectors.

The Information Technology classrooms are accessible to students enrolled in a variety of courses. Classrooms are equipped with microcomputers (running Microsoft Windows operating system) with access to the campus network and the internet.

Available software includes Microsoft Office Professional for word processing, spreadsheet, database management, presentation, and Web design.

The information systems laboratory also is available for use by IST department majors to perform software design and development work.

This lab is equipped with 23 high-end multimedia computer workstations. Available software includes programming language compilers (Visual C++, Visual Basic, Java, etc.), multimedia authoring tools, relational database systems (Oracle, etc.), Windows, and a variety of internet technologies.

The Colameco Lab for the Social and Psychological Sciences
Is accessible to the Psychology and Sociology majors and is located on the first floor of this building. This lab houses the technology to support the research component of these majors.

The Human Performance Laboratory is accessible for Exercise Science and Health Promotion majors on the first floor of this building.

Center for Teaching and Learning

The Center for Teaching and Learning offers students 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 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 board room, and sevenadministrative/faculty offices.
Hours of operation are posted.

Founder's Hall

The Wolfington Center, Campus Ministry, Student Life, Residence Life, Information Technology Resources, Health Services, and classrooms are located in Founder's Hall, as well as the Cavs Corner dining hall.

The 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 at 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 on-campus and online 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, 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

Located on the lower level of Founder's Hall, Cavs Corner offers several different meal plans. More information is available by contacting Dining Services at 610-902-8505.

The Wolfington Center

The Wolfington Center promotes Catholic Social Teaching in action and is the hub of community engagement, outreach, and advocacy for Cabrini College, focuses especially on serving and empowering those who are kept on the margins of society.

The Center has five primary objectives in its role as a resource to faculty, staff, and students:

1. to assist faculty in integrating service and community-based learning into academic coursework
2. to create and coordinate volunteer opportunities for service and advocacy

3. to strengthen partnerships with community groups involved in service and justice engagement
4. to conduct retreats and educational forums to teach the intellectual bases and practical applications of Catholic Social Teaching
5. to nurture a spirituality of serving and empowering others, especially those persons who are most in need

Service Learning

Cabrini College was one of the first colleges in the country to incorporate service into the academic curriculum for credit.

The administrator of community partnerships assists faculty and students with the logistics of community placements for courses and other academically related community service opportunities.

Volunteer service activities are coordinated by the Wolfington Center and also by the Center for Student Engagement and Leadership.

George D. Widener Campus Center

The Bookstore, Mailroom, and the Center for Student Engagement and Leadership are located on the ground level of the Widener Center, as well as Jazzman's Café and Sandella's.

The Nerney Leadership Institute, the Arts Studios, and the Center for Career and Professional Development are located on the second floor in the Widener Center.

Jazzman's Café

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

College Bookstore

The Cabrini College Bookstore on the lower level of Widener Center 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 cabrini.edu/bookstore.

Grace Hall

The Cavalier Express Center (Financial Aid, Accounts Receivable, and the Registrar's Office) is located on the first floor of Grace Hall, along with Academic Affairs, Admissions, Counseling and Psychological Services, Human Resources, and the Theater.

Faculty offices, faculty mailboxes, and the Faculty Support Office are located on the second floor.

Cavalier Express Center

The Cavalier Express Center was designed to deliver efficient and effective services to students as they seek to address their course registration and financial needs at the College.

The Center centralizes the traditional services of the Registrar's Office, Financial Aid, and Accounts Receivable into a comprehensive center to serve students' needs.

Students who have questions about any of these areas can come to the Cavalier Express Center where staff members have been trained to assist them.

For convenience, they can also contact staff by phone at 610-902-8188, visit cabrini.edu/CavalierExpress, or visit the Cavalier Express Center on the first floor of Grace Hall.

Holy Spirit Library

Holy Spirit Library collaborates in the teaching, learning, and service mission of the College as it seeks to prepare students for a lifetime of learning.

Developing, organizing, maintaining, and preserving collections that support the College's curriculum and Cabrinian heritage, the Library provides physical and electronic access to information and helps members of the Cabrini College community find and integrate the resources they need.

While seeking to fulfill the academic and intellectual needs of the community, the Library provides a location for intellectual exchange and an environment conducive to collaborative study and research.

Relying on its knowledgeable staff, the Library forges effective partnerships, maximizes existing technologies, capitalizes on emerging technologies, and demonstrates excellence in customer service.

Through the Library's homepage (cabrini.edu/library), students, faculty, and staff of the College can access many of the Library's resources including Cavalog, electronic databases, and many helpful instructional guides.

Cavalog is the Library's online catalog which allows users to search and access records of more than 50,000 books, journal titles, DVDs, and other Library materials. More than 50 electronic databases are available anywhere Cabrini community members have an internet connection and provides a gateway to more than 40,000 full-text electronic periodical titles. Students can visit the Library in person for print reserves.

The three-floor Library includes two computer labs, three classrooms, Library Conference Room, smaller "Fishbowl" conference room, the Grace and Joseph

Gorevin Fine Arts Gallery, FDR study room, a large student lounge, the College Archives, and the Cabriniana Room.

The Library is an important campus facility serving as a meeting place for many groups from registered classes to student group meetings to informal study groups. Events are also regularly scheduled in the Library, including rotating art shows.

Library staff members pride themselves on offering excellent customer service and will gladly assist patrons with any campus-related question. Librarians are available 70 hours a week and offer specialized help in any library-related area from finding a particular book to in-depth research assistance.

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

Mansion

The Office of the President, Alumni Affairs, Business Office, Institutional Advancement, Marketing and Communications, Enrollment Operations, and Public Safety are located in this historic building.

Cabrini's Woodcrest Estate Mansion was named to the National Register of Historic Places in 2009.

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 cabrini.edu/PublicSafety.

Residence Facilities

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

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, and multi-age groupings provide an opportunity for children to learn from each other in a family-like setting.

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

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.

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, or 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 that might 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 that might be helpful in making a decision on your application.

Master of Arts in Religious and Pastoral Studies

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

1. Completion of a graduate application form, submission of undergraduate transcripts, and payment of the $50 nonrefundable application fee
2. A bachelor's degree from an accredited college or university with an overall undergraduate GPA of 3.0
   Relevant experience may be grounds for exempting this GPA requirement on the decision of the Program Director.
3. Personal statement of interest in the degree program
4. Experience working in a parish, school, hospital, military, prison, or other related religious / pastoral / ministerial / educational setting
   Other relevant experience may be considered by the Program Director.
5. Submission of a letter of recommendation, such as from a pastor, professor, or employer who is

familiar with the academic, church, or other pastoral work of the applicant

Doctor of Educational Leadership
See Program Handbook for information about application and admissions procedures.

Doctor of Organizational Development
See Program Handbook for information about application and admissions procedures.

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 Academic Affairs.

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 following Minimum Enrollment Policy 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 Academic Affairs.

The Schedule of Classes for each semester can be found at 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, students who do not attend for three consecutive semesters must 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 Office of Academic Affairs and Graduate Studies, or failing 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 the 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).......................................$625

Application Fee...$50

Enrollment Deposit..$100

Registration Fee per semester / session $45

Graduation Fee $150

Course Fees

Independent Study Fee

(in addition to tuition per course)..........................$100

MACC 510,520,530, 540, 570, 590 ....$250

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 and unofficial) $5

On-Demand Official Transcript Requests $15

Overnight Official Transcript Requests $30

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.

Discounts

A student that qualifies for more than one institutional discount per semester will be entitled to receive only one discount.

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 that the student stops attending a class.

Students must officially withdraw for the refund policy to be honored. Refunds are not issued to students who register 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.

Online and hybrid courses follow the Tuition and Refund Fee policy discussed in this section.

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:

- **On-Campus Accelerated Courses:** Before the Second Meeting of the Class ...100%
- **Online or Hybrid Accelerated Courses:** No later than 24 hours following the first on-campus meeting or online connection, whichever is first.......................................100%

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

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 fafsa.gov.

Graduate students also must complete a Cabrini College Supplemental Form for Financial Aid, available online at 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 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 here 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

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 entirely.

Recent applicant pools have represented graduates of more than 100 different colleges and universities, including many of Cabrini's own alumni.

Graduate Programs

Cabrini College proudly offers Graduate Studies at the masters and doctoral levels.

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 four areas:

- the Master of Accounting
- the Master of Arts in Religious and Pastoral Studies
- the Master of Education
- the Master of Science in Leadership

Students who have a master's degree from a regionally accredited college or university can pursue a doctoral degree at Cabrini College.

Three Doctoral degree options will debut later in the academic year:
- Doctor of Education in Educational Leadership (Ed.D.)
- Ph.D. or D.B.A. in Organizational Development

In addition to these degree options, initial and advanced areas of educator certification are also available.

Select Cabrini College graduate programs are offered at off-campus locations. Contact graduate@cabrini.edu for more information on off-campus programs.

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 graduate program. Part-time students must register for six credits per year to maintain continuous enrollment.

Students enrolled in a master's or doctoral program must complete the program requirements within a six-year period.

For more information about doctoral-program completion deadlines and requirements, please see individual doctoral-program handbooks.

Master of Accounting (MAcc)

Cabrini College's Master of Accounting (MAcc) program is designed to meet the needs of accounting graduates 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 - I
- MACC 520 - Advanced Financial Accounting & Reporting - II
- 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 Arts in Religious and Pastoral Studies

The Master of Arts in Religious and Pastoral Studies is designed to offer those in ministry, education, and areas of social leadership the opportunity to earn a graduate degree in Religious and Pastoral Studies.

There are three areas of concentration in the Master of Arts in Religious and Pastoral Studies program: Religious Education, Social Justice, and Pastoral Studies.

The curriculum provides teachers of religious studies and theology, parish directors of religious education, hospital chaplains, prison chaplains, military chaplains, parish services directors, liturgical ministers, music ministers, school campus ministers, and for seekers looking for personal spiritual development an opportunity to expand their knowledge in their fields and be better practitioners of the Catholic faith.

While the program comes out of Cabrini College's Catholic mission, students of all religious backgrounds are encouraged to apply.

This program provides:

1. engagement with the common good, as moral and ethical questions are addressed
2. participation in Cabrini College's belief in lifelong learning
3. engagement with various fields to help those in ministerial positions
   Students who enter the program can expect to use what they do in the program in their field.
4. flexible course offerings to try to accommodate the schedules of ministry professionals who already live busy lives
5. the opportunity to work collaboratively in close interaction in small class sizes

The program is 36 credits total, which includes 11 three-credit courses and a final culminating three-credit experience. The final three-credit component may come in the form of a culminating experience, a supervised ministry, or a tutored final paper.

Cabrini College is pleased to offer a tuition discount of 20% for all those actively engaged in of the many forms of ministry, religious education, theological education, or a related field approved by the director of the program.

