



CABRINI
UNIVERSITY

Graduate Catalog

2016–17

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President's Message

Dear Graduate Students,

Many of you are professional women and men who have already succeeded in your careers. Others are just beginning your profession. Either way, your educational journey has taken yet another next step.

Well, you've come to the right place because Cabrini University is prepared to take you to the next level of graduate education.

Paging through this graduate catalog, I'm envious of the interesting courses you'll be able to take, taught by some of the finest faculty in their fields. Cabrini faculty are mentors and guides for you, so I encourage you to get to know them and learn all that they have to teach you.

Some of the most meaningful educational and professional relationships you could ever have are with faculty, so don't let that chance slip away. This is especially important at the graduate level, where students and faculty become more like peers and colleagues.

As you take courses together and perhaps research with your fellow students, share your talents and insights with one 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.

Good luck in your studies! Enjoy it and all the rewards that come from graduate education.

Regards,

A handwritten signature in black ink that reads "Donald B. Taylor". The signature is written in a cursive, flowing style.

Donald B. Taylor, PhD
President

Academic Calendar

On-Campus Programs

Fall Semester of 2016 (Subject to Change)

August 26 (F)	New Residents Report; New Resident Orientation; Matriculation Ceremony
August 28 (Sun)	Residence Halls open for returning students
August 29 (M)	First Day of Classes (8:15am)
September 5 (M)	Labor Day Holiday (no classes)
September 7 (W)	Last day to Add/Drop Classes or declare audit
September 23–25 (F–Sun)	Homecoming Weekend/Annual Undergraduate Honors Convocation
October 10 (M)	Dean’s Fall Holiday (no classes)
October 19 (W)	Semester Midpoint
October 31 (M)	Graduate student registration for Spring Semester 2017 begins
November 7 (M)	Senior priority registration for Spring Semester 2017 begins
November 9 (W)	Last day to Withdraw from a full term (15-week) course*
November 10 (Th)	Junior priority registration for Spring Semester 2017 begins
November 14 (M)	Sophomore priority registration for Spring Semester 2017 begins
November 15 (T)	Cabrini Day (no daytime classes; classes at 4:30pm on will meet)
November 17 (Th)	First Year student priority registration for Spring Semester 2017 begins
November 23 (W)	Residence Halls close at 10:00am
November 23–27 (W–Sun)	Thanksgiving Recess (no classes)
November 27 (Sun)	Residence Halls open at Noon
November 28 (M)	All Classes (day and evening) resume
December 12 (M)	Classes End; Last Day to Declare Pass/Fail
December 13–17 (T–Sat)	Final Examinations
December 18 (Sun)	Residence Halls Close at 10am
December 31 (Sat)	Degree Award Date for Fall Graduation Cycle

*Part-of-Term Classes have varying Add/Drop and Withdrawal dates. Visit the Cavalier Express Center for specific dates for your part-of-term class.

Winter 2016–17 (Subject to Change)

December 19 (Mon)	Classes Start
December 24–January 1 (Sat–Sun)	Christmas Break
January 2 (Mon)	Classes Resume
January 15 (Sun)	Classes End

Spring Semester 2017 (Subject to Change)

January 6 (F)	Last Day for Seniors to apply for August 2017 Graduation
January 16 (M)	Residence Halls Open at Noon/Martin Luther King Jr. Holiday
January 17 (T)	All Classes begin (8:15am)
January 26 (Th)	Last Day to Add or Drop a course or Declare Audit
February 26–March 5 (Sun–Sun)	Semester Break (no classes)
March 1 (T)	Last Day for Seniors to apply for December 2017 Graduation
March 5 (Sun)	Residence Halls open at noon
March 6 (M)	All Classes resume
March 8 (W)	Semester Midpoint
March 20 (M)	Graduate student registration for Summer/Fall 2017 begins
March 27 (M)	Senior priority registration for Summer/Fall 2017 begins
March 30 (Th)	Junior priority registration for Summer/Fall 2017 begins
April 3 (M)	Sophomore priority registration for Summer/Fall 2017 begins
April 5 (W)	Last day to Withdraw from a full term (15-week) course*
April 6 (Th)	Freshman priority registration for Summer/Fall 2017 begins
April 12 (W)	Residence Halls close at 10am
April 12-17 (W-M)	Easter Holiday Break (after last class on April 11) (no classes)
April 17 (M)	Residence Halls Open at noon
April 18 (T)	All Classes resume
April 25 (T)	Arts, Research, and Scholarship Symposium (no classes)
May 1 (M)	Last day to apply for Undergraduates to apply for May 2018 graduation
May 8 (M)	Last Day of Classes and Last Day to Declare Pass/Fail
May 9–13 (T–Sat)	Final Examinations
May 14 (Sun)	Residence Halls close at 10am
May 15–21 (Mon–Sun)	Senior Week Activities
May 20 (Sat)	Commencement Mass
May 21 (Sun)	Commencement Exercises

*Part-of-Term Classes have varying Add/Drop and Withdrawal dates. Visit the Cavalier Express Center for specific dates for your part-of-term class.

Summer Sessions 2017 (Subject to Change)

May 22 (M)	First Day of Summer I and 12-week session
May 29 (M)	Memorial Day Holiday (no classes)
June 14 (W)	Last day to withdraw from a Summer I course
June 30 (F)	Last day of Summer I
July 3 (M)	First Day of Summer II
July 4 (T)	Independence Day holiday (no classes)
July 13 (Th)	Last day to withdraw from a Summer 12-week course
July 26 (W)	Last day to withdraw from a Summer II course
August 11 (F)	Last day of Summer II and Summer 12-week session
August 18 (F)	Degree Award Date for Summer Graduation Cycle

The University

Cabrini University, a coeducational Catholic university, 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 University'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 University aims to prepare its graduates to think critically, care about others, appreciate culture, and communicate effectively.

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

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

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

In 1957, 43 students were enrolled in four majors offered by Cabrini College, founded as a women's educational institution, became coeducational in 1970. Cabrini was granted university status in 2016.

In 2016, Cabrini's total enrollment numbers more than 2,200 students. These students now major in more than 35 programs.

University Presidents

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

General Information

The Mission of Cabrini University

Education of the Heart

Cabrini University is a Catholic institution of higher education dedicated to academic excellence, leadership development, and a commitment to social justice.

The University welcomes learners of all faiths, cultures, and backgrounds and prepares them to become engaged citizens of the world. Cabrini University, located in suburban Philadelphia, is a Catholic, coeducational, residential university that strives to be a leader in community service.

Rooted in the heritage of Saint Frances Xavier Cabrini, the University is a vital part of the international educational ministry of the Missionary Sisters of the Sacred Heart of Jesus. Linking theory to practice, the University offers programs of study in the liberal arts and professional studies.

The University is comprised of four schools: School of Business, Arts, and Media; School of Education; School of Humanities and Social Sciences; and School of Natural Sciences and Allied Health.

In providing for the educational needs of the area, the University 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 University 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 University 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 University's mission and its vision for the future.
- To encourage all University 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 University

Qualities of a Liberally Educated Person

Cabrini University 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 University, 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 University 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 University affirms that God’s love—expressed in the relationship among Creator, Redeemer, and Spirit—invites all people to form vibrant, caring communities.

The University 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, the University community continually strives to make this vision of Catholic identity a reality throughout the living and learning environment of the University.

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 University 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 University 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 University 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 University 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 University 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 University, the President of the University consults regularly with the appointed Affirmative Action officer for the University to develop and review Cabrini's affirmative action plan, approved by the Cabrini University Board of Trustees, Executive Committee on January 22, 1981.

The designated coordinator for University compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act and the University'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 University Director of Human Resources at 610.902.8206.

Right to Modify

Information in this Catalog refers to the 2016-17 academic year. The University reserves the right to change requirements and regulations, as well as dates, schedules, courses, and programs.

Cabrini University reserves the right to change any provisions or requirements at any time within the student's term of attendance.

Accreditation

Cabrini University 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 and 668.35), all accreditation and licensing documents of the University may be reviewed by contacting the Office of the President, Cabrini University, Radnor, PA, 19087-3698.

Memberships

The University 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 University 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 and 668.35), all accreditation and licensing documents of the University may be reviewed by contacting the Office of the President, 610 King of Prussia Road, Radnor, PA 19087-3698.

Student Privacy Rights

Cabrini University affirms the right to privacy of each member of the University 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 University is committed to a policy of equal opportunity for all in every aspect of its operations.

The University 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 University.

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

The designated coordinator for University compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act and the University'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 University totals 2,253 students. Students represent a variety of religious backgrounds, come from 16 states and various countries, and 21% represent diverse student populations. 37% of students are male and 63% are female. 60% of students live on campus.

The percentage of graduate and undergraduate students in the graduating class of 2016 received degrees in:

- Bachelor of Arts (liberal arts, humanities, communication, social sciences) 23%
- Bachelor of Science (sciences, mathematics, business administration, computer information science) 19%
- Bachelor of Science in Education 8%
- Bachelor of Social Work 2%
- Master of Accounting 1%
- Master of Education 44%
- Master of Science 3%

Family Educational Rights and Privacy Act (FERPA)

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

FERPA affords students with certain rights with respect to their education records. An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution like Cabrini University. 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 under FERPA.

This request must be submitted in writing to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected.

If the records are not maintained by school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

Only those within the University who have legitimate educational interest may have access to student records. A school official is a person employed by Cabrini University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee. A school official may also include a contractor outside of the University who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the university with respect to the use and maintenance of personally identifiable information (PII) from education records, such as an attorney, auditor, or collection agent.

A school official has legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Cabrini University. 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.

Persons outside the University 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 permits non-consensual disclosure of education records, or personally identifiable, non-directory information from education records, in connection with a health or safety emergency under the current FERPA regulations. Under the health and safety exception, school officials may share relevant information with “appropriate parties,” that is, those parties whose knowledge of the information is necessary to provide immediate protection of the health and safety of the student or other individuals, without the written consent of the student in the case of an immediate threat to the health and safety of students or other individuals.

A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA indicates that certain information shall be considered as “Directory Information” and may be released without the student’s consent. Cabrini University 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 University 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 University 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 University's FERPA policy is available by request from the Registrar's Office. Any questions related to this policy should be directed to the Registrar.

Acceptable-Use Policy

Cabrini University is pleased to offer its users access to a variety of electronic communications systems. Our goal in providing this access to University users is to promote excellence in higher education by facilitating resource sharing, innovation and communication in support of the University'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 University user to read and follow the "Cabrini University Acceptable-Use Policy" online under cabrini.edu/policies.

The Campus

Cabrini University'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.

University Facilities

Antoinette Iadarola Center for Science, Education, and Technology

Offices for the School of Natural Sciences and Allied Health are located in the Iadarola Center. Also located in this building are the departments of Science, Exercise Science and Health Promotion, Mathematics, Information Technology, and Psychology departments. The Iadarola Center is also home to the Writing Center, the Math Resource Center, and the Peer Tutoring office.

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 CO₂ incubators, six inverted phase contrast microscopes, a DNA electroporator, a fluorescence microscope equipped with a digital camera, gel documentation system, fluorometer, electric, manual and multichannel micropipettors, and autoclave. Computers, interactive CD-ROM, and molecular software programs are also available for student use.

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.

Academic Support Services

Students have access to 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 recently renovated and expanded 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, fitness center, aerobic dance studio, human-performance laboratory, athletic training room, locker rooms, multipurpose classroom, a board room, and seven administrative/faculty offices. Hours of operation are posted.

Founder's Hall

Offices for the School of Business, Arts, and Media and the School of Education are located in Founder's Hall. The Wolfington Center, Campus Ministry, Student Life, Information Technology Resources, Health Services, the Disability Resource Center, and classrooms are located in Founder's Hall, as well as the dining hall, Cavs Corner.

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 and 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 University, focuses especially on serving and empowering those who are kept on the margins of society.

The Wolfington 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 University was one of the first colleges or universities 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.

Campus Store

The Cabrini University Campus Store 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 Office for the School of Humanities and Social Sciences is located in Grace Hall. The Cavalier Express Center (Financial Aid, Accounts Receivable, and the Registrar's Office) is located on the first floor of Grace Hall. Also housed in Grace Hall are the Center for Student Success, Admissions, Counseling and Psychological Services, Human Resources, and the Theater. Some faculty offices 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 University. 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/cavaliexpress, or visit the Cavalier Express Center on the first floor of Grace Hall.

Center for Student Success

First Year Experience and Academic Advising Offices of the Center for Student Success are located on the first floor of Grace Hall.

Holy Spirit Library

Holy Spirit Library collaborates in the teaching, learning, and service mission of the University as it seeks to prepare students for a lifetime of learning. Developing, organizing, maintaining, and preserving collections that support the University's curriculum and Cabrinian heritage, the Library provides physical and electronic access to information and helps members of the Cabrini University 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 University 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 University 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 University Library Cooperative (TCLC) and Southeastern Pennsylvania Consortium for Higher Education (SEPCHE). These relationships with more than 50 area libraries allow Cabrini University students, faculty, and staff to access those libraries' resources in addition to those of Holy Spirit Library.

Mansion

The Office of the President, Office of the Provost and Academic Affairs, 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 Department of Public Safety is to protect life and property, perform services as required and engender a shared responsibility for the protection and safety of the individual and the community.

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

Cabrini fully complies with Pennsylvania Act 73, the University 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, see the "Annual Security and Fire Safety Report" at cabrini.edu/publicsafety or contact the Director of Public Safety.

Identification Cards

Cabrini University identification cards for residential and commuter students are available through the Department of Public Safety. ID processing is available at the Department of Public Safety, Monday through Friday from 10am to 6pm. Thursday evening processing is available until 8pm during the first two weeks of school.

Students should bring their course schedule or a piece of photo identification for processing. Students are required to identify themselves to public safety officers or other University officials when requested. The initial ID is free. Replacement identification cards cost \$20 and will be billed to the student's account. Students with the residence hall access cards are cautioned to use them with care. Please do not store them near a computer or other electronic device or other card with a magnetic strip (e.g., credit cards, debit cards) or punch holes in the card, as this will deactivate it.

Vehicle Registration

All vehicles operated and parked on University property by students must be registered with the University. Full- and part-time students may register their vehicles 24 hours a day online at thepermitstore.com and should be acquired before the beginning of the academic year beginning August 1.

The "registration year" extends from August 15 to May 15 of the following year.

- Print the temporary permit and place it on the vehicle's driver's-side rear-passenger window (clean, dry, and on the interior).
- Parking permits may not be shared or transferred.
- Registrations must be renewed at the beginning of each academic year beginning August 1.
- Vehicle registration does not guarantee a parking space, but affords the registrant the opportunity to park in authorized areas where sufficient space is available.
- Overnight visitors should obtain a temporary parking permit from the Department of Public Safety.

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 University 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.

For registration procedures and information about work-study opportunities, contact The Children's School director at 610.964.6112.

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 University'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 University
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 University'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. If, at the end of this assessment period, the student has not maintained a 3.0 cumulative grade point average, their continued eligibility to register will be assessed by the Dean of their school.