Master of Arts in Religious and Pastoral Studies, Concentration in Religious Education

Core Religious Education Requirements (18 credits)

- RELS 500 - Models of Religious Education
- RELS 501 - Church and Ministry
- RELS 502 - Morality: Theory and Practice
  RELS 503 - Christology
- RELS 601 - The Old Testament
- RELS 605 - The Culture of Catholicism

New Testament Requirement (6 credits)

- RELS 602 - The Gospels
   or
  RELS 603 - The Epistles
- RELS 604 - The Sacraments:
  Ritual, Worship, and Symbol

Peace and Justice Requirement

(Choose one) (3 credits)

- RELS 612 - Catholic Social Thought and Practice
- RELS 613 - Heroes of Conscience
- RELS 614 - Liberation Theologies
- RELS 671–675 - Special Topics in Social Justice
  Courses and topics vary.

From Master of Education (Choose two) (6 credits):

- EDG 501 - Educational Research
- EDG 537 - Cognitive and
  Developmental Psychology
- EDG 591 - Teaching and Learning for Social Justice

Other graduate education courses will be considered based on the relevance to the student's area of study in consultation with the program director.

Culminating Experience (Choose one) (3 credits)

- REL 690 - Religious Education Practicum
- REL 699 - Integrative Capstone Project

Graduate Certificate (18 credits)

For a graduate certificate in Religious Education, students will take RELS 501, RELS 502, and any combination of four other courses.

Master of Arts in Religious and Pastoral Studies, Concentration in Pastoral Studies

Core Religious Education Requirements (12 credits)

- RELS 501 - Church and Ministry
- RELS 503 - Christology
- RELS 604 - The Sacraments:
  Ritual, Worship and Symbol
- RELS 605 - The Culture of Catholicism

Religious Education Requirements (6 credits)

- RELS 620 - Ministry With Death and Dying
- RELS 621 - Ministry in Multicultural Settings
- RELS 622 - Ministry to Youth and Young Adults
- RELS 623 - Psychology and Religion

Scripture Requirement (Choose two) (6 credits)

- RELS 601 - The Old Testament
   and
  RELS 602 - The Gospels
   or
  RELS 603 - The Epistles

Elective (6 credits)

Choose two from any Religious Education, or Social Justice offering. Education courses considered upon approval of director.

Peace and Justice Requirements

(Choose one) (3 credits)

- RELS 612 - Catholic Social Thought and Practice
- RELS 613 - Heroes of Conscience
- RELS 614 - Liberation Theologies
- RELS 671–675 - Special topics in Social Justice:
  Courses and topics vary.

Culminating Experience (3 credits)

- RELS 694 - Ministry Practicum
   or
  RELS 699 - Integrative Capstone Project

Graduate Certificate (18 credits)

For a graduate certificate in Pastoral Studies, students will take RELS 501, a minimum of three courses from RELS 620, 621, 622, 623, and a combination of two other courses.

Master of Arts in Religious and Pastoral Studies, Concentration in Social Justice

Core Religious Education Requirements (18 credits)

- RELS 501 - Church and Ministry
- RELS 502 - Morality: Theory and Practice
- RELS 503 - Christology
- RELS 601 - The Old Testament
- RELS 605 - The Culture of Catholicism

Peace and Justice Requirement

(Choose one) (3 credits)

- RELS 612 - Catholic Social Thought and Practice
- RELS 613 - Heroes of Conscience
- RELS 614 - Liberation Theologies

Scripture Requirement (6 credits)

- RELS 601 - The Old Testament

    and

    RELS 602: The Gospels

    or

    RELS 603: The Epistles

Social Justice Special Topics:

Two Courses (6 credits)

- RELS 671–675 - Special topics in Social Justice

    Courses and topics vary.

Culminating Experience (3 credits)

- RELS 690 - Social Justice Practicum

    or

    RELS 699 - Integrative Capstone Project

Graduate Certificate in Religious and Pastoral Studies

Program Requirements (18 credits)

For a graduate certificate in Social Justice, students will take RELS 501, 611, and two courses from RELS 612, 613, 614, and 701–705 and any combination of two other courses.

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 **or** EDG 591 - Teaching and Learning for Social Justice
- 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 Master of Education in Curriculum, Instruction, and Assessment is a hybrid 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 in a rapidly changing world, through being critical thinkers that use 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 setting and are interested in developing their own curriculum.

The program requires a minimum of 30 credits consisting of nine credits of core requirements, fifteen credits of required courses, and six credits of elective courses that will be aligned with students' interests and professional needs.

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 (hybrid)
- EDG 568 - Student Centered Curriculum (online)
- EDG578 - Learning, Instruction, & Assessment (online)
- EDG 535 - Teaching and Learning for Equity
- EDG628 – Capstone: Curriculum, Instruction & Assessment (hybrid) (final semester)

Elective Requirements (6 credits) to be approved by the student's academic advisor prior to registration

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)
  - PreK–12 Administrative I Certificate
  - Reading Specialist (K–12)
  - Special Ed (PreK–8 and 7–12)
  - 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 could 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-EducationCertification (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 539 - Instructional Strategies for Teaching Beginning Reading Skills (3 credits)
- EDG 550 - Instructional Strategies for Teaching Beginning Writing Skills (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)

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

PreK–8 Special-Education Certification

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

One or more of the following courses may be required: EDG 546 English Language Learners in Inclusive Classrooms; EDG 538 Assessment in PK–12 Inclusive Classrooms; and/or EDG 505 Introduction to the Exceptional Learner.

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 High Disabilities: Instructional Programs/Practices
- EDG 514 - Special Education Program Development and Evaluation
- EDG 517 - Positive Behavior Intervention Strategies
- EDG 518 - Students with Low Incidence Disabilities: Instructional Strategies and Programs
- EDG 519 - Assistive Technology Perspectives
- EDU 492 – Practicum

Secondary (7–12) Special-Education Certification

This graduate Special Education (7–12) program is designed for those who are certified in a secondary (7–12) core content area and would like to add special education certification or who have completed their coursework. For those who have taken the coursework prior to January 2011, additional coursework may be required to meet PDE requirements.

One or more of the following courses may be required: EDG 546 English Language Learners in Inclusive Classrooms; EDG 538 Assessment in PK–12 Inclusive Classrooms; and/or EDG 505 Introduction to the Exceptional Learner.

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 secondary core content 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.

Admission Requirements

The applicant must have the following:

1. Baccalaureate degree from a regionally accredited college or university
2. Minimum GPA of 3.0.
3. Evidence of a Pennsylvania teacher certification in an approved core content area of study 7–12.

Certification Requirements (21 credits)

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

- EDG 514 - Special Education Program Development and Evaluation
- EDG 517 - Positive Behavior Intervention Strategies

- EDG 518 - Students with Low Incidence Disabilities: Instructional Strategies and Programs
- EDG 519 - Assistive Technology Perspectives
- EDG 564 - Transition Services for Exceptional Learners
- EDG 565 - Teaching Literacy Across the Curriculum for Secondary Students with Disabilities
- EDG 582 - Practicum in Special Education

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 PreK–12 Inclusive Classrooms (3 credits)
- EDG 546 - English Language Learner in Inclusive Classrooms (3 credits)
- EDG 489 - Curriculum Methods (3 credits) (for each respective certification, *e.g.*, ENG 489 for Secondary Education-English certification)
- EDG 548 - Teaching/Learning in the Secondary Classroom (3 credits)
- EDG 590 - Communication Arts in Secondary Content Areas (3 credits)
- SEC 402 - Senior Field (2 credits)
- SEC 490 - Student Teaching (3–12 credits)

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

Subject/Content Area Requirements for Certification in Secondary Education

Prior to applying for a Secondary Education certification program, students should meet with the appropriate academic advisor for a transcript evaluation of the content courses required to teach in the desired subject area.

Credits in the subject/content area may not be applied to the requirements for the master's degree.

English Area Requirements (27 credits)

- ENG 302 - Survey of British Literature I

  or

  ENG 303 - Survey of British Literature II
- ENG 315 - Shakespeare
- ENG 351 - 19th Century American Literature

  or

  ENG 352 - Modern American Literature
- EDG 307 - Literature for Young Adults

  or

  EDG 524 - Adolescent Literature
- ENG 379 - Introduction to the Study of Language
- ENG 200/300 - Literature elective
- ENG 200/300 - Literature elective
- COM 221 - The Writing Process
- COM 340 - Public Speaking

Communication Area Requirements (37 credits)

- EDG 307 - Literature for Young Adults

  or

  EDG 524 - Adolescent Literature
- ENG 315 - Shakespeare
- ENG 351 - 19th Century American Literature

  or

  ENG 352 - Modern American Literature

  or

  ENG 353 - Contemporary American Literature
- ENG 375 - Drama
- ENG 379 - Introduction to the Study of Language
- COM 101 - Introduction to Mass Communication
- COM 221 - The Writing Process
- COM 270 - Video Production
- COM 280 - Acting
- COM 340 - Public Speaking
- COM Elective
- COM Elective

Social Studies Area Requirements (42 credits)

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

  or

  SOC 207 - Cultural Anthropology

  or

  HIS 336 - Engaged Ethnography

Mathematics Area Requirements (31 credits)

- MAT 130 - Calculus I
- MAT 131 - Calculus II
- MAT 201 - Introduction to Linear Algebra
- MAT 313 - Probability and Statistics
- MAT 230 - Calculus III
- MAT 215 - Discrete Mathematics
- MAT 301 - Abstract Algebra
- MAT 222 - History of Math
- MAT 407 - Geometry

Biology Area Requirements (65-66 credits)

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

Chemistry Area Requirements (56-58 credits)

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

Reading Specialist Certification (K–12)

Cabrini's Reading Specialist Certification Program is a dynamic model of professional training for candidates having at least one year of teaching experience and wishing to pursue certification as a Reading Specialist, Kindergarten through 12th grade.

Emphasizing interdisciplinary and holistic perspectives to curriculum, instruction and assessment, the program provides opportunities for inquiry into reading and language arts from social, developmental, sociocultural, psycholinguistic, and cognitive information processing perspectives.

The program pays particular attention to:

1. the interrelation among reading and the communication arts
2. language use and learning across the curriculum and lifespan
3. the functions of literacy in social life, particularly in classrooms
4. literacy development and programs in diverse cultural contexts
5. use of literature as the core of literacy instruction
6. curriculum, instruction, assessment, and policy development for schools and other educational institutions
7. teachers as researchers of their own craft
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 Program Specialist (K–12) (ESL)

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

Pre K–12 Administrative I / Principal Certification

The Pre K–12 Administrative I/Principal Certification Program is designed for those with a valid Pennsylvania Instructional I or Instructional II Certificate and three years of full-time permanent, contracted teaching experience. 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, and aspiring administrators.

Building on that tradition, the College offers this comprehensive Pre K–12 Administrative I Certification leading to certification as a Pre K–12 school principal and/or certain specified district positions.

This program is based on a needs analysis of the requisite knowledge, skills, and dispositions required of outstanding school administrators as identified by superintendents and building administrators in the region. It also follows the Pennsylvania Department of Education (PDE) Framework for Administrative Certification Programs.