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. The missing materials must be submitted to the University before eligibility to register for future terms is granted.

Graduate Studies Program Requirements

Master of Education and 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 University 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, New Jersey.

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 University.

Veterans

The Commonwealth of Pennsylvania's Department of Education approves Cabrini University for veterans' education. Veterans' applications are evaluated on an individual basis.

Veterans should contact the Graduate Admissions Office for information about application procedures and requirements. Information about veterans' benefits may be obtained from any Veterans' Administration Office or from Cabrini's financial aid office. After serving in the military, veterans will be readmitted to the University with the same academic status they had when last in attendance. However, the length of absence may not exceed five years.

Re-Admission of Veterans

Cabrini will re-admit veterans who left Cabrini to perform military service with the exact academic status they had their last semester. Length of absence cannot exceed five years. Exceptions may be made for those with less than honorable discharges.

Yellow Ribbon Program

Cabrini welcomes and encourages all veterans to apply for full- and part-time admission. Veterans can apply for financial assistance through the Yellow Ribbon GI Education Enhancement Program. Cabrini and the Veterans Administration will help fund tuition expenses. To determine benefit eligibility and for more information, visit gibill.va.gov.

Accelerated 4+1 Degree Programs

Accelerated degree programs enable academically qualified students to earn both a bachelor's and an advanced degree resulting in students graduating in a shorter period of time and at less cost than is normally the case.

The principal distinction between this program and the standard graduate program is two-fold:

1. students are allowed to take Master's courses while completing the Bachelor's degree; and
2. students are thereby enabled to complete both degrees within a shorter time period.

Students will be provisionally accepted as graduate students, pending completion of all undergraduate requirements. Individual departments and programs determine the policies, degree and credit requirements, and admission criteria to be followed for a student to be enrolled in an accelerated program.

However, all 4+1 programs have been designed so that at least 21 graduate credits will be earned exclusively at the graduate-level and will be counted only towards the graduate degree. Refer to the individual program or contact the department directly for more details.

Transfer of Graduate Credits

Cabrini University 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 MEd 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 University courses.

Non-Degree / Visiting Graduate Students

A "non-matriculated student" takes courses (fewer than 6 credits) but does not wish to earn a Cabrini University degree.

A "visiting student" plans to transfer credits back to another university. In the preseding cases, students do not need to formally apply for admission to Cabrini University.

Both non-degree seeking students and visiting students must submit to the Registrar the Non-Degree/Visiting/Professional Enrichment Graduate Student Application Form, available online or from the Office of Graduate Admissions.

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

Continuous Enrollment Policy

Graduate students must register for a minimum of three hours of credit during any semester in which they use University 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 Graduate Admissions.

Upon readmission, the student will be obligated to meet the degree requirements in place at the time of their readmission. The Schedule of Classes for each semester is available 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 and Voluntary Withdrawal

Some Cabrini students find that time away from their course load is necessary or desirable. Therefore, the University tries to make the procedure for an educational, personal, or medical leave of absence and return to the University 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 and 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 Cavalier Express Center, or failing to settle financial accounts with the University 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 University'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).....	\$640
Application Fee.....	\$50
Enrollment Deposit	\$100
Registration Fee (per semester / session)	\$45
Graduation Fee.....	\$150

Doctoral Programs

PhD and DBA in Organizational Development (OD)

- Tuition (per year) \$20,000
- Enrollment Deposit..... \$500

EdD in Educational Leadership

- Tuition(per credit hour) \$750
- Registration Fee(per semester/session) \$50
- Enrollment Deposit..... \$100

Graduation Fee.....	\$150
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Course Fees

Independent Study Fee (in addition to tuition per course).....	\$100
MACC 510,520,530, 540, 570, 590	\$250

Other Fees

Parking Permit:

- Annual \$55
- Semester (fall or spring)..... \$35
- Summer Only \$35

Late Tuition Payment Charge (per semester).....	\$50
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Transcript Fee (official and unofficial)	\$5
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On-Demand Official Transcript Requests	\$15
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Overnight Official Transcript Requests	\$30
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Uncollectible Check Fee (per check)	\$35
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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 University 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 University 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 and 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.

Studying across Programs

A graduate student who is taking a course outside of their primary program of study will pay the fees associated with the program of their primary field of study.

Tuition and Fee Refund Policy for Fall and Spring Semesters (full term)

Students who drop a course or withdraw from a course receive refunds based on the official date of withdrawal from a course, not the date the student stops attending a class.

- First Day of Semester to End of Add/Drop Period 100%
- 11 to 13 Calendar Days..... 80%
- 14 to 20 Calendar Days..... 60%
- 21 to 34 Calendar Days..... 30%
- 35 Calendar Days or More..... No Refund

Calendar days for the refund period begin at the start of the term, not the date that the class actually begins. Students who withdraw after the end of the Add/Drop period for the term receive no refund of registration, lab, and course fees.

Students must officially withdraw through the Registrar's Office for the refund policy to be honored. Students who choose to stop attending a class without formally dropping or withdrawing from the class will be graded with a failing grade of "FA".

Refunds are not issued to students who register for, but fail to attend, a course or courses.

A dropped course is not recorded on a student's transcript. Students can only drop a course during the Add/Drop period. Later requests to drop a course will be considered a withdrawal.

Students withdrawn from a course will have the course noted on their transcript with a grade of "W."

A grade of “W” will not impact earned credits or GPA; however these grades impact attempted credits and calculations of satisfactory academic progress for the purposes of financial aid awards.

Refund Policy for Accelerated, Part-of-Term, Summer (other than 12-week) and Winterim Courses

A student who drops an accelerated, part-of-term, summer (other than 12-week) or winterim course receive a full refund based on the following attendance schedule during the course:

- **In Person Courses:**
Before the Second Meeting of the Class 100%
- **Online or Hybrid Courses:**
No later than 24 hours following the first course meeting , either on-campus (in person) 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. Registration, lab, and course fees are not refundable during the summer session.

Students must officially withdraw through the Registrar’s Office for the refund policy to be honored. Refunds are not issued to students who register for, but fail to attend, a course or courses.

Refund Policy for the 12-week Summer Session

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

- First Week of Class..... 80%
- Second Week of Class..... 60%

A student who withdraws after the second week of class will receive no refund of tuition. Registration, lab, and course fees are not refundable during the summer session.

Students must officially withdraw through the Registrar’s Office for the refund policy to be honored. Refunds are not issued to students who register for, but fail to attend, a course or courses.

Refund Policy for PhD and DBA in Organizational Development (OD)

A student who withdraws from the program receives a tuition refund based on the following attendance schedule:

- Before the Second Residency 50%

Students who withdraw after the second residency will receive no refund of tuition.

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 University (School Code 003241). The FAFSA is available online at fafsa.gov.

Graduate students also must complete a Cabrini University 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 with interest. 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 annually by congress based on financial markets. 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) each term 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 university.

- The Direct Loan Master Promissory Note is a promissory note under which students may receive multiple subsidized and unsubsidized loans over a maximum ten-year period.
- All Direct Loans are subject to fees which are deducted by the Federal Government before the loan is disbursed. Currently, the fee is 1.068% (for loans disbursed on or after 10/1/15 and before 10/1/16).
- The fees will be deducted from the loan proceeds prior to disbursement. Disbursements are sent directly to Cabrini University.
- 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 University. 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 about your federal loans including loan types, disbursed amounts, outstanding principal and interest, your loan servicer, 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 Financial Aid Office 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 Financial Aid Office 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 Financial Aid Office 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 University must notify the Financial Aid Office 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 payment period. 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. Reinstatement of aid cannot be applied retroactively to semesters during which academic progress was not met.

Withdrawals and Refunds

The Financial Aid Office is required by federal regulations 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. 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

Financial Aid - Study Abroad

In compliance with federal regulation 34 CFR 668.43, enrollment in a program of study abroad approved for credit by Cabrini University may be considered enrollment in Cabrini University for purposes of applying for, and receiving, federal student aid. This applies to any study abroad experience, and is not limited to study abroad experience at a Cabrini-affiliated institution.

Academic Policies, Procedures, and Regulations

The graduate student population includes working professionals, recent university 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 University proudly offers Graduate Studies at the master's and doctoral levels.

Graduate Studies at Cabrini University 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 these areas:

- the Master of Accounting
- the Master of Arts in Religious and Pastoral Studies
- the Master of Education
- the Master of Science in Leadership
- the Master of Science in Biological Sciences
- the Master of Science in School Psychology (debut Summer 2017)

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

Three doctoral degree options will debut later in the academic year:

- Doctor of Education in Educational Leadership (EdD)
 - In spring 2017, EdD will offer an additional option for the Superintendent's Letter of Eligibility.
- PhD or DBA in Organizational Development

In addition to these degree options, initial and advanced areas of educator certification are also available. New for fall 2017 are the Instructional Coach endorsement program and the Urban Education Graduate Certificate program.

Select Cabrini University graduate programs are offered at off-campus locations. For more information about off-campus programs, contact graduate@cabrini.edu.

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.

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>.

In-person registration requires the student's advisors written approval of the course schedule.

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 School that houses the student's major and should be arranged in advance.

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

Course Numbering System and Eligibility

Graduate courses at the master's level are numbered 500-699 and above.

In some cases, advisors may recommend that students enrolled in the MEd program may be required to register for select 400-level undergraduate courses at Cabrini University to be taken for graduate credit.

Requests for exceptions such as these should be made to the Assistant Dean in the School of Education 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 MEd degree requirements.

Courses at the doctoral level are numbered 700–799.

Cancellation of Courses

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

Add / Drop Period

During the fall and spring semesters, there is a free add / drop period at the beginning of the semester (consult the academic calendar for the end of this period). To add / drop a course, students must obtain an Add / Drop Form from the Registrar's Office.

Students must complete and sign the form and have their advisor sign it before submitting it to 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 Assistant Dean of the relevant School.

Students may withdraw from a fall or spring 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 Assistant Dean of School. 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. "Adult students" should consult with their advisor and the Financial Aid Office for specific guidelines regarding their status.

Administrative Withdrawals

Individual instructors, the Registrar's Office, a School Dean or the Provost may initiate an Administrative Withdraw. Final approval is made by the student's respective School Dean or the Associate Dean for Student Success.

Administrative withdrawals occur under certain circumstances:

- The Registrar's Office may initiate the withdrawal when notified that a student has never attended a class.
- Individual instructors may initiate the withdrawal up until the posted withdrawal deadline for their particular course when a student misses more than 20% of a course's scheduled meetings.
 - This includes absences that have been approved by Academic Affairs.
 - Exceptions to this include absences such as those related to intercollegiate athletic events or scholastic conference presentations at which students are officially representing Cabrini University, and students with approved Disability Resource Center accommodations.
- The Assistant Dean of School of the Dean of the Center for Student Success may initiate the withdrawal for a particular course or courses when a student misses more than 20% of the course's scheduled meetings for excessive documented medical, personal, or other emergency situations up until the end of the term.
- The Assistant Dean of School may administratively withdraw a student on academic probation who is not making progress toward achieving good standing at any time up until the end of the term.
- The Assistant Dean of School may administratively withdraw a student who has been removed from the University for any disciplinary reasons. This includes temporary or permanent suspensions or expulsions.

Administrative withdrawals from the University are recorded with an "AW" on the student transcript. The University refund policy applies to administrative withdrawals. Students who wish to appeal their administrative withdrawal may do so in writing to the School 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 required course must repeat that course to satisfy the graduation requirements.

Students repeating a course should alert the Registrar's Office of the repeat when registering for the course. After the course is repeated at Cabrini, the original grade is no longer computed in the term average and the cumulative average. However, the original entry appears as an Excluded course and the adjusted semester average and cumulative average will be adjusted on the transcript.

Students who, with permission, repeat a course elsewhere may use the course to satisfy the requirement. If the original attempt earned the student credit for the course, then the course is not added to the transcript record and the original attempt remains in place on the Cabrini transcript.

Students may not earn credit twice for a non-repeatable course. However, if the original attempt was a failing grade, the original course grade will remain on the transcript but the credit will be awarded as transfer credit.

Class Attendance

Cabrini students are responsible for class attendance and are expected to know, from the instructor's course syllabus, what is required for each course in which they are enrolled. In most subjects, attendance is required to complete course objectives.

Short-term absences (from one to three classes) for such reasons as illness, funerals, accidents, etc., should be reported directly to the instructor at the phone number or email address supplied in the syllabus.

Long-term absences (more than three classes) should be reported to the School Assistant Dean. Medical or other documentation may be required. Students are responsible for material, assignments, or examinations given during classes they miss. Absences from class may result in a lower grade, course failure, or administrative withdrawal.

Students who officially represent Cabrini University at intercollegiate athletic events are excused from class to participate in those events which conflict with classes. These excused absences apply only to officially scheduled games and tournaments, not practices. Students are required to submit an Intercollegiate Athletic Release form to the instructor of the course to be missed, usually at the start of the semester but always in advance of the absence.

Students will not be penalized for missing that class, but are responsible for making up any classwork missed. If the nature of the class requires extensive in-class participation for successful completion of the course, the student might want to schedule it at another time, after discussion with the instructor.

Grading System

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

Quality Points Per Credit

A excellent 4.00	P pass 0
A- 3.67	PH pass with honors 0
B+ 3.33	AU audit 0
B good 3.00	AF academic forgiveness 0
B- 2.67	AW administrative withdrawal 0
C+ 2.33	CR credit 0
C satisfactory 2.00	I incomplete 0
C- 1.67	IPP in progress passing 0
D+ 1.33	NGR no grade reported 0
D minimal passing 1.00	NC no credit 0
F failure 0	TR transfer 0
FA failure-excessive absences 0	W withdrawn 0

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

Course graded as “Credit/No Credit” regardless of grade do not impact the GPA. Courses graded as “Pass/Fail or Honors Pass/Fail” will only impact the GPA if the course grade is a failure. Grades for MAT 098 and MAT 099 do not impact GPA, regardless of final grade.

If a grade of ‘F’ or ‘FA’ is incurred in any course, the course may be repeated. Students must inform the Registrar’s Office when they repeat a course. An incomplete grade ‘I’ is given when a student had been doing passing work in a course, but for documentable extenuating circumstances such as medical or family emergencies could not complete all work required for the course on time.

All requests for incompletes first must be approved by the instructor of the course so that an action plan can be devised for the completion of the outstanding coursework. Instructor approval must then be confirmed by the School Assistant Dean and sent to the Registrar’s Office to be entered in the student record.

An incomplete grade allows the students an additional thirty days from the end of the term for the course in which to complete coursework. Coursework not completed within the allotted extension will change to a grade of “F.” Extensions to this timeframe may be considered but must be approved by the School Assistant Dean.

Change-of-Grade Policy

Changing grades is the sole responsibility of the instructor assigned to the course. The basis of grade changes is restricted to clerical error, computation error, academic grievance, or academic dishonesty, except when a student completes coursework to replace an ‘I’ or ‘NGR’ on the transcript, or when a student has appealed to the School Assistant Dean for a late ‘W.’