This program addresses all performance areas and competencies recommended for successful entry into school/district leadership positions. The program is grounded in the PDE 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 (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 (0.5 credit)
- EDG 655 - Administrative I Internship Portfolio (0.5 credit)

Upon acceptance into a certification program, all certification requirements must be completed with Cabrini College coursework unless prior 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.

Required Clearances

On Oct. 22, 2014 Governor Corbett signed into law Act 153 of 2014 (HB 435). Act 153 requires criminal background checks for any school employee (18 years of age or older) who has "direct contact" with a child.

"Direct contact" is defined in Act 33 of 2014 (SB 21) as "the care, supervision, guidance or control of children, or routine interaction with children." Act 33 also includes private higher education institutions as a "school" and the people who work for the school are defined as "school employees."

The criminal background checks required in Act 153 include:

1. Pennsylvania State Police criminal background check
2. certification from the Department of Public Welfare as to whether the applicant is named in the statewide database as an alleged perpetrator in a pending, indicated, or founded child abuse investigation
3. report of the Federal Criminal History Record Information obtained by the submission of a full set of fingerprints to the Pennsylvania State Police for the purpose of a record check

School employees who have had checks performed within the last 36 months must have them performed again within 36 months of the date of those checks.

Teacher Education Student Dispositions
Cabrini College has a responsibility to the educational community to ensure that individuals whom the College recommends to the State of Pennsylvania for certification are qualified to join the teaching profession.

Teaching and other PreK–12 and community education-related professions require strong academic preparation, mastery of pedagogy and other professional competencies, such as communication and interpersonal skills which are as critical to success as those in the academic domain.

All candidates in the Cabrini College education programs are expected to demonstrate that they are prepared to work with children and youth in educational settings.

This preparation results from the combination of successful completion of college coursework and field/internship experiences and the demonstration of important human characteristics and dispositions that all educators should possess.

Dispositions are defined as the professional and personal characteristics expected of professional educators as delineated in professional, state, and institutional standards.

Master of Science in Biological Sciences (MSB)

The Master of Science in Biological Sciences (MSB) program is a full-time graduate program focused on course work, laboratory and technology skills in core areas of biochemistry, biostatistics, computational molecular biology, biotechnology, and cell biology.

The program is designed with a variety of electives that allow students to customize their degree depending on their career objectives. Students can further tailor their experience by choosing a thesis or non-thesis option.

Program Highlights:

- 30 to 31 credits in two years to complete degree
- Affordable tuition at $640/credit (Fall 2016)
- Individualized attention and mentoring through small classes
- Customizable through elective courses
- Limited Graduate Assistantships available.

Program Learning Outcomes:

Students in Master of Science in Biological Sciences (MSB) program will:

- understand the process for designing and conducting independent biological research in a primary area of expertise
- identify, critically evaluate, synthesize, and report on primary and secondary biological literature in both oral and written formats
- will apply statistical methodologies to facilitate interpretation of scientific data and will be knowledgeable of the principles for professional ethics in the conduct of science
- acquire advanced computational molecular biology skills and communicate effectively about bioinformatics through verbal and in written formats

Required Courses (17 Credits):

- MBIO 512 - Advanced Theory & Practice in Biotechnology (4 credits)
- MBIO 652 - Advanced Computational Molecular Biology (3 credits)
- MBIO 610 - Advanced Cell Biology (3 credits)
- MBIO 612 - Advanced Statistics for the Biological Sciences (3 credits)
- MBIO 641 - Advanced Biochemistry II (4 credits)
- Elective Requirements (13 Credits)
- MBIO 531 - Advanced Neuroscience (3 credits)
- MBIO 551 - Advanced Biochemistry of Cancer (3 credits)
- MCHE 607 - Advanced Instrumental Analysis (4 credits) (includes lab)
- MBIO 614 - Molecular Biology Laboratory Techniques (4 credits) (includes lab)
- MBIO 616 - Pathophysiology (3 credits)
- MBIO 618 - Pharmacology and Toxicology (3 credits)
- MBIO 620 - Advanced Immunology (3 credits)
- MBIO 622 - RNAi/siRNA and Epigenetic Regulation of Gene Expression (3 credits)
- MBIO 644 - Independent Thesis Research I (3 credits) *
- MBIO 645 - Independent Thesis Research II (3 credits) *

*Required for Thesis option

Master of Science in Leadership (MSL)

The MSL degree is for students who:

- are looking to fulfil their passion
- want to open the door for new potentials within their field or a new field
- want to take an entrepreneurial approach
- want to combine best practices from scholarly literature with hands-on experience with local partnerships
- want to engage with regional and national speakers

Cabrini College's Master of Leadership program is a research-based degree which takes an entrepreneurial approach with a strong focus on real-world experience and application.

By combining best practices from scholarly literature with hands-on experience with local partnerships and engagement opportunities with regional and national speakers the MSL program prepares students to take ideas from planning to action to impact.

Program Details

Cabrini's Master of Science in Leadership is an advanced degree that gives students working in organizations— all kinds of organizations—the knowledge, skills, and experiences they need to become leaders in their careers.

The program is perfect for working adults in a range of career fields who aspire to positions of greater leadership.

A distinctive aspect of the program is the partnership of the MSL program with the Nerney Leadership Institute, the Wolfington Center, and Global Immersion Experiences.

The MSL program prepares students to enact change in business, nonprofits, government and the military through a curriculum that emphasizes the education of the heart.

An education of heart requires students to step outside the status quo to engage with themselves and their community through intentional self-reflection and appreciative inquiry approaches.

Individuals who earn the MSL degree will:

- learn to lead and manage organizational change
- gain skills to lead and motivate a diverse workforce

Students are required to complete 33 credit hours (11 three-credit courses). Part-time students can complete the program in two years.

Students are allowed up to six years to complete the program. With satisfactory grades and advisor approval, a student may transfer up to six graduate credits of similar coursework from a pervious accredited institution. 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 (24 credits - 8 courses)

- 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
- OLG/NPL/CIV 615 - Studies in Organizational Leadership (Capstone)

Elective MSL Courses

Students must choose three classes (nine credits) from:

- OLG 510 - Organizational Psychology and Behavior
- OLG 565 - Performance Management
- OLG 570 - Entrepreneurial and Intrapreneurial Leadership
- CIV 501 - Seminar in Government and Public Administration
- CIV 515 - Public Policy and Analysis
- CIV 540 - Law and Intergovernmental Relations
- 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

*Elective courses will be offered on a rotating basis on a three-year cycle. Students can take any combination of the preceding courses.

Doctorate in Organizational Development (PhD or DBA)

Building on the Cabrini tradition of preparing graduates who are committed to social justice and making significant contributions to their workplace, local communities, and global initiatives, the Doctorate in Organizational Development is designed for mid- and senior-level executives from all sectors of the workplace who are interested in studying and advancing theory, research, and practice in the disciplines of organizational development, change management, and leadership.

Combining state-of-the-art education, visits from world-class scholars, and a blended approach to learning, students choose between a research-focused Ph.D. (Doctor of Philosophy) and a practice-oriented DBA (Doctor of Business Administration).

The 70-credit program is designed to be completed in three years. The structure of the program includes a weeklong intensive on-campus meeting consisting of one or two courses in the beginning of each year.

Students attend class on campus once per month for a weekend. All courses will be offered in a blended online format, which allows students to complete coursework when they are not on campus.

There are eight courses/seminars in the first year and six courses/seminars in the second year. There will be substantive qualitative paper assignments due during year one and year two in lieu of comprehensive exams.

The third year is comprised of a Global Exchange / International trip, and Integrative Research seminar and the dissertation.

Learning Outcomes

Students in the Organizational Development doctorate program will:

- analyze and apply classical and contemporary perspectives on the theory and practice of organizational development
- demonstrate the ability to synthesize strategies to address organizational problems and issues while fully engaging with change-management approaches
- analyze the organization using social, political, economic, legal, and intercultural frameworks
- assess one's own leadership style through intercultural, moral, and ethical development lenses that are informed by the cultural environment and the practice of social justice
- utilize advanced research and analysis skills to complete a dissertation that contributes meaningful scholarship to the field of organizational development
- apply theory, research, and experiential learning approaches to consult with organizations to recommend appropriate strategic interventions

Program Requirements (70 Credits)

- DORG 700 - The Evolution of Organizational Development: Understanding System Dynamics
- DORG 710 - Theory and Practice of Organizational Leadership
- DORG 715 - Contemporary and Philosophical Perspectives in Organizational Development from a Scientific Approach
- DORG 720 - Trends in Organizational Research and Theory
- DORG 725 - Group Facilitation, Consultation, and Team Development
- DORG 730 - Organizational Assessment, Design, and Strategy
- DORG 735 - Sociocultural Dynamics, Morality, and Diversity in the Workplace
- DORG 740 - Leadership Lecture Series – I
- DORG 745 - Research Design and Methods – Quantitative
- DORG 746 - Research Design and Methods – Qualitative
- DORG 750 - Corporate Governance and Business Ethics from a Social Justice Lens
- DORG 755 - Leading in a Global Environment
- DORG 760 - Advanced Topic: Negotiation, Conflict, and Communication Strategies to Advance Social Causes
- DORG 741 - Leadership Lecture Series – II
- DORG 765 - Advanced Topic: Integrative Quantitative and Qualitative Seminar
- DORG 770 - Advanced Topic: International Field Experience
- DORG 800 - Dissertation: Proposal, Development & Defense
- Qualification Exam #1
- Qualification Exam #2

Doctorate in Educational Leadership (Ed.D.)

The Doctor of Educational Leadership incorporates an interdisciplinary approach while preparing leaders in literacy programs, PreK-12 schools, higher education, non-profits, and non-governmental organizations.

This program is embedded in the Cabrini College Mission of leading for the Common Good and the program goals include fostering intellectual curiosity and inquiry, preparing individuals to lead educational organizations, and developing a wider sphere of influence in educational policy and practice.

The Doctorate in Educational Leadership is designed primarily for teacher practitioners, K-12 Administrators, leaders in higher education and organizational leaders.

The 60-credit program is designed to be completed in three years. The structure of the program includes three summer intensive weekend residency experiences. In addition students will take evening courses during the regular academic year.

Courses will be offered in face-to-face and blended formats. After completing course work in the Core and Concentration Areas, students will take the Comprehensive Exam.

Participating in dissertation seminars throughout the program, students will experience on-going support as they complete their dissertations.

The overall goals of the program include:

- fostering intellectual curiosity and inquiry
- preparing individuals to lead within educational organizations
- developing a wider sphere of influence in educational policy and practice
- leading for the Common Good

Learning Outcomes

Students in the Educational Leadership doctorate will:

- analyze educational policies and practices to ensure access and equity for all students
- demonstrate positive dispositions towards leadership and one's sustained growth across the professional lifespan
- manage and assess educational resources in schools and educational organizations
- exhibit deep knowledge and skill in program development, planning, evaluation and communication
- analyze, develop, and conduct research, both original and publishe

PROGRAM REQUIREMENTS (60 credits)

Year One (22 credits)

- Summer Residency
- EDD 710 - Philosophical and Theoretical Foundations of Leadership (3 credits)
- EDD 712 - Policy and Social Justice Issues for Educational Leaders (3 credits)
- EDD 782 - Qualitative Research Methodologies (3 credits)
  EDD 791 - Dissertation Seminar I (1 credit)
- EDD 714 - Organizational Change Theory and Practice (3 credits)
- EDD 722 - Legal and Social Aspects of Pupil Services (3 credits)
- EDD 716 - Ethics in Leadership (3 credits)
- EDD 784 - Quantitative Research Methodologies (3 credits)

Year Two (22 credits)

- Summer Residency
- EDD 786 - Mixed Methods in Research (3 credits)
- EDD 718 - Fiscal and Legal Aspects of Leadership (3 credits)
- EDD 734 - Human Resources in Educational Leadership (3 credits)
- EDG 792 - Dissertation Seminar II (1 credit)
- EDD 726 - Data Analysis for Planning, Communication, and Evaluation (3 credits)
- EDD 732 - Organizational Governance, Business Management, and Public Relations (3 credits)
- EDD 728 - Diversity in the Educational Setting (3 credits)
- EDD 724 - Program and Curriculum Development and Evaluation (3 credits)

Year Three (16 credits)

- Summer Residency
- EDD 794 - Research Design and Proposal (3 credits)
- EDD Elective (3 credits)
- EDG 793 - Dissertation Seminar III (1 credit)
- Comprehensive Exams
- EDD 795 - Dissertation (3 credits)
- EDD Elective (3 credits)
- EDD 795 - Dissertation (3 credits)

Credit Load

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.

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 in hybrid formats, 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 http://one.cabrini.edu.

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.

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.

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 for exceptions such as these should be made to the respective Dean in Education or the vice president for Academic Affairs or their designate.

In cases where the exception to the level of the course is made on behalf of the student, registration is made through the Registrar's Office in the Cavalier Express Center.

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

Cancellation of Courses

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

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.

Withdrawing / Adding a Course after the Add / Drop Period ends

Students may withdraw from a semester-long course after the free add/drop period with their advisor's approval. Students may only add a course after the add/drop period ends with the approval of the instructor, advisor and the Office of Academic Affairs.

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

Withdrawals after the deadline are possible only with the permission of the instructor and the respective Dean. Such appeals will be granted only in extraordinary circumstances, such as a documented illness or family emergency.

All courses from which a student withdraws will remain on the student's schedule and will be reflected on the transcript with a grade of 'W.'

Students are financially responsible for all courses from which they withdraw.
Withdrawal forms and Add/Drop forms are available in the Registrar's Office. Students who merely stop attending a course and fail to drop or withdraw from that course will incur a grade of 'FA.'

If applicable, the official date when a student withdraws from a course is the basis to determine refunds or tuition adjustment.

Prior to withdrawing from a course, students should review policies regulating refunds, full-time status, grading penalties, financial aid, and immigration status.

Students should consult the Office of Academic Affairs and the Financial Aid Office for specific guidelines regarding their status.

Administrative Withdrawals

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

Administrative withdrawals occur under certain circumstances:

- The Registrar's Office may initiate the withdrawal when notified that students never attended class during the add/drop period.
- Individual instructors may initiate the withdrawal when a student misses more than 20% of a course's scheduled meetings (excluding events at which students are officially representing Cabrini College).
- The Office of Academic Affairs may administratively withdraw a student on academic probation and not making progress toward achieving good standing.
- The Office of Academic Affairs may administratively withdraw a student who has been temporarily or permanently removed from the College for any disciplinary reasons.

Administrative withdrawals from the College are recorded with an "AW."

The College refund policy applies to administrative withdrawals.

Students who wish to appeal their administrative withdrawal may do so in writing to the respective Dean.

The Academic Review Board will evaluate the progress of all students receiving an "AW" in any semester.

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 with a final grade of "AU".

There is no tuition reduction for auditing a graduate course.

Repeating Courses

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

Students repeating a course should alert the Registrar's Office of the repeat when registering for the course.

After the course is repeated, the original grade is no longer computed in the cumulative average. However, the original entry and the semester average will appear on the transcript.

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 or Academic Affairs, normally at least one week before the last class day of the semester.

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.

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.

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.

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 of Academic Affairs or designee.

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.

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.

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 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 Services

Support Services for Students with Disabilities

Cabrini offers support and appropriate accommodations to qualified students with disabilities. These services are intended to help students learn compensatory strategies and be successful in college.

A learning disability specialist is available to provide individualized academic support.

Classroom accommodations (e.g., extended time for testing, tape recording lectures) are arranged when appropriate. It is the student's responsibility to contact the director each semester to request services and accommodations.

Disclosure of a disability is voluntary and the information is maintained on a confidential basis.

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

The complete documents—*Policies for Students with Disabilities* and *Procedures for Students with Disabilities*—are available from the director of

the Disability Resource Center, located in Founder's Hall, at 610-902-8572 and the ADA coordinator at 610-902-8206.

In addition, both documents are available on the Cabrini website at cabrini.edu/DisabilitySupport.

Alternate formats of this or any other documents are available upon request.

Career and Professional Development

The Center for Career and Professional Development offers a holistic approach to professional and personal career development. This ensures that students have the skills, experiences, networks and knowledge to secure major related employment upon graduation, be admitted to graduate/professional schools of choice and have the ability to successfully transition from college life to career and beyond.

The Center for Career and Professional Development provides quality, comprehensive career services and programs that support the mission of Cabrini College.

The Center provides Internship opportunities to all matriculated Cabrini College students. Internships are optional academic programs in which students simultaneously learn to apply theoretical principles in a professional work environment earning academic credit (based upon the number of hours worked and the value of the work experience) and income. Most, but not all, internships offer some type of financial remuneration.

The Center for Career and Professional Development supports online resume development and credentials servicing enabling students and alumni to develop and update quality resumes and other supporting documentation. These credentials can be electronically forwarded to prospective employers.

Students and alumni can search JobSource, Career Shift and other employment- related search engines to help find quality employment opportunities.

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

Individual career counseling and workshops help students focus on interests, skills, values, needs, and experiences as they relate to career decision making. Career-related assessment tools include the Self-Directed Search, Strong-Interest Inventory, Strengths Finder, and FOCUS2 (an online career-development program).

Resume and cover letter writing, interviewing (Interview Stream), and job-search services are available. Staff members facilitate a thorough examination of Cabrini's majors and the career opportunities they afford, thereby helping undecided students clarify and develop both short and long-term goals in an effort to achieve academic and professional success.

An annual Intercollegiate Career and Government Fair, area job fairs and on-campus recruiting efforts provide opportunities for students to meet with area business and industry and not-for-profit organizations.

Teacher-recruitment fairs enable education majors to interview with school districts throughout the U.S. Cabrini students may utilize the Alumni Mentoring Professional Network to gather career-related information from Cabrini College alumni.

The Career Library houses current career-related information, job postings, graduate and professional school materials, information relevant to diverse student populations as well as Bureau of Labor Statistics data relating to economic and employment trends.

Students interested in pursuing Internship opportunities or using career and professional development services are encouraged to consult with office staff at 610-902-8304 or meet with their advisors.

Honor Societies

Delta Epsilon Sigma

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

Requirements for membership include:

1. completion of 18 hours of graduate-level coursework at Cabrini
2. a cumulative grade point average to be determined by committee
3. a record of outstanding academic accomplishment
4. a dedication to intellectual activity
5. an accepted responsibility of service to others

For further information, please see the Delta Epsilon Sigma website.

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 more than 600 chapters 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 Nov. 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 is available at kdp.org.

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 Academic Affairs 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.

Academic Honors

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.

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.

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.

Transcripts

An official transcript is a cumulative record of a student's academic history, bearing the official seal of the College and the signature of the Registrar.

Transcripts may only be requested from the Registrar's Office either in person or in writing; the student signature is required.

Telephone requests cannot be accepted. Students may identify appropriate information needed in requesting a transcript at cabrini.edu/Registrar.

Payment can be made by check or money order, payable to Cabrini College; credit card payment cannot be accepted.

Generally, transcript requests are processed within 24 hours, except during peak demand times (registration and graduation periods).

For transcript requests made "on demand" or requiring "same-day service," a premium fee is charged. Overnight delivery requests have an additional fee. Please refer to the Costs and Expenses page for specific transcript fees.

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 programs
    (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; 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 at the graduate level, the graduate-programs 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.

Course Descriptions

Master of Accounting (MAcc) Courses

MACC 510 - Advanced Financial Accounting and Reporting – Part I

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. This course is to designed to be taken concurrently with MACC 520.

3 credits

MACC 520 - Advanced Financial Accounting and Reporting – Part II

This course is integrated with MACC 510 and continues to 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 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.

This course also 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

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.

3 credits

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.
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. 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. 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 format.
Prerequisite: EDG 501 Educational Research
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.
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.
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.
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.

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.

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.

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- Students with Low Incidence Disabilities: Instructional Strategies and Programs

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.
3 credits

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.
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.
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.
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.
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.
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.

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, and 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 learners. *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.
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. 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.
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.
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

EDG 564 - Transition Services for Exceptional Learners

This course focuses on the development of individualized postsecondary education and community goals for transition plans that reflect the functional, academic data,

and strengths and interests for the full range of exceptional learners that align to identified post school outcomes. Graduate students will gain knowledge of how national and state laws guide the transition process. Collaborative strategies to plan for students' skill development and identification of supports and services will be explored. In addition, how to administer and interpret formal and informal career and vocational assessments in order to plan instructional strategies for transition that include school, and community-based resources will be provided. This course requires graduate students to work directly with an exceptional learner

3 credits

EDG 565 - Teaching Literacy across the Curriculum for Secondary Students with Disabilities

This course will develop the foundation for teachers who will be working with research and best practices in literacy development and instruction in core and intervention areas at the secondary level. It will develop an understanding of the tools, technology, and application of specifically designed instruction that would be encountered in the inclusive classroom for students. The content will reflect the functional, academic data, and strengths and interests for the full range of exceptional learners that align to identified school outcomes and academic standards. Collaborative strategies to plan for students' skill development and identification of supports and services will be explored and directly connected to literacy. In addition, how to administer and interpret formal and informal literacy assessments in order to plan instructional strategies for higher academic achievement will be provided. This course requires graduate students to work directly with an exceptional learner.

3 credits

EDG 568 - Student Centered Curriculum (Online Course)

This course emphasizes teachers' critical role as creator of the learning environment. It examines various

instructional approaches and explores 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.

It is recommended that students take EDG 568 and EDG 578 during the same semester.

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.

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.

It is recommended that students take EDG 568 and EDG 578 during the same semester.