Grade changes that fall within these guidelines are to be accepted as if they were the original grade. Instructors should complete a Grade Change through CabriniOne. Grade changes should be completed by the end of the following semester.

Examinations

The official examination schedule is prepared by the Registrar before each semester. Students unable to take the final examinations at the scheduled time due to major illness documented by a medical professional or some other documentable emergency circumstance must contact the instructor and School Assistant Dean prior to the scheduled examination time.

Approval from the School Assistant Dean is required before the exam is rescheduled by the instructor. 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 Assistant Dean of School or their designate.

Such coursework typically will not transfer into Cabrini's Graduate Program. The University 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 University 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 University'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 Assistant Dean of School or their designate.

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 the university setting.

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/disability. 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 university 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 University.

The Center provides Internship opportunities to all matriculated Cabrini University 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 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 University 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

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 University chapter of KDP, and it was chartered on Nov. 17, 1991. Membership for Cabrini University 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 University 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 Assistant Dean of School 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. To earn the Doctorate in Education degree, students must complete a minimum of 60 credits. This program is designed to be completed in three years.

To earn the Doctor of Business Administration or the Doctor of Philosophy in Organizational Development degree a student must complete a minimum of 70 credits. This program is designed to be completed in three years.

Graduation

Students are required to file for graduation one semester before completing the program.

Graduation Notification Forms are available at cabrini.edu/registrar under "Applying for Graduation" or may be submitted electronically through CabriniOne using the "More BannerWeb services" link.

- Cabrini University awards diplomas in December, May, and August and holds commencement exercises in May.
- 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.
- 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 their 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 University 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 always required.

Telephone requests cannot be accepted. Students may identify appropriate information needed when completing the form for requesting a transcript, which can be found at cabrini.edu/registrar.

- Payment can be made by check or money order, payable to Cabrini University.
- Credit card payment cannot be accepted.

As an alternative to completing the form to request a transcript, a student may use the CabriniOne portal to submit their request for a transcript. This method will allow the use of a credit card to cover costs associated with the transcript order.

Generally, transcript requests are processed within 24 hours from the time the request is received, 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 University 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) academicintegrity.org

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

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

Academic Honesty Board

The Academic Honesty Board is responsible for upholding and protecting the academic integrity of the Cabrini University community.

Composition of the Board

- School Assistant Dean
- Chair of Academic Honesty Board
- Five full-time faculty members
- Five full-time undergraduate students
- One student from the 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
- Faculty may serve up to two consecutive three-year terms
- Faculty may serve on a rotating basis with at least two members returning each year
- Students are selected by Student Government Association for a one-year term
- Students may serve more than one term, but no more than three consecutive terms

Hearing Process

- Hearings and appeals are scheduled as soon as possible after a Violation Form or appeal is received.
- The student must be present at the hearing.
- The Board or the student may request that the faculty member attend or the faculty member may choose to attend.
- The student or faculty member may present evidence or documentation to support their positions.
- The Board will deliberate privately and render a decision based on a preponderance of the evidence presented.
- If the Board decides the preponderance of evidence shows that a violation has occurred, the penalty assigned by the faculty member will stand.
- If the Academic Honesty Board overturns the charge, the penalty is removed and all records of the alleged violation are destroyed.
- In cases of a second or serious first violation, the Board will conduct a hearing and determine what additional University - 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

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

Charge, Hearing, and Appeal Procedures

Faculty Procedures

For a first violation within a specific course, the faculty member must complete an Academic Honesty Violation Charge Form. On the form, the faculty member must indicate the specific violation and assign one of the penalties listed on the form.

The faculty member also must provide any and all evidence to support the charge, or charges, against the student. The faculty member must then sign the form and indicate whether a Hearing before the Academic Honesty Board is warranted and whether they want to be present at the Hearing.

Faculty members should know that a student's second Academic Honesty Violation automatically triggers a Hearing before the Academic Honesty Board.

That applies to a violation the student commits in the same course or in a different course at Cabrini University. School Assistant Dean will make the determination if the Academic Honesty Violation constitutes the student's first or subsequent violation.

After completing the form, the faculty member must meet with or otherwise communicate to the student that he or she has been charged with a violation of the Academic Honesty Policy, specifying the charge and penalty.

The faculty member will then share the completed Academic Violation Charge Form with the student and inform the student of his or her rights.

The student has the opportunity to sign and date the form at the same time when the faculty member informs the student of the violation. If the student does not sign the form at that time, he or she has two weeks to do so and request a Hearing before the Academic Honesty Board.

If the student does not sign the form after two weeks, the charge and penalty stand. After meeting with the student and sharing the Academic Honesty Violation Charge Form with the student, the faculty member must make a copy of the form and give the original form to the School Assistant Dean.

When the faculty member gives the Academic Honesty Violation Charge Form to the School Assistant Dean, he or she also must provide the office with any and all evidence supporting the charge, or charges, against the student. If a Hearing is called, then the School Assistant Dean will share the evidence with members of the Academic Honesty Board.

For a second violation within a given course, the faculty member will follow the same procedure as in the first incident. The faculty member can assign any penalty—up to an including failure of the course without privilege of withdrawal, suspension, or expulsion—to the student for his or her second offense.

Faculty members should know that a second violation will automatically trigger a Hearing before the Academic Honesty Board. Faculty members can indicate on the Academic Honesty Violation Charge Form whether they want to be present at that Hearing.

The Board will consult with the Provost and Vice President of Academic Affairs and School Dean if the penalty is suspension or expulsion.

Academic Affairs Procedures

Upon receipt of a Violation Charge Form, the School Assistant Dean will review the student's file to determine if it represents a first, second, or subsequent violation. If it represents a student's first violation, then the School Assistant Dean makes that notification on the Violation Charge Form.

The School Assistant Dean then places the Violation Charge Form and all supporting evidence in the student's file. If it represents a student's second or subsequent violation, then the School Assistant Dean makes that notification on the Violation Charge Form and informs the Chair of the Academic Honesty Board.

The Academic Honesty Board then convenes for a Hearing. Immediately prior to the Hearing, the School Assistant Dean distributes the Violation Charge Form and all supporting evidence to the Chair and other members of the Academic Honesty Board. All documents pertaining to the student's violation remain confidential.

The School Assistant Dean retrieves all copies of the Violation Charge Forms and supporting evidence from the Academic Honesty Board when the Hearing ends. The School Assistant Dean then destroys those copies.

Student Procedures

After a student meets with the faculty member and receives the Violation Charge Form, he or she has the opportunity to sign the form and to request a Hearing before the Academic Honesty Board.

The student makes that request on the Violation Charge Form. If a student does not sign the Violation Charge Form when meeting with the faculty member, he or she has up to two weeks to sign the form and request a Hearing before the Academic Honesty Board. After the two-week period, the charge and penalty against the student stand.

A student may request a Hearing before the Academic Honesty Board if he or she disagrees with the faculty member's charge. A student may not request a Hearing before the Academic Honesty Board if he or she accepts the charge but disagrees with the penalty the faculty member assigned. Prior to a Hearing, a student may also discuss the matter and options with the School Assistant Dean.

Attorneys are not permitted to be present at Hearings of the Academic Honesty Board. All documents pertaining to the student's violation remain confidential. The School Assistant Dean retrieves all copies of the Violation Charge Forms and supporting evidence from the Academic Honesty Board once the Hearing ends.

The School Assistant Dean then destroys those copies. If two or more students are involved in the same academic dishonesty case, each student shall have a separate Hearing before the Academic Honesty Board.

In cases where the faculty member requests a Hearing before the Academic Honesty Board, the student must be present for the Hearing. Students automatically face a Hearing before the Academic Honesty Board once they commit their second and subsequent violations of the Cabrini University Academic Honesty Policy.

Students are required to attend the Hearing. If a student is not present for a Hearing, including a Hearing that he or she requested, then the charge and the penalty against the student stand.

Academic Honesty Violation Definitions and Penalties

Students should speak with a faculty member if they have any questions. Instances of academic dishonesty may be unrelated to a specific course.

Any members of the administrative, teaching or support staff may report such instances directly to the School Assistant Dean, who will initiate an Academic Honesty Board hearing, if appropriate.

Academic Honesty Violations

Cheating

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

This list is not exhaustive.

Plagiarism

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

This list is not exhaustive.

Information Falsification or Fabrication

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

This list is not exhaustive.

Theft or Destruction of Intellectual Property

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

This list is not exhaustive.

Facilitation of Academic Dishonesty

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

This list is not exhaustive.

Faculty-Level Penalties

Cheating

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

Plagiarism

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

Information falsification or fabrication

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

Theft or destruction of intellectual property

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

Facilitation of academic dishonesty

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

Board-Level Penalties for Second or Subsequent Offenses or Serious First Offenses

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

University-Level Penalties

Suspension

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

Expulsion

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

Academic Grievance Procedure

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

1. Discuss the grievance within six weeks following the end of the semester with the faculty member directly involved and attempt to settle the issue.
2. If resolution is not achieved, the student should, within a two-week period, take the grievance to the department chair.
 - The chair, faculty member, and student will attempt to resolve the problem.
 - If the instructor is a department chair, then the matter is referred directly to the School Dean or his/her designee.
3. If unresolved, the School Dean or his/her designee will, within two weeks, discuss the situation with the student and the faculty member to attempt to resolve the issue.
 - The student should have his/her case well organized and supply written information about the grievance.
 - The School Dean or his/her designee will also determine if the issue is grievable.
4. If grievable, the Student Grievance Board will meet within two weeks after receiving an appeal.
 - The Student Grievance Board shall make its recommendation to the School Dean or his/her designee for final resolution within two weeks.
 - Issues that arise during the summer session will be addressed during the fall semester.

Or, if not grievable, the School Dean or his/her designee will inform all parties.

5. The Student Grievance Board will be composed of faculty members selected by the Nominating and Appointment Board and students selected by the Student Government Association.
 - Alternate students and alternate faculty will be selected annually. No person serving on the Student Grievance Board can be involved in the complaint taken before the Board.

School of Business, Arts, and Media

Welcome to the School of Business, Arts, and Media, which includes the departments of Business, Communication, Graphic Design and Fine Arts, and Leadership and Organizational Development. Cabrini offers several graduate programs to further develop student's leadership and technical skills as they develop both professionally and personally.

Please see the department sections of the catalogue for more detail. The School of Business, Arts, and Media offers a Master in Accounting and a Master of Science in Leadership that students can begin during their senior year. After earning a Master's degree, Cabrini also offers a Phd/DBA in Organizational Development.

The office for the School of Business, Arts, and Media is located in Founder's Hall Room 305 and can be contacted at SchoolofBAM@cabrini.edu.

Mary H. Van Brunt

Dean, School of Business, Arts, and Media

Departments

- Business
- Communication
- Graphic Design and Fine Arts
- Leadership and Organizational Development

Program Offerings

- Master of Accounting
- Master of Science in Leadership
- Phd/DBA in Organizational Development

Master of Accounting (MAcc)

Cabrini University'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'—Boards 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 and Reporting - I
- MACC 520 - Advanced Financial Accounting and 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, and Organizational Integrity
- MACC 590 - Accounting Internship
- or
- MACC 593 - Study Abroad
- or
- MACC 599 - Independent Study

Master of Science in Leadership (MSL)

Cabrini University'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.

Students working in all kinds of organizations will gain the knowledge, skills, and experiences they need to become ethical leaders in their careers. The program is perfect for working adults in a range of career fields who aspire to positions of greater leadership.

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.

By combining best practices from scholarly literature with hands-on experience with local partnerships and engagement opportunities with regional and national experts, the MSL program prepares students to take ideas from planning to action to impact. Classwork consists of papers, presentations, small-group work, and individual self-assessments.

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 previous accredited institution.

Classes are offered evenings and some weekends.

Most classes take place in a blended online format, which allows students to complete up to 50 percent of their coursework from remote locations.

Learning Outcomes

Students successfully completing the MSL program will be able to successfully perform the following outcomes:

Outcome One: Become critical consumers and producers of evidence-based decision making, demonstrating their knowledge through the construction of a research-based leadership plan.

Outcome Two: Demonstrate the development of their own ethical and socially just leadership philosophy with foundations in self and global awareness.

Outcome Three: Demonstrate an integration of knowledge gained in the MSL program to solve problems or issues.

Outcome Four: Demonstrate the ability to lead an implementation of change by effectively leading a high-performance team, including efficient conflict resolution.

Program Requirements (30 credits):

Core Requirements (21 credits - 7 courses)

- LDR 520 - The Art and Science of Leadership
- LDR 530 - Leading Teams and Groups
- LDR 533 - Communication Skills for Leaders
- LDR 555 - Finance and Budgeting for Leaders
- LDR 593 - Leadership in a Global Environment
- LDR 595 - Leadership, Ethics, and Organization Integrity
- LDR 615 - Action Research Capstone

Elective MSL Courses (9 credits - 3 courses)

Students must choose three classes from:

- OLG 510 - Organizational Psychology and Behavior
- OLG 565 - Strategic Planning and 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 PhD (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 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 successfully completing the Doctoral program in Organizational Development (either the Doctorate of Philosophy or the Doctorate of Business Administration) will be able to successfully perform the following outcomes:

Outcome One: Analyze, critique and apply classical and contemporary perspectives on the theory and practice of organizational development.

Outcome Two: Analyze, apply, and synthesize strategies to address organizational problems and issues while fully engaging with change management approaches.

Outcome Three: Analyze organizations using social, political, economic, legal, and intercultural frameworks.

Outcome Four: Assess and refine 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.

Outcome Five: Develop and utilize advanced research and analysis skills to complete a dissertation that contributes meaningful scholarship to the field of organizational development.

Outcome Six: Apply theoretical, empirical, 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 and Defense
- Qualification Exam #1
- Qualification Exam #2

School of Education

Welcome to the School of Education which includes the Teacher Education Department, the Educational Specialists Department and the Educational Policy and Leadership Department.

All three departments offer the Master of Education program and additional add-on certifications completed at the post-baccalaureate level. Teacher certifications, endorsements and certificates can be earned individually or within a Master's Degree.

For those students interested in earning a specialized Master's degree without certification, Cabrini offers a Master of Education in Teaching and Learning and a Master of Education in Curriculum, Instruction, and Assessment. In addition, the School of Education offers a Doctoral Program (EdD) in Educational Leadership with three areas of concentration.

Some graduate programs are offered as a hybrid or fully online program. Please see the department sections of the catalog for more details. The office for the School of Education is located in Founder's Hall Room 113.

Departments

- Educational Policy and Leadership
- Educational Specialists
- Teacher Education

Program Offerings

- Master's Degree
 - Master of Education in Teaching and Learning
 - Master of Education in Curriculum, Instruction, and Assessment
 - Master of Education with certification, endorsement, or certificate
- Certifications
 - Early Elementary (PK–4)
 - Secondary (Biology, Chemistry, Communications, English, Mathematics, Social Studies)
 - Special Education (PK–8 and 7–12)
 - English as a Second Language
 - Principal/K–12 Administrative
- Endorsement
 - Instructional Coaching
- Certificate
 - Urban Education

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 University 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 MEd with Certification must apply to the MEd. 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 University.