3 credits

EDG 582 - Practicum in Special Education

This practicum is designed for all graduate students adding certification in Special Education. The course focuses on putting student learning into practice through the current structure of the Special Education identification and implementation process in Pennsylvania. Topics include instructional evaluation, functional behavioral support, assistive technology devices and services, inclusion, parental involvement and standards aligned IEP development to support access to the general-education curriculum.

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.

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.

3 credits

EDG 591 - Teaching & Learning for Social Justice

As a community of learners, students will identify an issue of social justice impacting education in the community. Having identified the issue, students will gain expertise and develop and implement a community service project to address the issue based on a commitment to social justice and the common good. The process experienced in this course is one that teachers will then be able to implement in their own K–12 classrooms. *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, 530, 431, & 542

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
- clarify their beliefs and assumptions regarding reading curriculum and instruction

Offered as needed. 3–6 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, 541, & 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. 3 credits

EDG 598 - Foundations of Literacy

Intended to serve as a conceptual mapping, this course presents literacy education and assessment through social, historical, theoretical and developmental lenses. Emphases include key theorists and research that have influenced how literacy instruction and assessment is being used in today's classrooms.
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 Academic Affairs Office.
Approval of program director, faculty member, Dean of Academic Affaris , or the Vice President for Academic Affairs or 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

ECG 628 - Capstone: Curriculum, Instruction, and Assessment (3 Credit Hours- Hybrid Course)

This course will address the issue of designing, analyzing, implementing, and assessing curriculum, by integrating what students learned from the various courses and utilizing the skills obtained in the other courses within the program. Only students in the Hybrid Master Program of Curriculum, Instruction, & Assessment may enroll in this course.
Prerequisites: EDG535, EDG558, EDG568 & EDG578
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.

3 credits

Students not currently enrolled in the PreK–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 PreK–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 course. 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 PreK–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 PreK–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 Web 2.0 and other web-based tools.

3 credits

Students not currently enrolled in the PreK–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 PreK–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 that contribute to a concurrent internship. The onsite principal-mentor coordinates the activities representing each area of study. The certification is PreK–12, so the internship must be done with experiences in elementary, middle, and high schools. The internship must span at least one full calendar year.

3 credits

Students not currently enrolled in the PreK–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.

3 credits

Students not currently enrolled in the PreK–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 will include personal meetings, email chats, phone calls, and/or visits to the student's home site(s) to meet with their onsite 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 PreK–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-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 PreK–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 half-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 PreK–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

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

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

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 five-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 five 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

Graduate Religious Studies Courses

RELS 500 - Models of Religious Education

This course gives students an introduction to the foundational principles in the practice of religious education. Students are introduced to new issues and innovations in teaching religion in terms of their framework, nature, forms and developmental patterns. Theories of faith development and moral development are examined. A survey of educational materials is included.
3 credits

RELS 501 - Church and Ministry

Students will examine what it means to be "church" and the basis of ministry. Attention will be given to the history of the church and how ministerial roles and leadership structures came to be, as well as their function in today's world. This course looks toward the responsibilities of all the baptized and their role in creating a world of peace and justice. Attention will be paid to ecumenism, religious dialogue, and outreach to others.
3 credits

REL 502 - Morality: Theory and Practice

This course will introduce the student to the consideration of the moral and ethical dimensions of contemporary life in pluralistic American society. Specific attention will be given to the Christian tradition as it engages in various socio-cultural, political, and economic problems.
3 credits

REL 503 - Christology

This course examines the historical Jesus from the perspectives of Scripture, Christian history and theology. Special attention is given to contemporary questions about Jesus and his relevance for today's world. Questions around the ministry of Jesus and application to issues of peace and justice will be included.
3 credits

REL 601 - The Old Testament

Students study the development, nature and purpose of the Hebrew Scriptures in light of recent biblical scholarship. Scripture is examined from a thematic perspective, emphasizing its relevance for contemporary life. Particular attention will be paid to the prophets and their call for justice.

3 credits

RELS 602 - The Gospels

Students study the development, nature and purpose of the Christian gospels in light of recent biblical scholarship. The Scriptures are approached through a thematic perspective that emphasizes their relevance for contemporary life.

3 credits

RELS 603 - The Epistle

This course offers a study of the Epistles with special reference to contemporary issues. In particular, this course will look at the Pauline letters and the conflicts, issues, and political atmosphere that letters address. In addition to traditional letters, this course will examine deuterocanonical letters that give additional insight to the time and place.

3 credits

RELS 604 - The Sacraments:
Ritual, Worship and Symbol

This course addresses symbolic life as key to human expression and communication. Historical and theological insights into the Christian sacraments provide students with the framework for study of the sacraments as symbols that make present Christ's love in the world.

3 credits

RELS 605 - The Culture of Catholicism

This course introduces the concept of the Christian tradition as a "culture" to be studied as a source of creativity with its many dimensions developing out of the

Church's and the faithful's fruitful and constant interaction with particular social environments.

3 credits

RELS 611 - Faith and Justice

This course explores the meaning of "faith" and "justice" in the contemporary world and examines various religious and non- religious responses to issues of social injustice. Representative figures include Dorothy Day and Thomas Merton. Students are introduced to and practice interfaith dialogue and participate in community-based learning.

3 credits

RELS 612 - Catholic Social Thought and Practice

This course focuses on the development and practice of Catholic Social Teaching. Emphasis will be placed on the tradition as it developed with the North American context. Familiarity with Catholicism is not essential; students of all religious traditions are welcome to enroll in the course. Requirements include a five-hour service component.

3 credits

RELS 613 - Heroes of Conscience

Students are introduced to men and women from various religious traditions whose faith has moved them to act in a heroic manner. Investigating how people of faith respond to such issues as war and poverty, students study the life and work of such figures as Gandhi, Dorothy Day, and Thich Nhat Hanh.

3 credits

RELS 614 - Liberation Theologies

This course offers an examination of how Christianity is interpreted and lived by non-Western cultures. Topics include the African-American, feminist, and Hispanic critiques of Western theology.

3 credits

RELS 620 - Facing Death and Dying

How does one face suffering and death? How does one minister to someone who is facing illness and a journey toward death? This course will study what it

means to suffer, examining the perspective of those who have expressed themselves in the time of suffering. Questions persist: What psychological issues will one face in the journey to death? What happens when we die? These questions will be examined from theological and psychological perspectives.
3 credits

RELS 621 - Ministry in Multicultural Settings

While at one time, American Catholics had ethnic parishes to call home, such parishes are no longer a reality. As such, Catholics from a variety of ethnic backgrounds now share a faith community. Many parishes are now bilingual and even trilingual. This course examines the multicultural landscape that is the American Catholic Church today and how parishes can be inclusive toward the entire parish in ministry.
3 credits

RELS 622 - Ministry to Youth and Young Adults

This course looks at strategies, best practices, and theory surrounding ministry to youth and young adults. This course examines many questions: What faith formation should take place for those who finish traditional religious education programs? What is appropriate ministry for high school students? What is appropriate outreach to students in college? After college? This course will study sociological trends of Catholics entering adulthood.
3 credits

RELS 623 - Psychology and Religion

This class introduces students to the interface of psychology and religious studies. It examines the environment in which psychology was first introduced in Europe and America, the influence of various psychoanalytic practices, and the perspective of experimental and cognitive approaches to psycho-religious phenomenon. This course also will address salient contributions to this topic from Eastern religion, specifically Hinduism and Zen Buddhism. *3 credits*

RELS 661–665 - Special Topics in Ministry and Religious Education

These topics come out of the needs of the matriculated student base. This provides an opportunity for students to study topics such as liturgy, music, historical theology, and other particular areas of study that would benefit students.
3 credits

RELS 671-675 - Special Topics in Peace and Justice

These topics come out of Cabrini College's Engagements with the Common Good core curriculum (ECG). Topics vary, but are directly related to topics of social justice in the world today. This experiential, writing-intensive course helps students utilize their assets and the assets of community partners (local or global) in the pursuit of social justice. Students will work with community partners, contributing to research that will be used to expand the capacity and quality of the partner organizations while providing students with life-long tools for civic engagement.
3 credits

RELS 690 - Religious Education Practicum

This course is a practicum that allows students to spend all or part of a semester in a high school religious studies class with a cooperating teacher or in a religious education setting with a director of religious education. The ministry may be the student's place of employment. Prior to registration, students will draw up a proposal that includes a reading list, plan of study, and written project subject to approval from the program director and the student's selected mentor.
3 credits

RELS 691 - Social Justice Practicum

This course is a practicum that allows students to spend all or part of a semester in a social justice-oriented position of ministry. The ministry may be the student's place of employment. Prior to registration, students will draw up a

proposal that includes a reading list, plan of study, and written project subject to approval from the program director and the student's selected mentor.

3 credits

RELS 692 - Pastoral Ministry Practicum

This course is a practicum that allows students to spend all or part of a semester in a ministerial role. The ministry may be the student's place of employment. Prior to registration, students will draw up a proposal that includes a reading list, plan of study, and written project subject to approval from the program director and the student's selected mentor.

3 credits

RELS 698 - 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 Office of Academic Affairs.

3 credits

RELS 699 - Integrative Capstone Project

If not doing a practicum, the student may complete a capstone project in religious education, social justice, or pastoral studies, in a topic of their choosing. The project may be in the form of a research paper or creative presentation. Students will work with a mentor and meet regularly with their mentor and other students to discuss progress. Prior to registration, students will draw up a proposal with reading list, subject to approval from the program director and the student's selected mentor.

3 credits

Doctorate in Organizational Development Courses

DORG 700 - The Evolution of Organizational Development—Understanding System Dynamics

This course reviews major global environmental trends and examines the economic, demographic, socio-political, and legislative impact of these trends on organizational effectiveness. The course also explores systems theory and other theories to better understand the daily dynamics at various organizational levels, as well as the contributions of the field to the practice of organizational development.

3 credits

DORG 710 - Theory and Practice of Organizational Leadership

This course emphasizes leadership development and practice. A review of leadership theories and their applications to business is done via the stories and the experiential learning of each student. This requires students to critically analyze historical approaches to leadership with a strong emphasis placed on contemporary leadership perspectives. Students will be required to connect leadership theories and practices to leadership situations that are relevant to their work experiences.

3 credits

DORG 715 - Contemporary and Philosophical Perspectives in Organizational Development from a Scientific Approach

This course explores major contemporary trends in the organizational development field utilizing a philosophical foundation. Students will be required to conduct analysis, gather data, propose intervention processes and techniques, and present diagnoses and final recommended changes using various methodologies such as Appreciative Inquiry, Future Search, and other contemporary approaches.