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 Coordinator 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.

Educational Policy and Leadership Department

Master of Education (MEd)

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 MEd 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 MEd core must be approved by the advisor.

Program Requirements (30 credits minimum):

Master of Education (MEd) 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 MEd 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 591 - Teaching and Learning for Social Justice
- or
- EDG 560 - Assessment, Equity, and Education
- EDG 570 - Exceptionalities in the Inclusive Classroom
- EDG 546 - English Language Learners in Inclusive Classrooms
- EDG 558 - Curriculum, Foundations, and Exploration
- 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 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 to develop, implement and assess curriculum.

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.

Curriculum, Instruction, and Assessment Program Learning Outcomes

- Students will identify, explain, analyze, and apply successful curricular models, instructional approaches, and assessment strategies in a diverse classroom community.

- Students will develop lifelong learning skills for enhancing instructional practices through self-reflection, critical thinking, and the application and interpretation of research outcomes.
- Students will demonstrate effective leadership skills, to include collaborating with professionals and the wider community, to advocate for student needs and serve others.

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 (online / hybrid)
- EDG 568 - Student Centered Curriculum (online)
- EDG578 - Learning, Instruction, and Assessment (online)
- EDG 535 - Teaching and Learning for Equity (online/hybrid)
- EDG 570 - Exceptionalities in the Inclusive Classroom (online/hybrid)
- EDG628 - Capstone in Curriculum Design and Implementation (hybrid) (final semester)

Elective Requirement (3 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)

Graduate Certificate in Urban Education (GCUE)

The Graduate Certificate in Urban Education is a flexible interdisciplinary program that uses a social justice lens to prepare professionals to heighten their knowledge of the social, cultural, and historical dimensions of urban schools and educational programs in order to positively transform the urban educational landscape.

This Graduate Certificate program well-equips candidates to use their knowledge, and skills to build strong family, school and community partnerships and informal relationships, understand what is needed to support the "whole child."

Consistent with Cabrini's Catholic identity and social justice teachings, the program emphasizes teaching, learning, and social action to benefit the work of professionals in urban communities.

The GCUE program is designed to inspire educators to:

1. Apply social justice inquiry and action to enhance teaching and learning experiences that potentially benefit all members of urban communities.
2. Use knowledge of urban communities, policies, and resources to restore dignity and life to those in need, especially among immigrant populations and historically disadvantaged groups.
3. Creatively apply their skills to positively transform urban school experiences, spaces, and educational programs for diverse students.
4. Heighten cultural awareness and competencies in ways that increase equity, access, and sustainable success pathways for all students.

Requirements to earn the Graduate Certificate in Urban Education (18 credits):

Required Courses (15 credits):

- EDG 516 Urban Schools, Family, and Community Partnerships (3 credits)
- EDG 566 Social Justice Movements in Education (3 credits)
- EDG 574 Contemporary Issues in Urban Education: Theory, Policy, and Reform (3 credits)
- EDG 577 Education for Liberation: Effective Instruction for Urban Learners (3 credits)
- EDG 597 Urban Education Seminar: Leadership and Research Practicum (3 credits)

Elective Course* (3 credits):

- EDG 591: Teaching and Learning for Social Justice (3 credits)
- EDG 501: Educational Research (3 credits)
- GESL 520: Language, Culture, and Community (3 credits)
- GESL 540: School Leadership, Social Justice, and Advocacy (3 credits)
- GESL 510: Language Learning and Linguistics (3 credits)

*Students may choose to take an elective course from the “Elective Course” list during any semester in the program. Any course desired that is not on the list must be approved by the Coordinator of the GCUE program.

Master of Education in Educational Leadership/ PK–12 Principal Certification

The Master of Education in Educational Leadership is designed for those students seeking an advanced master’s program in educational leadership, which can be completed in 33 credits for those seeking Pennsylvania Department of Education (PDE) certification as a PK–12 Principal certification (PDE Administrative I level) or in 30 credits for the master’s degree-only without certification.

Students with a previous Master’s degree can choose to complete certification-only requiring 24 credits.

Any student seeking admission as a candidate for the PK–12 Principal Certification must hold a valid Pennsylvania instructional certificate and have three years of relevant professional experience defined by the PDE as “professional experience in an educational setting that is related to the instructional process.”

Applicants must possess and provide evidence of a baccalaureate degree from an accredited institution, an Instructional I teaching certificate if seeking PDE principal certification, and verification of three years of professional experience to be admitted to this program.

In addition, applicants must submit a “Philosophy of Education” and a one-page essay on “How Principals Shape Learning in their Schools.”

Cabrini University is committed to promoting academic excellence, leadership development, and social justice and has an outstanding reputation for service to teachers and aspiring administrators.

This program embodies that commitment in its preparation of school leaders who may then qualify for PreK–12 Administrative I Certification. This program is approved by the Pennsylvania Department of Education (PDE) and is aligned to the PDE’s Framework and Guidelines for Principal Preparation Programs and the Interstate School Leaders Licensure Standards.

The PK–12 Administrative I Principal Certificate Program at Cabrini University is designed to provide course-embedded learning experiences to develop highly effective school administrators.

The fieldwork in courses and the internship are intended to future enhance the knowledge, skills, and dispositions required of instructional leaders in highly diverse educational environments through the application of theory, research, and practice.

The objectives of the fieldwork experiences and internship are to enable candidates to develop and demonstrate:

1. knowledge of and competence in the fundamental concepts and research-based practices of school leadership
2. the competencies required in the role of the school principal through authentic situations and field experiences
3. the application of current research and best practices to perform the duties required of a PK–12 principal at the different educational levels (PK–12) in various school settings under the guidance of mentoring administrators and course instructors
4. the ability to design and execute customized projects based on the needs of the school site related to student achievement and the needs of the candidate
5. engagement in the internal and external school communities with individuals within these organizations who provide services to students and their families

The program is reviewed on an annual basis by faculty and practicing school leaders to ensure that the requisite knowledge, skills, and dispositions required of effective instructional leaders are addressed in the program’s curriculum, which is grounded in the standards and competencies required by the PDE for entry into school leadership positions.

Candidates who are admitted receive a carefully designed blend of theoretical and research-based knowledge that they then apply in course-embedded field experiences totaling 180-hour and in a final 180-hour internship under the guidance of a mentoring administrator and a University internship supervisor.

Key characteristics of the program include:

1. instruction delivered by full-time and adjunct faculty who are scholarly practitioners
2. individual advisement for each candidate
3. case-based instruction that addresses problem solving, critical thinking, and practical experiences
4. hybrid and face-to-face course delivery
5. mentoring by experienced school administrators
6. site-based field experiences and a culminating internship that totals 360-hours that span the 12-month cycle of a school year
7. a professional portfolio

PK–12 Principal Certification Requirements (24 credits):

- EDG 640 - The Principalship/School Administration (30 field hours)
- EDG 643 - Management and Decision Making (30 field hours)
- EDG 644 - Instructional Leadership (30 field hours)
- EDG 645 - Supervision and Performance Evaluation (30 field hours)
- EDG 646 - Technology and Communication (30 field hours)
- EDG 647 - School Law
- EDG 658 - Special Education Administration (30 field hours)
- EDG 659 - Principal Internship (180 intern hours)

MEd in Educational Leadership Requirements (9 additional credits):

- EDG 501 - Educational Research
- EDG 521 - Socio-cultural Foundations of Education
- EDG 540 - Philosophical Foundations of Education

Upon acceptance into the certification program, all field work and internship hours must be completed within the course and during the semester in which the student is registered for that course.

Doctor of Education (EdD) in Educational Leadership

The Doctor of Education (EdD) in Leadership is an advanced degree program for post-master's students seeking to become scholars and leaders in their respective fields of education through the attainment of a doctoral degree.

The program is comprised of a common core of foundational leadership courses designed to develop a deep knowledge of theory and leadership in education based on social justice, concentration courses to develop the specialized knowledge and skills needed for a chosen area of study, and the requisite research and dissertation courses to conduct original research to promote social justice and academic excellence for the betterment of education.

The EdD in Educational Leadership at Cabrini requires 60 post-master's credits, including the writing of a dissertation. The areas of common courses for all doctoral students totals 60 credits in the following areas:

- Foundations of Leadership (15 credits)
- Leadership Seminars (2 credits), Concentration (19 credits)
- Research (12 credits)
- Dissertation Seminars (3 credits)
- Dissertation (9 credits)

The mission of the EdD in Educational Leadership Program is to develop knowledgeable and skilled leaders committed to social justice and academic excellence who serve in educational institutions and agencies and whose actions reflect practices that contribute to the Common Good and the betterment of education for all students within a global society.

The goal of the doctoral program is to develop scholarly leaders in the field of education who lead for the Common Good and whose decisions reflect sound research-based inquiry and whose actions promote social justice to transform education both locally and globally.

The overall goals of the program include:

- fostering intellectual curiosity and inquiry through the research process
- preparing individuals to lead within educational organizations and agencies for the Common Good
- developing a wider sphere of influence in achieving social justice through educational policy and practice

Student Learning Outcomes

Upon successful completion of the program of study, graduates of the Doctoral Program in Educational Leadership will be able to:

1. analyze and evaluate existing research to inform decisions that influence educational policies and practices to ensure access and equity for all students
2. conduct original research to solve complex problems and to inform the field of education and its practice
3. possess deep knowledge of leadership and educational theory and research-based practices in the field of education
4. demonstrate skills in organizational management, instructional leadership, and interpersonal communication to lead educational institutions and agencies in a diverse and global society.
5. exhibit positive dispositions towards ethical leadership, service to others, life-long learning, and education for all individuals

Program Requirements (60 credits):

Foundations of Leadership (17 credits) – 3-credit courses:

- EDD 710 - Philosophical and Theoretical Foundations of Leadership
- EDD 712 - Policy and Social Justice for Educational Leaders
- EDD 714 - Organizational Leadership for a Diverse and Global Society
- EDD 716 - Ethics in Educational Leadership
- EDD 718 - Education Technology for Development and Social Justice

1-credit Leadership Seminars:

- EDD 715 - Seminar in Leadership Topics
- EDD 719 - Seminar in Contemporary Problems in Ed Leadership

Research (12 credits) – 3-credit courses:

- EDD 781 - Understanding and Evaluating Educational Research
- EDD 782 - Qualitative Research Methodologies I
- EDD 784 - Quantitative Research Methodologies I

One Required Elective (choose one 3-credit course):

- EDD 786 - Mixed Methods in Research
- EDD 787 - Qualitative Research Methodologies II
- EDD 788 - Quantitative Research Methodologies II

Dissertation (12 credits) – 1-credit dissertation seminars:

- EDD 791 - Dissertation Seminar I
- EDD 792 - Dissertation Seminar II
- EDD 793 - Dissertation Seminar III

3-credit Course:

- EDD 794 - Dissertation Proposal

6-credit Course:

- EDD 795 - Dissertation

Concentration (19 credits) select one concentration:

Pre-K-12 Leadership - Courses are 3 credits unless indicated.

- EDD 722 - Educational Programs for Diverse Learning Needs (36 field hours)
- EDD 732 - Legal and Fiscal Management for School Organizations (36 field hours)
- EDD 734 - Data Analysis and Strategic Thinking for School Organization Leaders (36 field hours)
- EDD 736 - Human Resource Development and Management (36 field hours)
- EDD 738 - School Organization Management and Governance (36 field hours)
- EDD 739 - Superintendent Internship (180 intern hours) or Seminar in School Organizational Leadership (4 credits)

Curriculum and Instruction Leadership - Courses are 3 credits unless indicated.

- EDD 722 - Educational Programs for Diverse Learning Needs
- EDD 742 - Theories and Models of Curriculum
- EDD 744 - Curriculum Design and Development
- EDD 746 - Theories and Strategies of Learning and Assessment
- EDD 748 - Supervision and Professional Development
- EDD 749 - Curriculum and Instruction Internship or Seminar in Curriculum and Instruction (4 credits)

Higher Education Leadership - Courses are 3 credits unless indicated.

- EDD 750 - Adult Learners in a Global Learning Environment
- EDD 752 - Organizational Structures in Higher Education
- EDD 754 - Academic Functions in Higher Education
- EDD 756 - Administrative Functions in Higher Education
- EDD 758 - Institutional and Academic Governance in Higher Education
- EDD 759 - Higher Education Internship or Seminar in Higher Education (4 credits)

Educational Specialist Department

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 University 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

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 (18 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
- EDG 582 - Practicum in Special Education

Secondary (7–12) Special-Education Certification

The 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

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

Teacher Education Department

Early Elementary-Education Certification (PreK–Grade 4)

Students who seek certification in Early Elementary Education may pursue an MEd 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 MEd 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 - The Teaching of Writing/Language Arts (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 MEd degree.

Secondary Education Certification

Students who seek certification in Secondary Education may pursue an MEd 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 University is available in 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 MEd at the same time as certification.

Education Courses Required for Certification (29–38 credits) :

- EDG 515 - Introduction to Schooling (3 credits)
- EDG 537 - Cognition and 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 MEd 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

Instructional Coach Program

Cabrini's Instructional Coach Program is rooted in our mission to train and develop future teacher-leaders for our diverse society. In pursuit of our Mission, the Teacher Education Department is dedicated to promoting student success and academic excellence in the advancement of teaching and life-long learning through scholarly work, constant reflection, and ongoing assessment.

This four-course sequence is designed, so that, individuals with an Instructional Level II Pennsylvania Certificate can receive an Instructional Coach Endorsement from Pennsylvania Department of Education (PDE).

Here is how PDE defines endorsements:

Following approval by the Department, baccalaureate or graduate degree granting institutions, alone or in cooperation with other institutions, community Colleges or school entities, may offer short programs (12 credits maximum) that lead to the Program Endorsement.

The Program Endorsement documents knowledge in new and emerging areas where formal certification does not exist. The Program Endorsement is intended to improve a teacher's skills in dealing with complex classroom settings.

These endorsements would be added to existing Level I or Level II Certificates but are not required to perform service in these areas (retrieved Feb. 10, 2016 from www.pacode.com/secure/data/022/chapter49/s49.62b.html).

For individuals wishing to receive ACT 48 credits and/or individuals that would like to learn more about the impact of a coaching model upon classroom instruction, these courses can be taken without the recommendation for an endorsement.

Research by the Pennsylvania Institute for Professional Coaching found that teachers who were regularly coached one-on-one reported that:

- They made significant changes in their instructional practice.
- Their students were more engaged in the classroom and enthusiastic about learning.
- Attendance increased dramatically in their classes.

The four courses have been designed to incorporate the latest research and best practices about instructional coaching. In order to practice the theory and high impact practices, students will have field work to complete for each course that helps them to practice the theory and research found in their courses.

Each course has been created to meet the five major competency areas that have been created by PDE (*i.e.*, I. Content, II. Instructional Coaching Skills and Ability, III. Instructional Practices, IV. Assessment, and V. Organizational Leadership and School Change).