3 credits

DORG 720 - Trends in Organizational Research and Theory

This course provides an overview of different research methodologies employed by organizations, including designs associated with observational, evaluative and systematic approaches. Students will be required to compare and contrast several research-based methodologies and theories that are utilized in organizations to effectively evoke change. A strong emphasis will be placed on change management.
3 credits

DORG 725 - Group Facilitation, Consultation, and Team Development

This course examines the leadership process using team and group dynamics as a context. Students will investigate and provide consultation around issues related to team building, interpersonal and group relations, and utilizing effective problem-solving and decision-making skills. A special emphasis will be on effectively initiating collaborative approaches with both internal and external stakeholders.
3 credits

DORG 730 - Organizational Assessment, Design, and Strategy

This class will challenge students to embrace a systems view of leadership and change at the organizational level. Students will compare, contrast, and critique assessment models and designs utilized to effect change in the organization. Students will be required to apply their own models of organizational change, strategy, and organizational capacity building to their work experiences.
4 credits

DORG 735 - Socio-Cultural Dynamics, Morality, and Diversity in the Workplace

This course requires students to conduct a systematic study of multi-cultural issues in the workplace related to both social and cultural factors, emphasizing the respect for the diversity of employees. A special emphasis of the course will be the importance of morality in the workplace and its place in society. Attention will be given to ethnocentrism and personal tendencies to develop bias within the workplace.
3 credits

DORG 740 - Leadership Lecture Series—I

Through the lecture series, Cabrini will build on the success of it Nerney Leadership Institute and will invite the world's top scholars and business leaders to interact personally with our Ph.D./D.B.A. students on leading-edge topics around leadership coinciding with the Executive in Residence program. This lecture series will take place in year one of the program.
3 credits

DORG 741 - Leadership Lecture Series—II

Building on the lecture series, Cabrini will build on the success of its mission and will invite the world's top scholars and business leaders to interact personally with our Ph.D./D.B.A. students on leading-edge topics around leadership and global topics of social justice. This lecture series will take place in year two. ***3 credits***

DORG 745 -Research Design & Methods—Quantitative

This course expands student knowledge specific to quantitative methodologies within the social sciences. Students will be required to thoroughly understand the differences between methods and be able to effectively identify the appropriate methodology that fits a given research project. Descriptive statistical concepts will be emphasized and students will be expected to conduct a research project utilizing one of the methodological approaches presented in the course.
4 credits

DORG 746 - Research Design & Methods—Qualitative

This course expands student knowledge specific to qualitative methodologies within the social sciences.

Students will come to thoroughly understand the differences between methods and be able to effectively identify the appropriate methodology that fits a given research project. Case study and grounded theory approaches will be emphasized. Students will be expected to conduct a research project utilizing one of the methodological approaches presented in the course.

4 credits

DORG 750-Corporate Governance and Business Ethics through a Social Justice Lenses

This course challenges students to develop a framework for ethical thinking and reflection with a strong emphasis on ethical challenges frequently encountered when trying to represent social justice issues. Students will be required to investigate current research trends regarding ethical issues in the organizational setting including moral, ethical, and social responsibility. Students will be required to analyze the impact they personally have on their own organizations.

4 credits

DORG 755- Leading in a Global Environment

This course will focus on international business practices with an emphasis on problem-solving in the global environment. Students will apply GLOBE study concepts and other relevant theories in global studies to address challenges facing organizations in international development. Special focus will be on globalization, barriers to trade and investment, culture and cultural intelligence, country risk assessment, and global leadership practice. The role and potential of organizational development in global environments will also be examined.

4 credits

DORG 760 -Advanced Topic Seminar: Negotiation, Conflict, & Communication Strategies to Advance Social Causes

These seminars are advanced courses that faculty offer independently or in collaboration with a visiting scholar depending on contemporary research/theory interests. Content topics will include both domestic and international approaches, methodologies, theoretical frameworks, innovations, and strategies to advance social causes. Special effort will be made to include case study research and insights gleaned from the international work of the Missionary Sisters of the Sacred Heart.

4 credits

DORG 765 - Advanced Topic: Integrative Quantitative & Qualitative Seminar

This course will focus on advanced methods for both Quantitative and Qualitative methodological approaches. Special emphasis will be on inferential statistical concepts and special approaches to qualitative research. Topics include hypothesis testing, probability, correlation, multivariate analysis, portraiture, mixed methods, and auto-ethnography.

4 credits

DORG 770 - Advanced Topic: International Field Experience

Students in this course participate in a global exchange in which they travel internationally with faculty and fellow students to engage in dynamic learning activities with top scholars and executives from other countries and cultures. This global exchange can be done anytime during the program (year 1, 2, or 3), but credit is given in the third year. Emphasis will be placed on having students submit and present at an international conference in the OD field.

3 credits

D0RG 775 - Dissertation:

Proposal, Development, & Defense

Students in this final course will work independently within a prescribed framework to complete their dissertation. Students will be required to seek out and receive approval of a dissertation committee that will begin to work with the student to draft her or his dissertation proposal.

Students will be required to select a topic, draft research questions, construct an appropriate literature review, and conduct/analyze research utilizing research methodologies learned throughout time in the program. Two critical benchmarks must be met in this course: the first entails successfully passing a proposal hearing, while the second necessitates passing the dissertation defense.

More details are outlined in the student dissertation handbook.

15 credits

Qualification 1 Examination:

Toward the middle of the first year, students are required to write a general review paper (typical length 25–30 pages although there is no upper limit) of key journals in the fields of organizational development and management. One major objective of this assignment is to familiarize students with these premier journals as they will later serve as resources for their, research and practice and will lend support to their growth and development as scholar – practitioners. The other major objective of this assignment is to give the students early exposure to the kinds of topics that are being researched in the fields of organization development and management, the logic that underlies constructing research questions and developing hypotheses, the various methods being employed to conduct the research, the techniques and approaches utilized to collect, analyze and interpret data, and the art of drawing conclusions from research.

Qualification 2 Examination:

Toward the middle of the second year, students, utilizing the same key journals from their Qualification 1 Examination as a starting point, are required to write a topic oriented review paper (typical length 25–30 pages although there is no upper limit) that serves to help the student develop a strong base in the disciplines and literatures relevant to his/her topic of interest and one that can potentially lead to a dissertation research project.

The key aim of this assignment is to help the student learn and gain significant expertise on a topic (or topics) by demonstrating mastery of the theories, findings, and debates that surround that topic. This topic oriented review is also designed to the student identify gaps, inconsistencies, and conflicts in the literature that may inform their dissertation research questions and their potential contributions to theory and practice in the field. Lastly, the final aim of this assignment is that this review paper will not only largely contribute to their dissertation research project, but that it will be a potential publication and/or presentation in a major conference.

Doctorate in Educational Leadership Courses

EDD 710 - Philosophical and Theoretical Foundations of Leadership

This course is designed to engage students in the study of educational leadership. The course surveys the characteristics of effective leaders, differing leadership styles, and how differing educational philosophies influence decision-making in present approaches to education and schooling.
3 credits

EDD 712 - Policy and Social Justice Issues for Educational Leaders

This course examines the ways in which educational policies and their legal interpretations have shaped instructional programs and affected equitable access to educational opportunities. Students will also explore potential changes in policy that can transform American education and will focus specifically on the application of policy to issues in educational leadership.
3 credits

EDD 714 - Organizational Change Theory and Practice

This course examines the theories and strategies of organizations that impact the administration and organizational development of schools and other educational agencies. The course will point out the skills, techniques, and attitudes that school leaders need to acquire in order to work effectively with various school constituents and to ensure a socially just school environment.
3 credits

EDD 716 - Ethics in Leadership

This course provides an introduction to ethical decision-making and ethical leadership. Students will study different concepts and theories with which ethical issues, dilemmas, and decisions in leadership can be evaluated, as well as examine cases representing ethical challenges educational leaders might face.
3 credits

EDD 718 - Fiscal and Legal Aspects of Leadership

This course will examine the budgeting process with an overview of the basic financial issues unique to education that impact individual schools, school districts and other educational agencies. The student will look at both the fiscal and facilities resources and their proper management. Assessment of need, establishing priorities, providing justification, and the accounting for expenditures of the budget will also be considered.
3 credits

EDD 722 - Legal and Social Aspects of Pupil Services

This course will review legal and social aspects involved in special education and pupil services in educational settings. Students will understand their role in the development of processes, procedures, and accommodations to meet the needs of all learners.
3 credits

EDD 724 - Program and Curriculum Development and Evaluation

This course will foster an understanding of curriculum and skills in developing curriculum/programs, including: assessing need, alignment with school/industry standards, creating student learning/program outcomes, identifying resources, and evaluating student/program progress. Students will be able to create rigorous programs/curriculum and evaluation procedures for continual review.
3 credits

EDD 726 - Data Analysis for Planning, Communication, and Evaluation

This course will examine data as a tool for program development, evaluation, and communicating needs and/or progress to constituents. Students will develop strategies for collecting, analyzing, and utilizing data for productive decision making.

3 credits

EDD 728 - Diversity in the Educational Settings

This course will explore the implications of diversity and cultural competence for effective communication and collaboration. Students will expand their understanding of how environment and heritage form perspectives that impact all aspects of the educational setting. Students will investigate the root causes of inequality and identify means to systematically address them.

3 credits

EDD 732 - Organizational Governance, Business Management, and Public Relations

This course will create a working knowledge of governance structures, budget development, grant writing, purchasing procedures, contracting, building and grounds maintenance, public relation and marketing strategies. Students will acquire the needed skills for effective fiscal and business management.

3 credits

EDD 734 - Human Resources in Educational Leadership

This is course will provide an advanced understanding of personnel management concepts including employment law, interviewing, hiring, negotiations, supervision, evaluation and staff development. Students will develop skills to address various personnel issues, evaluate relevant policies, and utilize effective standards in staff development.

3 credits

EDD 782 - Qualitative Methodologies

This course is designed to help students understand the use of qualitative methodology research with the use of data collection techniques such as field notes, journals, questionnaires (surveys), interviews, field observations, and document analysis. Other theoretical frameworks and methodological approaches for qualitative research including, archival and ethnographic research and historical analysis will also be examined.

3 credits

EDD 784 - Quantitative Research

This course is designed to help students understand the use of statistical methods and number-based techniques such as achievement related data and standardized tests in the collection of data. The course is also designed to assist students develop proficiency in quantitative methodology and analysis involving descriptive and inferential statistics. It also provides an overview of basic research concepts, including sample and sampling approaches, validity and reliability of measurement results and the types of quantitative research designs. Software designed to analyze statistical measures such as SPSS will be utilized.

3 credits

EDD 786 - Mixed Methods in Research

This course is designed to help students understand educational research methods and focuses on the following themes: research design, sampling design, data collection, and data analysis and reporting research results. Students are introduced to research design paradigms, the use of literature reviews, developing research questions, and qualitative and quantitative procedures.

3 credits

EDD 791 - Dissertation Seminar I

EDD 792 - Dissertation Seminar II

EDD 793 - Dissertation Seminar III

The dissertation process is developmental and students will learn format, policy and requirements of the dissertation through three separate seminars. Initial orientation will occur with the first residency, including review of the dissertation handbook.

1 credit each; 3 credits total

EDD 794 - Research Design and Proposal

This course explains the fundamental steps in the educational research process, including developing research questions and conducting a review of the literature. This course also provides an overview of basic research concepts including sampling approaches and the validity and reliability of measurement results. The course also focuses on the themes of research design, data collection, data analysis and the reporting out of research results.

3 credits

EDD 795 - Dissertation

The Dissertation allows candidates to conduct an original research study (thesis) that will comprise the dissertation. Students will meet on a regular basis with their Dissertation Advisor to develop a formal proposal for their doctoral dissertation, develop their appropriate research strategies and review ongoing research ideas.

The course focuses on the dissertation topic and key questions; a review of the literature; the methodological plan for the research; and moving toward the oral defense. The final product must attest to the candidate's ability to conduct original research. The dissertation must be defended before the candidate's committee for approval.

6 credits total

Eric Olson, CPA
Vice President for Finance/Treasurer

Robert Reese
Vice President for Enrollment Management

Susan Rohanna
Director of Human Resources and Title IX Coordinator

George Stroud, Ed.D.
Assistant Vice President for Student Life
and Dean of Students

Marguerite Weber, D.A.
Vice President for Adult and Professional Programs

Christen Wilson
Vice President of Institutional Advancement

Academic Affairs

Jeffrey Gingerich, Ph.D.
Provost & Vice President for Academic Affairs

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

Beverly Bryde, Ph.D.
Dean for Education

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

Frances Harkness
Registrar

Career & Professional Development

Nancy Hutchison
Director

Center For Teaching And Learning

Lisa Ratmansky
Director

The Children's School

Nicole Whiteman
Director

Disability Resource Center

Kathleen Johnson
Director

First-Year Experience

Richard Gebauer
Director

Institutional Research

Lisa Plummer
Director

Holy Spirit Library

Roberta Jacquet, Ph.D.
Director

Nerney Leadership Institute

Maria Vizcarrondo
Executive Director

Wolfington Center

Thomas Southard, J.D.
Director

Adult and Professional Programs

Marguerite Weber, D.A.
Vice President for Adult and Professional Programs

Patricia Griffin
Director of Adult Programs

Enrollment Management

Robert Reese

Vice President for Enrollment Management

Shannon Zottola

Executive Director of Admissions

Charles Spencer

Director of Transfer Admissions &

Alumni Admissions Program

Stephanie Gibbs, Ed. D.

Director of Graduate Admission

Financial Aid

Elizabeth Gingerich

Director

Finance and Administration

Eric Olson, CPA

Vice President for Finance / Treasurer

Business Office

Diane Scutti

Controller

Facilities

Dawn Barnett

Director

Information Technology and Resources

Chris Shields

Interim Director

Bookstore

Bill Briddes

Manager

Conference and Events

Jessica Webster

Director

Institutional Advancement

Christen Wilson

Vice President of Institutional Advancement

Jean Jacobson

Director of Sponsored Programs & Foundation Relations

Rachel McCarter

Director, Alumni Engagement & Annual Giving

William Gusler

Director of Annual Giving

Diane C. Crompton

Advancement Director

Peter Castagna

Advancement Director

Marketing And Communications

Celia Cameron

Vice President for Marketing and Communications

Linda Boyk

Director, Content Marketing

Heidi Habel

Creative Director

Community Development and External Relations

Brian Eury

Vice President for Community Development

and External Relations

Student Life

Christine Lysionek, Ph.D.

Vice President for Student Life

George Stroud, Ed.D.

Assistant Vice President and Dean of Students

Center for Student Engagement and Leadership

Anne Filippone

Director

Public Safety

Creig Doyle

Director

Dining Services

Tracy Eells

Manager

Athletics and Recreation

Brad Koch

Director

Counseling and Psychological Services

Sara Maggitti, Psy.D.

Director

Health Services

Susan Mason Fitzgerald, R.N.

College Nurse, Coordinator

Madeline Danny, D.O.

Physician

Residence Life

Sue Kramer

Director

Student Diversity Initiatives

Stephanie Reed

Director

Campus Ministry

Fr. Carl Janicki

Director

Staff and Faculty Directory online
at www.cabrini.edu/directory

Faculty

Department Chairs

- **John F. Brown, Ph.D.**

  Mathematics / Information Science & Technology

- **Anne M. Coleman, Ph.D.**

  Science

- **Kathleen M. Daley-McKinley, Ph.D.**

  Sociology/Criminology

- **Donald Dempsey**

  Graphic Design and Fine Arts

- **Michelle Filling-Brown, Ph.D.**

  English

- **Amy Gratch Hoyle, Ph.D.**

  Educational Policy and Leadership

- **Laura Groves, Ph.D.**

  Social Work

- **Maria Elena Hallion, Ph.D.**

  Exercise Science and Health Promotion

- **Cynthia Halpern, Ph.D.**

  Romance Languages and Literatures

- **Darryl C. Mace, Ph.D.**

  History and Political Science

- **Erin McLaughlin, Ph.D.**

  Business

- **Todd Matthews, Ph.D.**

  Leadership and Organizational Development

- **Leonard Norman Primiano, Ph.D.**

  Religious Studies

- **Martha Ritter, Ph.D.**

  Teacher Education

- **Sharon C. Schwarze, Ph.D.**

  Philosophy and Liberal Studies

- **Melissa Terlecki, Ph.D.**

  Psychology

- **Martha Waring-Chaffee, Ph.D.**

  Educational Specialist

- **Jerome R. Zurek Jr. , Ph.D.**

  Communication

Stephen M. Adams
Assistant Professor, Mathematics
B.S., Florida State University; M.S., North Carolina State
University; M.A., Ohio State University;
Ph.D., North Carolina State University

Rasheeda Ahmad
Assistant Professor, Educational Specialists
M.A., Ed.D., West Virginia University

Thomas Albrecht
Instructor, Information Science and Technology
B.A., M.S., West Chester University

Patricia Bainbridge
Assistant Professor, Educational Policy and Leadership
B.S., Temple University; M.Ed., Arcadia University;
Ed.D., Immaculata University

Edna M. Barenbaum
Professor, Psychology
B.S., Ed.M., Ph.D., Temple University

Joyce Belcher
Assistant Professor, Biology
B.S., Jackson State University; Ph.D., Temple University

Natacha Bolufer-Laurentie
Assistant Professor, Spanish and Latin American Studies
B.A., Cabrini College; M.A., Temple University,
Villanova University; Ph.D., State University of New York

Kimberly L. Boyd
Associate Professor, Biology
B.S., The College of New Jersey;
Ph.D., University of Virginia

Jeffrey Brown
Assistant Professor, Educational Policy and Leadership
B.A.; Pennsylvania State University
M.A.; Columbia University
Ed.D.; Teachers College Columbia University

John F. Brown
Associate Professor, Mathematics
B.S., M.S., Rensselaer Polytechnic Institute;
Ph.D., Boston University

Beverly R. Bryde
Associate Professor, Education
B.S.Ed., M.A., Villanova University;
Ed.D., Widener University

Mary Budzilowicz
Lecturer, Teacher Education
B.S., Cabrini College; M.Ed., Temple University

Jennifer Bulcock
Assistant Professor, Philosophy
B.A., University of New Hampshire;
M.A., Ph.D., Rice University

David Burke
Assistant Professor, Human Resource Management
B.A., Shepherd University; M.M., Goldey-Beacom College;
Ed.D., Wilmington University

Angela Campbell
Assistant Professor, Educational Policy and Leadership
B.A., La Salle University; M.A., University of Maryland;
Ph.D., Temple University

Philip Campbell
Instructor, Educational Specialists
B.A., Villanova University; M.Ed., St. Joseph's University

Joseph Cimakasky
Assistant Professor, Philosophy
B.A., University of Scranton;
M.A., Ph.D., Duquesne University

Stephanie Colbry
Assistant Professor, Business
B.S., M.S., Rider University;
Ph.D., Eastern University

Karen W. Coldwell
Assistant Professor, Teacher Education
B.S., St. Joseph's University;
M.Ed., Ed.D., Immaculata University

Anne M. Coleman
Associate Professor, Life and Physical Sciences
B.S., Eastern University; Ph.D., Allegheny University

Thomas Conway
Assistant Professor, Education
B.A., M.A., La Salle University;
Ed.D., Saint Joseph's University

John Cordes
Associate Professor, Communication
B.A., University of Notre Dame;
M.S., Syracuse University;
Ph.D., University of Maryland

Renee Covelle
Assistant Professor, Business
B.A., Moravian College; M.A., DeSales University;
Ph.D., University of Maryland

Paul Cowley
Assistant Professor, Accounting
B.BA., Ohio University;
CPA, M.Acct, Bowling Green University

Ryan Colyer
Assistant Professor, Physics
B.S., Allegheny College; M.A., Ph.D., University of Illinois

Kathleen M. Daley-McKinley
Professor, Sociology
B.A., Immaculata College;
M.A., Ph.D., University of Pennsylvania

Donald Dempsey
Associate Professor, Graphic Design
B.F.A., Rochester Institute of Technology;
M.A., Kent State University

Patrick W. Duthie
Assistant Professor, Finance
B.A., M.S., Boston University;
Ph.D., Northwestern University

David A. Dunbar
Associate Professor, Biology
B.A., Lycoming College; M.S., Ph.D., Lehigh University

Felicity Duncan
Assistant Professor, Communication
B.A., University of Johannesburg; M.A., University of
Missouri-Columbia; Ph.D., University of Pennsylvania

Michelle Filling-Brown
Associate Professor, English
B.S.Ed., West Chester University;
M.A., Ph.D., University of Delaware

Katie Farina
Assistant Professor, Sociology
B.S., DeSales University; M.A., Villanova University:
Ph.D., University of Delaware

Joseph Fitzgerald
Assistant Professor, History
B.A., State University of New York;
M.A., State University of New York, Empire State College;
Ph.D., Temple University

Dawn Francis
Assistant Professor, Communication
B.A., Cabrini College; M.S., Ohio University;
Ed.D., Widener University

Seth L. Frechie
Professor, English
B.A., Kenyon College; M.A., Ph.D., Temple University

Sheryl Fuller-Espie
Professor, Biology
B.S., University of Washington;
Ph.D., University of London

Amber Gentile
Assistant Professor, Teacher Education
B.A., Dickinson College; M.S., West Chester University

Jeffrey Gingerich
Associate Professor, Sociology
B.S.W., Eastern Mennonite University;
M.A., Ph.D., University of Pennsylvania

Maya Gordon
Associate Professor, Psychology
B.A., Spelman College;
M.A., Ph.D., University of Michigan

Amy Gratch Hoyle
Assistant Professor, Graduate Education
B.A., University of Michigan; M.A., Eastern Michigan
University; Ph.D., University of North Carolina

Raquel Green
Assistant Professor, Spanish
B.A., Villanova University;
M.A., Ph.D., Bryn Mawr College

Laura C. Groves
Associate Professor, Social Work
B.S., University of Massachusetts;
M.S.S., Ph.D., Bryn Mawr College

Maria Elena Hallion
Associate Professor, Exercise Science and
Health Promotion
B.S., West Chester University; M.S., East Stroudsburg
University; Ph.D., Temple University