Field Experiences

Cabrini's Instructional Coach Program embeds field experiences throughout the four course sequence. Instructional Coach Candidates are required to apply instructional coaching skills in their schools.

For example, candidates are required to observe and analyze team meetings and to develop a professional development workshop for their schools. Their professional portfolio will contain all their work and field experience journals aligned to PDE's Instructional Coach Competencies.

By the end of the program, candidates will have completed approximately 60 hours of embedded field experience through their various projects.

Endorsement Requirements (12 credits +Fieldwork)

- EDG 610 - Introduction to Instructional Leadership
- EDG 611 - Advanced Instructional Design
- EDG 612 - Leadership and Educational Change I
- EDG 613 - Leadership an Educational Change II

School of Humanities and Social Sciences

The School of Humanities and Social Sciences (HSS) offers a Master of Arts Degree Program in Religious and Pastoral Studies, which is a 36-credit, part-time program designed to offer those in ministry, education, and areas of social leadership the opportunity to advance their careers while helping others.

Beginning in summer 2017, HSS will initiate a Master of Science Degree Program in School Psychology, which is a cohort-based, 48-credit, part-time program designed to provide advanced training in child and adolescent development and school-based, psychological services for children and adolescents.

Students who have completed the School Psychology Program and meet certain entrance requirements may enroll in the 12-credit, Certification Program in School Psychology, which prepares students for certification as a school psychologist in Pennsylvania and New Jersey.

Our flexible graduate programs provide students with rigorous, advanced education in specialized areas of study. Students completing our graduate programs are well positioned for advancement in their careers.

Please see the department sections of the catalog for more detail about our Master of Arts Degree Program in Religious and Pastoral Studies. Information about the School Psychology Programs will be available soon on the Cabrini University website.

For more information, please feel free to contact the office for the School Humanities and Social Sciences (HSS) at 610.902.8310 or SchoolofHSS@cabrini.edu. The HSS Office is located in Room 203 of Grace Hall.

Mark S. Kiselica, PhD

Dean, School of Humanities and Social Sciences

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.

In the Master of Arts in Religious and Pastoral Studies program, we support work in 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.

Although the program emerges from Cabrini'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 University's belief in lifelong learning

3. engagement with various fields to help individuals in ministerial positions
Students who enter the program can expect to use what they learn in the program in their ministry.
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 capstone experience. The final three-credit component may come in the form of a culminating experience, a supervised ministry, or a tutored final paper.

Cabrini University is pleased to offer a tuition discount of 20% from the regular graduate tuition rate for Religious and Pastoral Studies graduate program. Students actively engaged in the many forms of ministry, religious education, theological education, or a related field approved by the director of the program may qualify for a 30% discount from the graduate rate.

Core Religious and Pastoral Studies Requirements (15 credits):

- MREL 501 - Church and Ministry
- MREL 502 - Morality: Theory and Practice
- MREL 503 - Christology
- MREL 521 - Scripture and the Cry for Justice
- MREL 604 - The Sacraments: Ritual, Worship, and Symbol

Concentration in Religious Education Culminating Experience (choose one 3-credit course):

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

Graduate Certificate (18 credits)

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

Concentration in Pastoral Studies Culminating Experience (choose one 3-credit course):

- MREL 694 - Ministry Practicum
- MREL 699 - Integrative Capstone Project

Graduate Certificate (18 credits)

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

Concentration in Social Justice Culminating Experience (choose one 3-credit course):

- MREL 690 - Social Justice Practicum
- MREL 699 - Integrative Capstone Project

Graduate Certificate in Social Justice (18 credits)

For a graduate certificate in Social Justice, students will take MREL 501, 612, 613, and 614 and any combination of two other courses.

School of Natural Sciences and Allied Health

In the School of Natural Sciences and Allied Health students learn to problem solve, think critically and reason logically in preparation for professional careers and graduate school in the areas of biology, chemistry, exercise science and health promotion, mathematics, and technology.

Students are exposed to both applications and theory, getting hands-on training, engaging in research and internship opportunities, and working with state-of-the art equipment, while learning the important underlying concepts in their disciplines and considering their impact on issues facing society today and in the future.

Students also have the ability to advance their careers through Cabrini's 4+1 master's degree in Biological Sciences and affiliations leading to professional degrees in dentistry, pharmacy, physical therapy, physician assistant studies, and podiatry.

The office of the Dean of the School of Natural Sciences and Allied Health is in the Iadarola Center, Room 106.

Departments

- Exercise Science and Health Promotion
- Information Science and Technology
- Mathematics
- Science

Program Offerings

- Master of Science in Biological Studies

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 per credit (fall 2016)
- Individualized attention and mentoring through small classes
- Customizable through elective courses
- Limited Graduate Assistantships available

Program Learning Outcomes:

- 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 and 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

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 essential concepts necessary to function successfully in the general business environment. Students will understand the role of governance in business the business environment and how the business environment impacts the strategy of an enterprise. 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 utilize fully internal financial reporting and decision making to create value.

3 credits

MACC/LDR 533 - Communication Skills for Leaders

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

3 credits

MACC 540 - 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. The student is exposed to 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 impacting 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 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 essential 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 and 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.

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.

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 530 - Leading Teams and Groups

This course examines the development, implementation and importance of teams and groups in organizational settings.

Leading theories and processes of team and group behavior will be examined with an eye towards their application in practical experience. Particular attention will be paid to leadership as it relates to collaboration and conflict within the teams and groups.

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 555 - Finance and Budgeting 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 developing budgets, understanding financial statements and interpreting financial information in order to ascertain and remediate potential problems.

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

LDR 615 - Action Research 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

Pre-requisite: Must be taken in the final semester in the program.

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 - Strategic Planning and Management

This course is designed first to provide students the tools to develop strategic plans for organizational leadership. Students will also gain insight into the successful management of employees to ensure success for these plans. The mechanics of implementing continuous performance management processes emphasizing employee growth and development will also be emphasized.

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

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.

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

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 its mission and will invite the world's top scholars and business leaders to interact personally with our PhD/DBA students on leading-edge topics around leadership and global topics of social justice. 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 PhD/DBA students on leading-edge topics around leadership and global topics of social justice. This lecture series will take place in year two of the program.

3 credits

DORG 745 - Research Design and 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 and 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, and 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 and 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

DORG 775 - Dissertation: Proposal, Development, and 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 end 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 objectives of this assignment include: giving the students early exposure to the kinds of topics that are being researched in the fields of organization development and management; assessing the logic that underlies constructing research questions and developing hypotheses; determining the various methods being employed to conduct research and the techniques and approaches utilized to collect, analyze and interpret data; and understanding the art of drawing conclusions from research.

Qualification 2 Examination

Toward the end of the second year, utilizing the same key journals from their Qualification 1 Examination as a starting point, students are required to write a topic oriented review paper (typical length 25-30 pages, although there is no upper limit). This will serve 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 help 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. 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.

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 505 Introduction to the Exceptional Learner

This course is an introduction to educational services for students with disabilities. Lectures, discussions, media and site visits are used as means for investigating this topic. The law, history and current practices are emphasized. Students are introduced to library research techniques and prepare a major paper using American Psychological Association rules for publication. This course should be taken by students who have little or no course-work in special education but seek SPE certification and a graduate degree. This course can also meet the requirement in teacher preparation for exceptional students in inclusive educational settings.

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 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 and 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 516 Urban Schools, Family, and Community Partnerships

This course begins the initial exploration of the field of urban education and its interdisciplinary foundation, which considers definitions of urban education and why to study it. The course examines the interdependent dimensions of families, schools and communities. They analyze the characteristics and effectiveness of specific home-based and school-based programs. The course requires students to interrogate the area of urban education scholarship dedicated to evaluating effective school and community partnerships, research on parental involvement and strategic best practices in forming strong community relationships.

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, 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.

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 - Teaching Reading to PK–4 Learners

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 - Teaching Writing to PK–4 Learners

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 566 - Social Justice Movements in Education

Social movements in education, student activism and community control of schools are major themes in this course. These themes are approached from socio-historical, critical, feminist, and constructivist perspectives. For example, issues of racism, sexism and the social construction of “race” are examined and analyzed using a critical, social justice lens. The course explores the evolutionary contours of urban school reforms in major U.S. cities. There is a focus on the distinct ways various ethnic/racial, linguistic and religious groups identify their needs, counter injustices and advocate for improved conditions.

3 credits

EDG 568 - Student Centered Curriculum (Online Course)

This course emphasizes teachers’ critical role as creators of student centered learning environment. It examines student centered 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 participants are encouraged to assess how they design, implement and asses their curriculum and/or to design and apply students centered 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

EDG 574 - Contemporary Issues in Urban Education: Theory, Policy, and Reform

This course explores contemporary issues in relation to sociopolitical, cultural and economic dynamics that impact urban education post circa 1980 in the United States and globally. Students will use a critical theoretical social justice framework to examine the role of policies and various corporate and community-based reform strategies including NCLB in relationship to charter and traditional public school, high stakes testing, urban school cultures, “achievement gap” and “school to prison pipeline” discourses, and the consequences of school closings on teachers, education leaders, and local communities.

3 credits

EDG 577 - Education for Liberation: Effective Instruction for Urban Learners

This course focuses on growing the diversity of needs, strengths and capacities of contemporary urban students, families, and educators. The other major thrust prepares students to review the scholarly literature on effective instructional practices and school cultures that best support Black, Hispanic and other students of color in terms of achievement, socio-emotional, relational and identity development, and overall school experience. The course highlights a wide range of student voices representing different SES

backgrounds, ethnic, and linguistic groups. Issues of human diversity are examined in areas of identity development, poverty, race, class, orientation, and gender.

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 from 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 approaches and how those align with their teaching strategies.

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 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 and 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, 541, and 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.

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 and EDG 506 - Teacher Action Research: Proposal and Implementation

3 credits

EDG 597 - Urban Education Seminar: Leadership and Research Practicum

Students will learn how to use ethical research methods to identify and address problems in urban schools and educational settings. The course threads this theme of the importance of demonstrable, effective leadership that meets human needs as a top priority and concomitantly recognizing institutional needs. Students will examine specific urban school cases studies that focus on effective and ineffectual leadership, best practices and assessing school culture and climate.

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 Affairs, or the Vice President for Academic Affairs or designate required.

3 credits

EDG 610: Introduction to Instructional Leadership

This course promotes understanding of the role of the teacher as instructional leader. Participants explore and examine the fundamentals of education leadership, coaching, reflective practice, data-driven decision-making, characteristics of effective

instruction, school management practices and assessment, data management technology, models of consultation and collaboration, models of professional development, and mentoring and coaching adults.

3 credits

EDG 611 - Advanced Instructional Design

This course advances understanding of managing the teaching and learning environment through instructional and management considerations using research-based approaches for practicing teachers and instructional coaches. The use of technology and other methods to enhance in-depth learning are emphasized. Course content includes strategic instructional planning, curriculum mapping, integrated unit development, differentiated instruction, technology integration, authentic assessments, culturally proficient teaching, and the role that classroom management plays in developing a positive climate for learning.

Prerequisite: EDG 610

3 credits

EDG 612 - Leadership and Educational Change I

This course focuses on developing education professionals' ability to critically reflect on problems arising in schools in order to achieve positive school change. Using in-depth research related to instructional practices in a specific content area of interest or expertise (reading, mathematics, social studies, science, etc.) or behavior management, students will use this instructional coach course to mentor teachers or student teachers in the classroom setting. Students enrolled in this course will collect school data regarding PD needs assessments in their schools in order to design professional development session in EDG 613 to enhance positive classroom or school change.

Prerequisites: EDG 610, EDG 611 (may be taken concurrently with EDG 611)

3 credits

EDG 613 - Leadership and Educational Change II

This course is a continuation of EDG 612: Leadership and Educational Change I. Thus, graduate students will be implementing professional development plans in a school environment and analyzing data collected to measure outcomes of the action research project. Students will be mentored as they engage in implementing their school-based projects and measuring outcomes.

Prerequisites: EDG 610, 611, and 612

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 in Curriculum Design and Implementation

This course addresses the issues of designing, analyzing, implementing, and assessing curriculum. Students will integrate what they have learned from the various courses and utilize the skills obtained in the other courses within the program to create their own curriculum. Only students in the Hybrid Master Program of Curriculum, Instruction, and Assessment may enroll in this course.

Prerequisites: at least three of EDG 535, EDG 558, EDG 568, and EDG 578

Hybrid, 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 MEd 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 - The Principalship/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. Thirty field hours are required. Admission to the Educational Leadership Program is required.

3 credits

EDG 643 - Management and Decision Making

This course draws a distinction between management and leadership and the impact of the difference on school productivity as an educational facility. Strategic planning, work group staffing and design, budgeting, resource allocation, facilities management, and decision making related to the managerial aspects of the role of the principal are studied. Thirty field hours are required. Admission to the Educational Leadership Program is required.

3 credits

EDG 644 - Instructional Leadership

Instructional leadership in curriculum, instruction, and assessment are the focus of this course. Models of curriculum development and design, effective instructional delivery, and assessment practices that inform instruction are examined, as well as the role of the instructional leader in building effective practices that address the needs of diverse learners. Thirty field hours are required. Admission to the Educational Leadership Program is required.

3 credits

EDG 645 - Supervision and Performance Evaluation

This course addresses the application of research to the organizational structure of schools to improve teaching and learning. Current models of effective supervision and evaluation will be analyzed and practiced in a variety of school and classroom settings. Thirty field hours are required. Admission to the Educational Leadership Program is required.

3 credits

EDG 646 - Technology and Communications

Students will examine leadership methods, strategies and tools for ensuring effective technology use and communications strategies in schools and within the school community. Students will explore and practice the use of technologies available to support the instructional process and to manage that process and student achievement data as the school leader. Current issues related to the use of technology in education will be examined. Thirty field hours are required. Admission to the Educational Leadership Program is required.

3 credits

EDG 647 - School Law

This overview of major issues in school law focuses primarily on case law including U.S. Supreme Court decisions as well as relevant state and lower court federal opinions. Topics covered include church/state issues, teacher and student rights, laws associated with equal educational opportunities, students with disabilities, tort liability, collective bargaining, and tenure. Admission to the Educational Leadership Program is required.

3 credits

EDG 650 - Administrative Internship

Students explore and assume various administrative roles under the supervision of University officials (field supervisors) and a school-based mentor (principal or other appropriate administrator). Students work closely with their field supervisors to identify and properly document suitable experiences and tasks, which lead to competency in the PA Core and Corollary Standards in elementary, middle, and secondary school settings. Students seeking readmission who were admitted prior to spring 2016 and have completed all requisite coursework may seek permission to register for this course to complete principal internship hours and the portfolio. Readmission to the Educational Leadership Program is required.

3 credits

EDG 652 - Administrative I Internship - Field 2

Students explore and assume various administrative roles under the supervision of University officials (field supervisors) and a school-based mentor (principal or other appropriate administrator). Students work closely with their field supervisors to identify and properly document suitable experiences and tasks, which lead to competency in the PA Core and Corollary Standards in elementary, middle, and secondary school settings. The mentor administrator facilitates the activities undertaken by the student, monitoring his/her performance in order to contribute to the assessment at the end of EDG 654.

Required for students admitted prior to spring 2016 seeking PK–12 Principal Certification

1 credit

EDG 653 - Administrative I Internship - Field 3

Students explore and assume various administrative roles under the supervision of University officials (field supervisors) and a school-based mentor (principal or other appropriate administrator). Students work closely with their field supervisors to identify and properly document suitable experiences and tasks, which lead to competency in the PA Core and Corollary Standards in elementary, middle, and secondary school settings. The field supervisors in EDG 653 engage students in analytic and evaluative conversations intended to promote progress toward completion of the portfolio narratives. The mentor administrator facilitates the activities undertaken by the student, monitoring his/her performance in order to contribute to the assessment at the end of EDG 654.

Required for students admitted prior to spring 2016 seeking PK–12 Principal Certification

1 credit

EDG 654 - Administrative I Internship - Field 4

Students explore and assume various administrative roles under the supervision of University officials (field supervisors) and a school-based mentor (principal or other appropriate administrator). Students work closely with their field supervisors to identify and properly document suitable experiences and tasks, which lead to competency in the PA Core and Corollary Standards in elementary, middle, and secondary school settings. In EDG 654 students make significant progress toward the completion of their portfolios by drafting one or more narratives and finalizing other components of the portfolio. The mentor administrator facilitates the activities undertaken by the student and completes an evaluation rubric that contributes to the assessment at the end of the course.

Required for students admitted prior to spring 2016 seeking PK–12 Principal Certification

0.5 credits

EDG 655 - Administrative Internship Portfolio

Students maintain their current enrollment status while they complete their internship logs and/or other portfolio requirements.

The field supervisor will remain the instructor of record to assist and advise the student, as needed, as he/she assembles and finalizes the portfolio.

Required for students admitted prior to spring 2016 seeking PK–12 Principal Certification.

0.5 credits

EDG 658 - Special Education Administration

This course provides a foundation for principal candidates in the complex facets of instructional leadership in special education and the achievement of students with diverse learning needs. Future administrators will gain an understanding of the legal requirements and challenges, data analysis as a tool for improving instructional programs, and the development of an inclusive school environment.

Thirty field hours are required. Admission to the Educational Leadership Program is required.

3 credits

EDG 659 - Principal Internship

Students will complete site-based internship tasks and projects aligned to the PDE Standards and Competencies for Principal Preparation in a 180-hour internship under the guidance of practicing PK–12 principals and program internship supervisors.

Within this capstone experience, students will become immersed in the role of the principal across levels to demonstrate their competencies as school leaders. Admission to Educational Leadership Program and the requisite PA certification is required.

3 credits

EDG 698 - Educational Statistics

An introduction to univariate and multivariate statistics commonly used in educational research. Topics include analysis of variance and covariance, multiple regression and correlation, factor analysis, discriminant analysis, canonical correlation and select non-parametric techniques. Class is divided between lecture and computer applications.

Prerequisite: 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

Doctor of Education in Educational Leadership Courses

Foundations of Leadership Courses

EDD 710 - Philosophical and Theoretical Foundations of Leadership

This course is designed to engage students in the broad study of leadership theory related to educational policy and practice. Models of leadership and their philosophical underpinnings are explored by delving into leadership styles, beliefs, behaviors, and practices and how they inform decision-making.

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 also explore potential changes in policy that can transform education and focus specifically on the application of policy to issues in educational leadership.

3 credits

EDD 714 - Organizational Leadership for a Diverse and Global Society

This course examines the systems, structures, and competing influences faced by educational leaders in an increasingly complex and global society. The leader's role in transforming education to address the needs of increasingly diverse learners and build equity, capacity, and sustainability within a learning organization is explored.

3 credits

EDD 715 - Ethics in Educational Leadership

This course focuses on the principles, practices, and issues related to ethics in educational leadership within a variety of institutional settings. The ethical dimensions of leadership and the influence of ethics and values on decision-making are examined through both traditional and nontraditional ethical paradigms to resolve dilemmas faced by leaders.

3 credits

EDD 717 - Seminar in Leadership Topics

This course allows students to conduct a review of the literature on selected topics in the field of education to identify areas needing further research for potential study. The goal of this work is to develop a preliminary review of the literature, which comprises the second chapter of the dissertation proposal.

1 credit

EDD 718 - Educational Technology for Development and Social Justice

This course explores technology enhanced learning environments and innovations in educational technology, as well as the potential of information and communication technologies as tools for social change in developing sustainable learning communities that promote social justice.

3 credits

EDD 719 - Seminar in Contemporary Problems in Educational Leadership

This course engages students in formulating the components that comprise the statement of a research problem founded on the identification of a theoretical framework and current literature related to the topic. The goal of this work is to develop a preliminary first chapter of the dissertation proposal—the statement of the problem.

1 credit

Concentration Courses**EDD 722 - Educational Programming for Diverse Learning Needs**

This course examines the leader as an advocate for students through an understanding of curriculum, effective instructional strategies, and assessment systems that focus on creating a culture that supports student learning and achievement. The regulations, policies, and practices that promote a fair, equitable, and appropriate education for learners with special needs are a focus of this course.

3 credits

EDD 732 - Legal and Fiscal Management for School Organizations

This course examines the legal and fiscal knowledge required of leaders to manage an educational organization. Current laws and court decisions at the local, state, and federal levels and their impact are analyzed. Fiscal planning and resource management, funding sources, and resource allocation unique to education are examined and analyzed.

3 credits

EDD 734 - Data Analysis and Strategic Thinking for School Organization Leaders

This course examines the collection of data and its analysis as a systems-based tool for strategic thinking leading to educational reform. Strategic planning and effective communication with internal and external constituents, promoting a shared vision of the organization, and using data-driven decision-making that promotes success for all students are focused on in this course.

3 credits

EDD 736 - Human Resource Development and Management

This course provides the policies, processes, and procedures of effective human resource administration including the legal and ethical dimensions of human resource functions. Functions that are explored include the recruitment, selection, induction, and development of personnel, as well as supervision and evaluation, compensation, and collective negotiations.

3 credits

EDD 738 - School Organization Management and Governance

This course provides a macro view of the governance structures of education with a micro view of PK-12 management and governance related to the local influence of education and the role of the leader. Topics include developing productive board relations, building a community culture that values learning, and securing support for the mission of the school organization through positive public relations and relationship building with external institutions, businesses, and agencies.

3 credits

EDD 739 - Superintendent Internship or Seminar in PK-12 School Organization Leadership

This course addresses the leadership needs in a PK-12 educational system through engagement and in-depth study of topics in

organizational oversight and instructional leadership. It provides experience in the completion of identified administrative and instructional leadership functions within a PK-12 school system.

4 credits

EDD 742 - Theories and Models of Curriculum

This course focuses on the theory of curriculum, its philosophical and historical foundations, and the ideologies and trends that influence and shape curriculum and its design. Governance, control, and macro and micro perspectives of curriculum are examined, as well as current issues and controversies related to curriculum.

3 credits

EDD 744 - Curriculum Design and Development

This course deepens students' knowledge of the theoretical and practical aspects of curriculum design, its development, and its implementation in relationship to the learning environment as a means of educational reform.

3 credits

EDD 746 - Theories and Strategies of Learning and Assessment

This course provides an in-depth study of the relationship between student learning and assessment through the theories of learning and concepts of assessment and the practical application of learning and assessment strategies.

3 credits

EDD 748 - Supervision and Professional Development

This course focuses on models of supervision, evaluation, and professional development and how they can inform and guide each other. Leadership practices that can result in teacher growth and building capacity for educational improvement are also explored.

3 credits

EDD 749 - Curriculum and Instruction Internship or Seminar in Curriculum and Instruction Leadership

This course addresses the leadership needs in an educational organization institutions through student engagement and in-depth study of topics in curriculum and instruction. It provides experience in the completion of identified functions related to curriculum oversight and instructional leadership.

4 credits

EDD 750 - Adult Learners in a Global Learning Environment

This course investigates adult learning theories related to student development focusing on andragogy, motivation, cognition and neuroscience, and transformative learning in contemporary higher education settings. Focus is given to the impact of globalization, the influence of technology, and the changing demographics of adult learners.

3 credits

EDD 752 - Organizational Structures in Higher Education

This course is a comparative study of the organizational theories and structures of higher education institutions including their philosophies, objectives, and functions and the history and development of higher education as an institution. The issues and challenges faced in contemporary higher education are explored and analyzed.

3 credits

EDD 754 - Academic Functions in Higher Education

This course focuses on the concepts and processes of academic management in higher education to include shared governance, the role of academic leadership, the curriculum, and the faculty. The student experience in post-secondary education and the academic functions that support student development, learning, and persistence are also topics in this course.

3 credits

EDD 756 - Administrative Functions in Higher Education

This course delves into the management of post-secondary institutions and the leader's role in building capacity and sustainability through strategic management. Topics in this course include administrative functions that support the operation of the institution and its strategic initiatives to include recruitment and enrollment management and financial functions.

3 credits

EDD 758 - Institutional and Academic Governance in Higher Education

This course brings together the varied functions in higher education leadership from capacity building to strategic planning for sustainability and explores the balance of maintaining efficiency of operations while retaining accountability for the achievement of student learning outcomes. The role of the leader in institutional advancement and public relations with both internal and external constituents is explored.

3 credits

EDD 759 - Higher Education Internship or Seminar in Higher Education Leadership

This course addresses the leadership needs in higher education institutions through student engagement and in-depth study of topics in higher education. It provides experience in the completion of identified administrative and academic leadership functions within an institution of higher education.

4 credits

Research Courses**EDD 781 - Understanding and Evaluating Educational Research**

This course provides students with a foundational understanding of the various approaches and quality indicators of educational research through the examination and analysis of existing research in the field of education. Students are introduced to research design paradigms, the development of literature reviews, formulating problem statements and research questions, theoretical frameworks, and qualitative and quantitative research procedures.

3 credits

EDD 782 - Qualitative Research Methodologies I

This course provides students with a deeper understanding of qualitative research focusing on approaches to qualitative study designs, data collection techniques, ethical considerations, validation strategies, and introductory data collection, analysis, and reporting of results.

3 credits

EDD 784 - Quantitative Research Methodologies I

This course provides students with a foundational understanding of the types of quantitative designs and the use of statistical techniques used in educational research focusing on sample and sampling approaches, validity and reliability of measurement, and the interpretation of data using statistical software such as SPSS.

3 credits

EDD 786 - Mixed Methods in Research

This course is intended for students interested in pursuing mixed methods research. It provides students with an in-depth understanding of educational research that incorporates mixed research designs including sampling strategies, data collection, data analysis, and reporting research using both qualitative and quantitative procedures learned in EDD 782 and 783.

3 credits

EDD 787 - Qualitative Research Methodologies II

This course is intended for students interested in pursuing qualitative research. It provides in-depth experience with qualitative research design as well as application of these designs in original research. Students build on the knowledge and skills gained in EDD 782 with an increased focus on data collection, analysis, and reporting.

3 credits

EDD 788 - Quantitative Research Methodologies II

This course is intended for students interested in pursuing quantitative research. It provides student with the knowledge and skills needed for conducting a quantitative study using a variety of statistical methods in the analysis of quantitative data. Students build on the knowledge and skills gained in EDD 783 through application in original research and through the use of statistical software such as SPSS.

3 credits

Dissertation Courses

EDD 791 - Dissertation Seminar I / EDD 792 - Dissertation Seminar II / EDD 793 - Dissertation Seminar III

The dissertation process is a developmental one. This series is intended to orient and guide students in their development as scholars by attaining a thorough understanding of the requirements of a doctoral level program and the dissertation, which includes on-going scholarly reading and writing following the most current format and style of the American Psychological Association (APA).

1 credit each; 3 credits total

EDD 794 - Dissertation Proposal

The dissertation proposal focuses on the dissertation topic and statement of the problem, research questions, theoretical framework and a review of the literature, and the methodological plan for the research. Students will meet on a regular basis with their dissertation chair to develop a formal proposal for their doctoral dissertation leading to a defense of the proposal.

Variable Credits: 3-6 credits

EDD 795 – Dissertation

The dissertation allows candidates to conduct an original research study that will comprise the final written dissertation. Students will meet on a regular basis with their dissertation chair to review their ongoing research, data collection and analysis, and reporting of the results and its relationship to existing research leading to the dissertation defense. The final dissertation must attest to the candidate's ability to conduct original research and be successfully defended before the candidate is recommended for the degree.

Variable Credits: 6-12 credits

Graduate Religious Studies Courses

MREL 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

MREL 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

MREL 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 Catholic tradition as it engages in various socio-cultural, political, and economic problems.

3 credits

MREL 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

MREL 520 - The Art and Science of Leadership (Cross-listed with LDR 520)

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

MREL 521 - Scripture and the Cry for Justice

Scripture and the Cry for Justice will articulate God's call for a just society, examine the economic and societal forces that have and continue to undermine that goal, and open up much of the Bible to the students in a way that will demonstrate one important way in which it is a continuing witness to God's will for the world today. The course examines justice in the Hebrew Scriptures how the Law reflected Israel's experience as a marginalized people and how that experience shaped their sense of social justice, as well as how the theme of justice is reflected in the life and ministry of Jesus in the New Testament.

3 credits

MREL 591 - Teaching and Learning for Social Justice (Cross-listed with EDG 591)

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

MREL 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

MREL 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

MREL 603 - The Epistles

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

MREL 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

MREL 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

MREL 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

MREL 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

MREL 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

MREL 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

MREL 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

MREL 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 university? After university? This course will study sociological trends of Catholics entering adulthood.

3 credits

MREL 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.

3 credits

MREL 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

MREL 671–675 - Special Topics in Peace and Justice

Topics vary, but are directly related to topics of social justice in the world today in the context of the Roman Catholic social justice tradition. Students will examine the history, practice, and best practices of Catholic social teaching.

3 credits

MREL 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

MREL 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

MREL 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

MREL 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

MREL 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

Masters of Science in Biological Studies Courses

** depicts enhanced undergraduate courses.

MBIO 512 - Advanced Theory and Practice in Biotechnology**

This course focuses on how biotechnology is revolutionizing medicine, agriculture and the biochemical, pharmaceutical, environmental and food industries. Specific topics such as 116 recombinant DNA technology, plant genetic engineering, bioremediation, gene therapy, and forensic DNA analysis are discussed. Projects in lab include protein purification, eukaryotic cell transfection, cell culture, fluorescent microscopy and flow cytometry techniques. Students use computer software for analysis of flow cytometry data and learn how to read, review and critique journal articles.

Prerequisites: CHE 112, earning a 'C-' or higher, BIO 263. BIO 206 is a pre- or co-requisite.

Three hours lecture, three hours lab. Lab fee. Offered spring, alternate years. 4 credits

MBIO 531 - Advanced Neuroscience**

Neuroscience integrates knowledge of biology, chemistry, psychology and medicine to achieve better understanding of nervous system function and behavior. Students will be introduced to the nervous system anatomy, physiology, pharmacology, endocrinology, development and evolution. Cognitive processes such as learning, memory, perception, language development and pathological conditions affecting neurological function also will be studied.