Cynthia L. Halpern
Professor, Spanish
B.A., M.A., Villanova University; Ph.D., Bryn Mawr College

Mary H. Harris
Professor, Economics and Finance
B.A., Ursinus College; M.B.A., St. Joseph's University;
Ph.D., Lehigh University

Melinda Harrison Krick
Associate Professor, Chemistry
B.S., B.A., Indiana University of Pennsylvania;
Ph.D., Duquesne University

James R. Hedtke
Professor, History and Political Science
B.S., St. Joseph's University; M.A., Villanova University;
Ph.D., Temple University

Nicholas Jacques
Associate Professor, Studio Art
B.F.A., University of Hartford; B.F.A., Kutztown University;
M.F.A., Pennsylvania Academy of the Fine Arts

Roberta Jacquet
Associate Professor, Library
B.A., Lake Erie College; M.S., Drexel University;
M.A., Ph.D., University of Delaware

Marilyn L. Johnson
Professor, English
B.A., Spring Hill College; M.A., Villanova University;
Ph.D., Temple University

Carol E. Kessler
Associate Professor, Teacher Education
B.A., Beaver College; M.Ed., Ph.D., Temple University

Francis Klose
Assistant Professor, Religious Studies
B.A., La Salle University; M.Ed., Cabrini College;
Ph.D., Drew University

Jeanne Komp
Associate Professor, Graphic Design
B.F.A., Kutztown University; M.S., Philadelphia University

Maryann Lanchoney
Assistant Professor, Teacher Education
B.A., Glassboro State College; M.A., Rowan University;
Ed.D., Wilmington University

Colleen Lelli
Assistant Professor, Educational Specialists
B.S., Cabrini College; M.Ed., Beaver College;
Ed.D., Widener University

Jacqueline Lynch
Assistant Professor, Social Work
B.A., Catholic University; M.S.W., University of Maryland;
Ph.D., Bryn Mawr College

Darryl C. Mace
Associate Professor, History and Political Science
B.A., The Pennsylvania State University;
Ph.D., Temple University

David Madway
Instructor, Mathematics
B.A., Franklin and Marshall College;
M.B.A., University of Pennsylvania

D. Eric Malm
Associate Professor, Economics and
Business Administration
B.A., Lafayette College; Ph.D., Temple University

Todd Matthews
Associate Professor, Organizational Development
B.A., Salisbury University;
M.A., University of Tennessee;
Ph.D., Mississippi State University

Erin McLaughlin
Associate Professor, Business Administration
B.S., The Pennsylvania State University;
M.B.A., The University of Ulster;
Ph.D., Touro University International

Caroline Nielsen
Associate Professor, Biology and Environmental Science
B.S., Brown University; Ph.D., Stanford University

Andrew Owen
Assistant Professor, Sociology
B.A., M.A., Ph.D., University of Wales

Amy Persichetti
Assistant Professor, English
B.A., The Pennsylvania State University;
M.Ed., University of Massachusetts;
Ed.D., Widener University

Susan Jacques Reese Pierson
Assistant Professor, Educational Specialists
A.B., Bryn Mawr College;
M.S., Ph.D., University of Pennsylvania

Leonard Norman Primiano
Professor, Religious Studies;
Co-Director of the Honors Program
A.B., M.A., Ph.D., University of Pennsylvania;
M.T.S., Harvard University

Nicholas Rademacher
Associate Professor, Religious Studies
B.A., Hillside College;
M.A., Ph.D., The Catholic University of America

Martha Ritter
Associate Professor, Teacher Education
B.A., Tufts University;
M.Ed., Ph.D., University of New Hampshire

Abel Rodriquez
Assistant Professor, Religious Studies
B.A., Cabrini College; M.A., Stanford University,
Harvard University; J.D., University of Pennsylvania

Sharon C. Schwarze
Professor, Philosophy
B.A., Smith College;
M.A., Ph.D., University of Pennsylvania

Ann D. Servey
Associate Professor, Accounting
B.S., M.B.A., La Salle University; C.P.A.;
M.Ed., Cabrini College

Alia Sheety
Associate Professor, Graduate Education
B.A., M.A., M.B.A., University of Haifa;
Ph.D., Arizona State University

Courtney Smith
Associate Professor, History
B.A., Cabrini College; M.A., Ph.D., Lehigh University

Joseph M. Smith
Associate Professor, Chemistry
B.S., M.S., State University of New York-Oswego;
Ph.D., University of Washington

Tamarah Smith
Assistant Professor, Sociology / Criminology
B.A., Cabrini College; M.S., West Chester University;
Ph.D., Temple University

Vivian Smith
Assistant Professor, Sociology / Criminology
B.A., University of Maryland;
M.A., Ph.D., Rutgers University

Cynthia Speace
Assistant Professor, Educational Policy and Leadership
B.A., St. Joseph's University; M.A., Temple University;

Ed.D., Immaculata University
Crystal Swenson
Assistant Professor, Educational Policy and Leadership
B.S., University of Wyoming;
M.A., Ph.D., University of Arizona

Michelle Szpara
Associate Professor, Educational Policy and Leadership
B.S., Pennsylvania State University;
Ph.D., University of Pennsylvania

Donald B. Taylor
Professor, Biology
B.S., Ph.D., University of Memphis

Melissa S. Terlecki
Associate Professor, Psychology
B.A., The College of New Jersey;
Ph.D., Temple University

Anthony T. Tomasco
Professor, Psychology
B.A., La Salle College; M.S., Villanova University;
Ph.D., Temple University

Nicholas Uliano
Associate Professor, Spanish
B.S., The Pennsylvania State University;
M.A., Ed.D., Temple University

Tony John Verde
Associate Professor, Exercise Science and
Health Promotion
B.Sc., Brock University;
M.Sc., Ph.D., University of Toronto

Martha Waring-Chaffee
Professor, Educational Specialists
B.S., Lebanon Valley College; M.S., West Chester State
College; Ph.D., University of Pennsylvania

Nancy Watterson
Associate Professor, Social Justice and American Studies
B.A., Oakland University; M.A., University of Michigan;
Ph.D., University of Pennsylvania

Vonya Womack
Instructor, Graduate Leadership
B.S., Eastern Mennonite University;
M.S., University of San Francisco

Paul R. Wright
Associate Professor, English;
Co-Director of the Honors Program
B.A., Northwestern University;
M.A., Ph.D., Princeton University

Catherine E. Yungmann
Associate Professor, Communication
B.A., Kent State University; M.A., Ohio University

Jerome R. Zurek Jr.
Professor, Communication
A.B., Fordham University;
M.A., Ph.D., Bryn Mawr College

Faculty *Emeriti*

Marice Bezdek

English and Communication

B.A., College of the Holy Names;

M.A., Ph.D., University of Pennsylvania

Edward C. Christ

Business Administration

B.S., St. Joseph's University; M.A., Temple University

M. L. Corbin Sicoli

Psychology

B.S., M.S., West Chester State College;

M.S., University of Wisconsin; Ph.D., Bryn Mawr College

Carter W. Craigie

English and Communication

B.A., Williams College;

M.A., Ph.D., University of Pennsylvania

Jolyon P. Girard

History

B.A., Washington and Lee University;

M.A., Ph.D., University of Maryland

Helen Goodwin

Physical Education

B.S., The Pennsylvania State University;

M.Ed., West Chester State College

John J. Heiberger Jr.

Business

B.S., Wheeling College; M.B.A., Winthrop College;

Certified–National Society of Fund Raising Executives

Anne Kruse

Biology

B.S., University of the Sciences in Philadelphia;

M.S., Villanova University

Andrew J. Litavec

Education

B.S., Bloomsburg University; M.Ed., Temple University

Robert G. McGee

Mathematics

A.B., Holy Cross College; M.S., Notre Dame University;

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

Dawn Middleton

Education

B.S., West Chester State College;

M.Ed., Ed.D., The Pennsylvania State University

Margaret Mary Reher

Religion

B.A., Immaculata College; M.A., Providence College;

Ph.D., Fordham University

Nancy M. Rush

Education

B.S., West Chester State College;

M.Ed., Temple University;

Ed.D., The Catholic University of America

Gerald Satlow

Information Science and Technology

B.A., Antioch College; M.A.T., Wesleyan College

Campus Map

1. The Mansion
Alumni Affairs
Business Office
Enrollment Operations
Institutional Advancement
Marketing & Communications
President's Office
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
Career and Professional Development
Fine Arts
Jazzman's Café
Lecture Hall
Lounge / Study Area
Mailroom / Student Mailboxes
Music Practice Rooms
Nerney Leadership Institute
Sandella's Café
Student Diversity Initiatives
Student Engagement and Leadership

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
Volleyball Court

**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
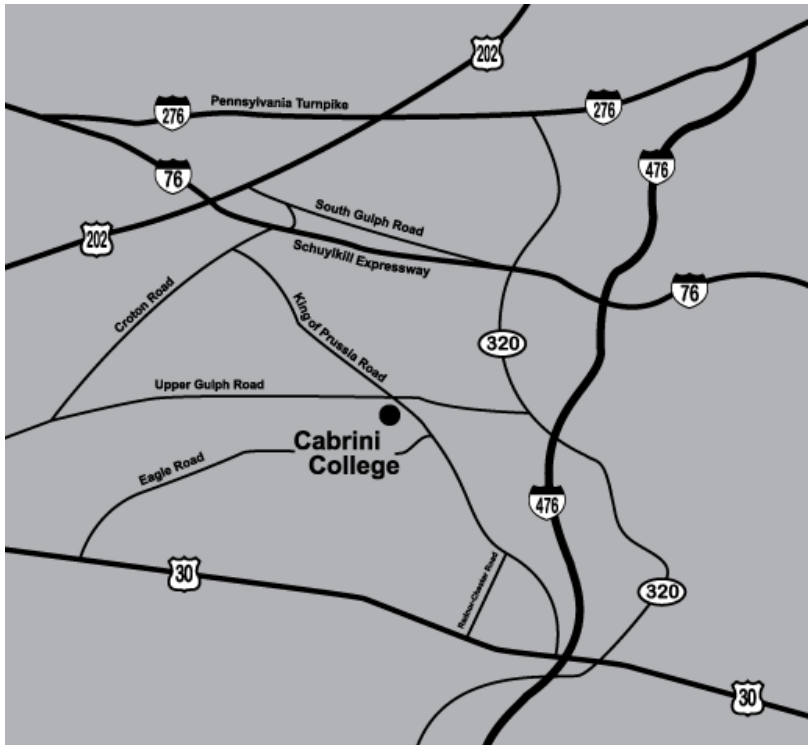
FROM PHILADELPHIA:

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).*

*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 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.

cabrini.edu/Directions

Checklist for Applicants

To apply to one of Cabrini's master-level 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 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

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.

*Prospective students interested in applying to one of Cabrini's doctoral programs (Ed.D., DBA, Ph.D.) should contact the Office of Graduate Admissions at 610-902-8291.