Prerequisite: BIO 206

Three hours lecture. Offered fall, alternate years. 3 credits

MBIO 551 - Advanced Biochemistry of Cancer **

This course investigates the molecular and biochemical principles that explain the characteristics leading to the development and spread of cancer. The main concepts that shape our understanding of how cancer arises will be reviewed. Topics include DNA mutations and repair mechanisms, gene regulation, growth factor signaling and oncogenes, tumor suppressor genes, apoptosis, cellular differentiation, metastasis, and gene interactions. Infections causing human cancer will also be examined. Students will explore a particular form of cancer in detail, write a research paper that includes a critique of the scientific literature, and present a summary to the class as a mini-lecture.

Prerequisite: BIO 263, BIO 206 and CHE 211

Three hours lecture. Offered spring, alternate years, 3 credits

MBIO 652 - Advanced Computational Molecular Biology

This course will focus on bioinformatics which is the study of genes and their function which strives to characterize the complete genetic makeup of a wide array of organisms. Applications of bioinformatics range from basic cell and molecular biology, to evolutionary biology, structural biology, pharmacology, human genetics and forensics. Students will gain hands-on experience with DNA manipulation computer software techniques, using the process of genome sequencing, basic bioinformatics tools used to analyze genes and genomes, as well as current methods for analyzing protein function (Fly-Trap analysis) that has been enabled by the completion of the *Drosophila melanogaster* genome.

Prerequisite: BIO 263

Three hours lecture, offered every fall, 3 credits

MBIO 610 - Advanced Cell Biology

With a focus on eukaryotic cells, this course will introduce students to the structural and molecular details of different cellular compartments and cell types. Topics include complex concepts such as programmed cell death, stem cell self-renewal and differentiations, intramembrane transport and trafficking, adhesion and chemotaxis, cell signaling, mitochondrial dysfunction, autophagy and the influence of cellular microenvironments. Additionally, protein sorting and targeting, endocytosis and exocytosis, cell-to-cell interactions, and organelle biosynthesis will be discussed. Students will review primary scientific literature and present cutting-edge methodologies. Current review articles will be incorporated.

Prerequisite: BIO 263

Three hours lecture, offered spring, alternate years, 3 credits

MBIO 612 - Advanced Statistics for the Biological Sciences

Advanced concepts in biostatistics required to interpret, evaluate and communicate research in the biological sciences are introduced in this course. Topics include the principles and methods of data description, study design, graphics, confidence interval estimation, hypothesis testing, relative risk, odds ratio, and the chi-square test. Additional topics may include linear models, multiple regression, correlation, residual analysis, dummy variables, analysis of covariance, and one- and two-way analysis of variance. Ethical issues in the conduct and professional responsibility of research in biological sciences are discussed. Examples from the literature are used including case studies and examples from popular and scientific journals, and real-data sets are analyzed using statistical computer packages. Students participate in group and individual projects, group discussions, and oral presentations. Prerequisite: MAT 118.

Three hours lecture. Offered spring, alternate years. 3 credits

MBIO 614 - Molecular Biology Laboratory Techniques

Topics and techniques covered and mastered include gene expression and protein production in heterologous hosts, quantitative reverse transcriptase PCR methodologies, NextGen sequencing technologies, different types of proteomics platforms and RNA-Seq analysis. All of these high throughput state of the art molecular biology techniques will be woven into cohesive research projects carried out by each student. Lectures and discussion sessions will deal with all of the above topics and the application of these methods in molecular biology research. Three hours lecture, three hours lab. Lab fee. Offered spring, alternate years. 4 credits

MBIO 616 - Pathophysiology

Pathophysiology involves the study of functional and physiological changes in the body that result from disease processes or the inverse, how individual disease processes cause alterations in cellular function. Using a journal club format, this course will examine the underlying physiological mechanisms behind many of the diseases and altered states of the human body that are the focus of biomedical research by exploring the functional and structural changes in cells, tissues, and organs. Emphasis is placed on interrelationships among organ systems in deviations from homeostasis. Course is divided into concepts and processes in pathophysiology followed by the application of these concepts in studying the etiology, pathogenesis, morphology, clinical manifestations, diagnosis, and potential evolution of disease states. Topics include illnesses treated by gene therapy (*i.e.*, cystic fibrosis, muscular dystrophy), disease that are bioterrorism threats (*i.e.* anthrax, small pox), and those at the forefront of drug discovery (*i.e.* Alzheimer's, hypercholesterolemia, cardiomyopathy).

Prerequisite: BIO 206.

Three hours lecture. Offered fall, alternate years. 3 credits

MBIO 618 - Pharmacology and Toxicology

This course introduces students to the major drug groups of therapeutic importance. The physiological basis of drug action and toxicants on biological systems will be emphasized. Drug absorption, metabolism, bioavailability, transformation, pharmacodynamics, drug-drug interaction and drug interactions with diet will be discussed. An introduction to the general principles and practices of toxicology is provided. Topics will include acute and chronic toxicity, toxicokinetics, teratogenicity, mutagenicity and carcinogenicity, mechanisms of drug tolerance, specific organ toxicology, disposition of chemicals in the body, detoxification, elimination, and risk assessment associated with toxic compounds.

Prerequisite: completion of a human physiology course or MBIO 616 and CHE 211/212 - Organic I/II

Offered fall, alternate years. 3 credits

MBIO 620 - Advanced Immunology**

This course emphasizes the cells and organs involved with humoral and cell-mediated immunity. Antigen-antibody interactions, activation of the complement cascade, and triggering mechanisms of B-cell and T-cell responses are discussed. Students are introduced to specific disorders of the immune response associated with AIDS, allergies, blood transfusions, transplantations, and tumors. Students learn how to read, review and critique journal articles and case studies.

Prerequisites: BIO 206 and BIO 308, or permission of department chair

Three hours lecture. Offered spring, alternate years. 3 credits

MBIO 622 - RNAi/siRNA and Epigenetic Regulation of Gene Expression

RNA Interference (RNAi) technology has rapidly become one of the key methods used in functional genomics. RNAi is used to block the expression of genes and create phenotypes that can potentially tell us clues about the function of these genes. In the postgenomic era, the elucidation of the physiology and function of genes has become the rate limiting step in the quest to develop therapeutic drugs. This course will provide a window to the exciting new RNAi revolution with special emphasis on applications for biotechnology. Students will learn the history, biology, application in genomics research and possible therapeutic uses of RNAi technology. The basic principles of epigenetics will also be addressed including DNA methylation, histone modification, chromatin organization, gene repression, and noncoding RNA. Topics covering the importance of epigenetic mechanisms during normal development, human disease, cancer, and immune responses will be discussed. A major aspect of this course is to critically analyze and critique peer-reviewed journal articles that have led to many of the major discoveries and ideas of RNAi technology and epigenetics that will be presented in this course.

Prerequisite: BIO 206

Three hours lecture. Offered fall, alternate years. 3 credits

MBIO 641 - Advanced Biochemistry II (only the lecture is enhanced; lab is for graduate students only)

This sequel course to Biochemistry I (BIO/CHE 440) examines metabolic pathway mechanisms and how they are regulated.

Topics include membranes, enzymes, cell cycle regulation, metabolism and recombinant DNA. Physiological processes involving diseases affecting metabolism, the endocrine system and nutrition will be explored. Research projects will be incorporated into the course which will examine advanced protein techniques and protein interactions with metabolites.

Prerequisite: BIO/CHE 440 with a grade of C- or higher

Three hours lecture, three hours lab. Lab fee. Offered spring, alternate years. 4 credits

MBIO 644/645 - Thesis Research I/II

Students selected to enroll in the Master of Science in Biotechnology program work closely with a faculty member to develop a specific research project with achievable outcomes. A thesis research proposal and oral presentation of the proposed research is presented to the Science Department Thesis Advisory Committee in a public seminar describing the intended work, published results associated with the project, and required resources. Students are required to present at least two progress reports per semester at regular intervals as arranged and are encouraged to present their work at regional conferences. At the completion of MBIO 652, a thesis is submitted, a public presentation follows and an oral defense is conducted.

Offered fall, spring, and summer semesters. 3 credits per course, 6 credits overall

MCHE 607 - Advanced Instrumental Analysis**

This course covers the theory and techniques of qualitative and quantitative chemical analysis using instrumentation. Topics include chromatography, atomic and molecular spectroscopies, mass spectrometry, as well as electrochemical methods. Independent lab projects will explore instrumental analysis using multiple instruments.

Prerequisites: CHE 201, CHE 212, and PHY 102

Three hours lecture, three hours lab. Lab fee. Offered spring, alternate years. 4 credits

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Assistant Dean, School of Natural Sciences and Allied Health

David Burke, EdD
Assistant Dean, School of Business, Arts, and Media

Angela Campbell, PhD
Assistant Dean, School of Education

Courtney Smith, PhD
Assistant Dean, School of Humanities and Social Sciences

Frances Harkness
Registrar

Career and Professional Development

Nancy Hutchison, Director

Center For Inquiry, Teaching, and Scholarship

Lisa Ratmansky, Director

The Children's School

Nicole Whiteman, Director

Disability Resource Center

Kathleen Johnson, Director

First-Year Experience

Richard Gebauer, Director

Holy Spirit Library

Roberta Jacquet, PhD, Director

Nerney Leadership Institute

Maria Vizcarrondo, Executive Director

Retention and Student Transitional Programs

Nakia Mack, Director

Wolffington Center

Thomas Southard, JD, Director

Adult and Professional Programs

Marguerite Weber, DA, Vice President

Patricia Griffin

Director of Adult Programs

Enrollment Management

Robert Reese, Vice President

Shannon Zottola

Executive Director of Admissions

Charles Spencer

Director, International and Military Recruitment /
International Student Advisor

Stephanie Gibbs, EdD

Director of Graduate Admission

Financial Aid

Elizabeth Gingerich, Director

Finance

Eric Olson, CPA, Vice President/Treasurer

Business Office

Diane Scutti, Controller

Facilities

Dawn Barnett, Director

Information Technology and Resources

Robert Getz, Director of Administrative Computing

Bookstore

Bill Briddes, Manager

Conference and Events

Jessica Webster, Director

Institutional Advancement

Stephen Highsmith ('88), Vice President

Jean Jacobson

Director of Sponsored Programs and Foundation Relations

Jacqueline Marciano ('10)

Director, Alumni Engagement and Development

William Gusler

Director of Annual Giving

Diane C. Crompton

Advancement Director

Peter Castagna

Advancement Director

Marketing and Communications

Celia Cameron, Vice President

Linda Boyk

Director, Content Marketing

Kevin Haugh
Creative Director

Lori Iannella ('04)
Director, Media Relations

Community Development and External Relations

Brian Eury, Vice President

Student Life

Christine Lysionek, PhD, Vice President

George Stroud, EdD
Assistant Vice President and Dean of Students

Center for Student Engagement and Leadership

Anne Filippone, Director

Public Safety

Joseph Fusco, Director

Dining Services

Tracy Eells, Manager

Athletics and Recreation

Brad Koch, Director

Counseling and Psychological Services

Sara Maggitti, PsyD, Director

Health Services

Susan Mason Fitzgerald, RN, College Nurse, Coordinator
Madeline Danny, DO, Physician

Residence Life

Sue Kramer, Director

Student Diversity Initiatives

Stephanie Reed, Director

Campus Ministry

Father Carl Janicki, Director

Staff and faculty directory available at cabrini.edu/directory.

Faculty

Department Chairs

John F. Brown, PhD - Mathematics/Information Science and Technology

Anne M. Coleman, PhD - Science

Kathleen M. Daley-McKinley, PhD - Sociology/Criminology

Donald Dempsey - Graphic Design and Fine Arts

Michelle Filling-Brown, PhD - English

Amy Gratch-Hoyle, PhD - Educational Policy and Leadership

Laura Groves, PhD - Social Work

Maria Elena Hallion, PhD - Exercise Science and Health Promotion

Cynthia Halpern, PhD - Romance Languages and Literatures

Darryl C. Mace, PhD - History and Political Science

Erin McLaughlin, PhD - Business

Todd Matthews, PhD - Leadership and Organizational Development

Leonard Norman Primiano, PhD - Religious Studies

Martha Ritter, PhD - Teacher Education

Sharon C. Schwarze, PhD - Philosophy and Liberal Studies

Melissa Terlecki, PhD - Psychology

Martha Waring-Chaffee, PhD - Educational Specialist

Jerome R. Zurek Jr. , PhD - Communication

Stephen M. Adams - Assistant Professor, Mathematics

BS, Florida State University; MS, North Carolina State University; MA, Ohio State University; PhD, North Carolina State University

Rasheeda Ahmad - Assistant Professor, Educational Specialists

MA, EdD, West Virginia University

Thomas Albrecht - Instructor, Information Science and Technology

BA, MS, West Chester University

Patricia Bainbridge - Assistant Professor, Educational Policy and Leadership

BS, Temple University; MEd, Arcadia University; EdD, Immaculata University

Edna M. Barenbaum - Professor, Psychology

BS, EdM, PhD, Temple University

Emily Basile - Assistant Professor, Environmental Science

BS, Millersville University; PhD, Drexel University

Joyce Belcher - Assistant Professor, Biology

BS, Jackson State University; PhD, Temple University

Natacha Bolufer-Laurentie - Assistant Professor, Spanish and Latin American Studies

BA, Cabrini College; MA, Temple University, Villanova University; PhD, State University of New York

Kimberly L. Boyd - Associate Professor, Biology

BS, The College of New Jersey; PhD, University of Virginia

John F. Brown - Associate Professor, Mathematics

BS, MS, Rensselaer Polytechnic Institute; PhD, Boston University

Beverly R. Bryde - Associate Professor, Education

BSEd, MA, Villanova University; EdD, Widener University

Mary Budzilowicz - Lecturer, Teacher Education

BS, Cabrini College; MEd, Temple University

Jennifer Bulcock - Assistant Professor, Philosophy

BA, University of New Hampshire; MA, PhD, Rice University

David Burke - Assistant Professor, Human Resources Management

BA, Shepherd University; M.M., Goldey-Beacom College; EdD, Wilmington University

Angela Campbell - Assistant Professor, Educational Policy and Leadership
BA, La Salle University; MA, University of Maryland; PhD, Temple University

Philip Campbell - Instructor, Educational Specialists
BA, Villanova University; MEd, St. Joseph's University

Joseph Cimakasky - Assistant Professor, Philosophy
BA, University of Scranton; MA, PhD, Duquesne University

Karen W. Coldwell - Assistant Professor, Teacher Education
BS, St. Joseph's University; MEd, EdD, Immaculata University

Anne M. Coleman - Associate Professor, Life and Physical Sciences
BS, Eastern University; PhD, Allegheny University

Thomas Conway - Assistant Professor, Education
BA, MA, La Salle University; EdD, Saint Joseph's University

John Cordes - Associate Professor, Communication
BA, University of Notre Dame; MS, Syracuse University; PhD, University of Maryland

Paul Cowley - Assistant Professor, Accounting
BBA, Ohio University; CPA, MAcct, Bowling Green University

Ryan Colyer - Assistant Professor, Physics
BS, Allegheny College; MA, PhD, University of Illinois

Kathleen M. Daley-McKinley - Professor, Sociology
BA, Immaculata College; MA, PhD, University of Pennsylvania

Donald Dempsey - Associate Professor, Graphic Design
BFA, Rochester Institute of Technology; MA, Kent State University

Patrick W. Duthie - Assistant Professor, Finance
BA, MS, Boston University; PhD, Northwestern University

Patricia Erhensal - Assistant Professor, Educational Policy and Leadership
BS, Cabrini College; MEd, EdD, Temple University

Michelle Filling-Brown - Associate Professor, English
BSEd, West Chester University; MA, PhD, University of Delaware

Katie Farina - Assistant Professor, Sociology

BS, DeSales University; MA, Villanova University; PhD, University of Delaware

Joseph Fitzgerald - Assistant Professor, History

BA, State University of New York; MA, State University of New York, Empire State College; PhD, Temple University

Dawn Francis - Assistant Professor, Communication

BA, Cabrini College; MS, Ohio University; EdD, Widener University

Seth L. Frechie - Professor, English

BA, Kenyon College; MA, PhD, Temple University

Sheryl Fuller-Espie - Professor, Biology

BS, University of Washington; PhD, University of London

Amber Gentile - Assistant Professor, Teacher Education

BA, Dickinson College; MS, West Chester University

Jeffrey Gingerich - Associate Professor, Sociology

BSW, Eastern Mennonite University; MA, PhD, University of Pennsylvania

Maya Gordon - Associate Professor, Psychology

BA, Spelman College; MA, PhD, University of Michigan

Amy Gratch Hoyle - Assistant Professor, Educational Policy and Leadership

BA, University of Michigan; M.A., Eastern Michigan University; PhD, University of North Carolina

Raquel Green - Assistant Professor, Spanish

BA, Villanova University; MA, PhD, Bryn Mawr College

Laura C. Groves - Associate Professor, Social Work

BS, University of Massachusetts; MSS, PhD, Bryn Mawr College

Maria Elena Hallion - Associate Professor, Exercise Science and Health Promotion

BS, West Chester University; MS, East Stroudsburg University; PhD, Temple University

Cynthia L. Halpern - Professor, Spanish

BA, MA, Villanova University; PhD, Bryn Mawr College

Melinda Harrison Krick - Associate Professor, Chemistry

BS, BA, Indiana University of Pennsylvania; PhD, Duquesne University

James R. Hedtke - Professor, History and Political Science

BS, St. Joseph's University; MA, Villanova University; PhD, Temple University

Nicholas Jacques - Associate Professor, Studio Art

BFA, University of Hartford; BFA, Kutztown University; MFA, Pennsylvania Academy of the Fine Arts

Roberta Jacquet - Associate Professor, Library

BA, Lake Erie College; MS, Drexel University; MA, PhD, University of Delaware

Tangi James-Boone - Instructor, Marketing

BA,MS, Pennsylvania State University

Marilyn L. Johnson - Professor, English

BA, Spring Hill College; MA, Villanova University; PhD, Temple University

Carol E. Kessler - Associate Professor, Teacher Education

BA, Beaver College; MEd, PhD, Temple University

Mark Kiselica - Professor, Psychology

Francis Klose - Assistant Professor, Religious Studies

BA, La Salle University; MEd, Cabrini College; DLitt, Drew University

Jeanne Komp - Associate Professor, Graphic Design

BFA, Kutztown University; MS, Philadelphia University

Colleen Lelli - Associate Professor, Educational Specialists

BS, Cabrini College; MEd, Beaver College; EdD, Widener University

Jacqueline Lynch - Assistant Professor, Social Work

BA, Catholic University; MSW, University of Maryland; PhD, Bryn Mawr College

Darryl C. Mace - Professor, History and Political Science

BA, The Pennsylvania State University; PhD, Temple University

David Madway - Instructor, Mathematics

BA, Franklin and Marshall College; MBA, University of Pennsylvania

D. Eric Malm - Associate Professor, Economics and Business Administration

BA, Lafayette College; PhD, Temple University

Todd Matthews - Associate Professor, Organizational Development and Leadership
BA, Salisbury University; M.A., University of Tennessee; PhD, Mississippi State University

Erin McLaughlin - Associate Professor, Business Administration
B.S., The Pennsylvania State University; M.BA, The University of Ulster; PhD, Touro University International

Lawrence Mielnicki - Assistant Professor, Economics
BA, PhD Fordham University; MBA, Baruch College, City University of New York

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

Andrew Owen - Assistant Professor, Sociology
BA, MA, PhD, University of Wales

Nathaniel Pearson - Assistant Professor
BA, Cairn University, MA, Regent University, PhD, Gonzaga University

Amy Persichetti - Assistant Professor, English
BA, The Pennsylvania State University; MEd, University of Massachusetts; EdD, Widener University

Susan Jacques Reese Pierson - Associate Professor, Educational Specialists
AB, Bryn Mawr College; MS, PhD, University of Pennsylvania

Leonard Norman Primiano - Professor, Religious Studies; Co-Director of the Honors Program
AB, MA, PhD, University of Pennsylvania; MTS, Harvard University

Nicholas Rademacher - Associate Professor, Religious Studies
BA, Hillside College; MA, PhD, The Catholic University of America

Margaret Rakus - Assistant Professor, Communication
BA, MA, William Paterson College

Martha Ritter - Associate Professor, Teacher Education
BA, Tufts University; MEd, PhD, University of New Hampshire

Abel Rodriguez - Assistant Professor, Religious Studies
BA, Cabrini College; MA, Stanford University, MTS, Harvard University; JD, University of Pennsylvania

Virgina Salava - Assistant Professor, Teacher Education
BA, MA, Glassboro State College (Rowan University), EdD, Immaculata University

Maria Schwab - Assistant Professor, Education Policy and Leadership?
BA, LaSalle University, MEd, Cabrini College, EdD, Immaculata University

Ann D. Servey - Associate Professor, Accounting
BS, MBA, La Salle University; CPA; MEd, Cabrini College

Alia Sheety - Associate Professor, Educational Policy and Leadership
BA, MA, MBA, University of Haifa; PhD, Arizona State University

Courtney Smith - Associate Professor, History
BA, Cabrini College; MA, PhD, Lehigh University

Joseph M. Smith - Associate Professor, Chemistry
BS, MS, State University of New York-Oswego; PhD, University of Washington

Tamarah Smith - Assistant Professor, Sociology / Criminology
BA, Cabrini College; MS, West Chester University; PhD, Temple University

Vivian Smith - Assistant Professor, Sociology / Criminology
BA, University of Maryland; MA, PhD, Rutgers University

Crystal Swenson - Assistant Professor, Educational Policy and Leadership
B.S., University of Wyoming; MA, PhD, University of Arizona

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

Donald B. Taylor - Professor, Biology
BS, PhD, University of Memphis

Melissa S. Terlecki - Associate Professor, Psychology
BA, The College of New Jersey; PhD, Temple University

Anthony T. Tomasco - Professor, Psychology
BA, La Salle College; MS, Villanova University; PhD, Temple University

Nicholas Uliano - Associate Professor, Spanish
BS, The Pennsylvania State University; MA, EdD, Temple University

Mary H. Van Brunt - Professor, Economics and Finance
BA, Ursinus College; MBA, St. Joseph's University; PhD, Lehigh University

Martha Waring-Chaffee - Professor, Educational Specialists
BS, Lebanon Valley College; MS, West Chester State College; PhD, University of Pennsylvania

Nancy Watterson - Associate Professor, Social Justice and American Studies
BA, Oakland University; MA, University of Michigan; PhD, University of Pennsylvania

Ronald W. Whitaker II - Assistant Professor, Teacher Education
BS, Geneva College; MBA, Eastern University; MEd, University of Pennsylvania; EdD, Duquesne University

Vonya Womack - Instructor, Marketing
BS, Eastern Mennonite University; MS, University of San Francisco

Paul R. Wright - Associate Professor, English; Co-Director of the Honors Program
BA, Northwestern University; MA, PhD, Princeton University

Catherine E. Yungmann - Associate Professor, Communication
BA, Kent State University; MA, Ohio University

Jerome R. Zurek Jr. - Professor, Communication
AB, Fordham University; MA, PhD, Bryn Mawr College

Faculty *Emeriti*

Marice Bezdek - English and Communication
BA, College of the Holy Names; MA, PhD, University of Pennsylvania

Edward C. Christ - Business Administration
BS, St. Joseph's University; MA, Temple University

M. L. Corbin Sicoli - Psychology
BS, MS, West Chester State College; MS, University of Wisconsin; PhD, Bryn Mawr College

Carter W. Craigie - English and Communication
BA, Williams College; MA, PhD, University of Pennsylvania

Jolyon P. Girard - History
BA, Washington and Lee University; MA, PhD, University of Maryland

Helen Goodwin - Physical Education
BS, The Pennsylvania State University; MEd, West Chester State College

John J. Heiberger Jr. - Business

BS, Wheeling College; MBA, Winthrop College; Certified-National Society of Fund Raising Executives

Anne Kruse - Biology

BS, University of the Sciences in Philadelphia; MS, Villanova University

Andrew J. Litavec - Education

BS, Bloomsburg University; MEd, Temple University

Robert G. McGee - Mathematics

AB, Holy Cross College; M.S., Notre Dame University; MEd, State University of New York at Buffalo

Dawn Middleton - Education

BS, West Chester State College; MEd, EdD, The Pennsylvania State University

Margaret Mary Reher - Religion

BA, Immaculata College; MA, Providence College; PhD, Fordham University

Nancy M. Rush - Education

BS, West Chester State College; MEd, Temple University; EdD, The Catholic University of America

Gerald Satlow - Information Science and Technology

BA, Antioch College; MAT, Wesleyan College

Cooperating Schools and Teachers

- Archbishop Carroll High School
Ed Garbacz, Gene Murphy, Kevin Wathers
- Bonner/Prendie High School
Dave Smith, Marty Watson, Linda Toner
- Bridgeport Elementary School
Joan Soltis
- Caley Elementary School
Cynthia Lindsay, Beth McCabe, Sandra O'Brien
- Cardinal John Foley Regional School
Marie Battersby, Courtenay Barrow
- Cardinal O'Hara High School
Stephanie Smith
- Cecelia Synder Middle School
Brad Fay
- Chester High School
Amanda O'Connor
- Chestnutwold Elementary School
Nicole Tallon
- Chichester High School
Terry Lillcrapp
- Collegium Charter School
Nicole Cianci, Meredith Ely
- Coopertown Elementary School
Debra Evalds
- DiMasi Middle School
David Austin
- Downingtown Middle School
Anthony Basillo
- Edwin M. Stanton Elementary
Nicole Monsalus
- Eagleville Elementary School
Kim Beam
- East Goshen Elementary School
Kimberly DeFelice, Diane Seikowitz
- Eddystone Elementary School
Dina Picard
- Eisenhower Middle School
Vanessa Gaskini
- Evans Elementary School
Susan Mercer, Stephanie Frantz

- Fort Washington Elementary School
Leslie Wolf
- Fugett Middle School
Elena Castilla, Joan Krain
- Garnet Valley Middle School
Brian Weir
- Garnet Valley High School
Brenda Frost, Kathleen Petrini
- Hancock Elementary School
Joe Moskal
- Haverford High School
Michael Armine, Eugene Frantz
- Highland Park Elementary School
Linda McElwee
- Holland Elementary School
Dina Muncer
- Ithan Elementary School
Mary Lanciano
- Jarrettown Elementary School
Kristen Eigel
- Kernsville Elementary School
Joan Krem, Chris Sarnicky
- Kutz Elementary School
Alexandra Turrell
- Limerick Elementary School
Jenn Weaver
- Loomis Elementary School
Stephanie Deliberty
- Manoa Elementary School
Barrie Butler, Katie Gretchen, Kathleen Hale
- Marple Newtown High School
Amy Gallagher, David Locher, Helene White
- Marshall Street Elementary
Eve Dietz, Lauren Grate, Lindsey Masterson, Janet Sullivan
- McDonald Elementary School
Margaret Abbott, Lenore O'Donnell
- Meredith School
Lauren Overton
- Oak Ridge Elementary School
Kathy Breen, Esther McKenna
- Penn Wood Elementary School
Molly Wingerd
- Philadelphia Performing Arts Charter School
Keri Gleason, Lorie Foglietta
- Phoenixville Kindergarten Center
Lorraine Purcell
- Radix Elementary School, New Jersey
Marielaina Jones
- Radnor High School
Robert King, David Wood
- Robert K. Shafer Middle School
Kathleen McDermott
- Russell Elementary School
Nina Marczyk, Jen Walsh
- Sedelco Academy Park
Dan Schultz
- Springfield High School
Bill McRae, Mark Schmidt
- Springville Elementary, New Jersey
Amy Maute
- St. Bernadette's School
Kathy Pedano, Michelle Slattery, Mrs. Tsakiris, Stephanie Dignam
- St. Eugene School
Jacquelyn Fagioli, Lauren Renegar
- St Norbert School
Mary Belle Laroque, Anne Herron
- St. Monica's School
Barbara Inforzzaro
- Strafford Friends
Kelly Cunningham, Sandy Sadeghi
- Swarthmore Rutledge Elementary School
Michael Haines
- Taggart Elementary School
Marguerite Holliday
- Tredyffrin/Easttown Middle School
Dante Mucci
- Technical College High School
Heather Mulford
- The Children's School of Cabrini College
Linsey Mirigliano
- The Pathway School
Angela D'Allesandra, Nina Prestia, Sue Subers
- Upper Darby Kindergarten Center
Rebecca DeSantis
- Upper Merion Middle School
Amy Odgers
- Vanguard School
Kate Dougharty
- Walnut Street School
Nancy Runzer
- Waring School
Ms. Ferrarro
- Washington High School
Sulekha Chakravarty
- Wayne Elementary School
Jennifer Becker
- White Hall Elementary, New Jersey
Amy Manchester, Stephanie Manzo, Maryann Hoskins
- Woodland Elementary School
Lynda Bradley
- Woodylyde School
Barbara Barks, Traci Sill, Lisa Murphy, Gabe Robison, Kierson Copeland, Crystal Hegarty

Internship Placements 2010–present:

- 92.5 WXTU
- 95.7 WBEN-FM
- Wired 96.5
- 97.5 The Fanatic
- Q102 WIOQ-FM
- Academic Careers Online
- Aeropostale
- Allison Systems
- Allstate Insurance
- American Diabetes Association
- American Eagle Outfitters
- Ameriprise Financial Services, Inc.
- Angela Malicki
- Apogee Insurance Group
- Apple Vacations
- Archbishop Carroll High School
- Ardmore Initiative
- Aspire2Hire Personal and Professional Development
- Augustinian Defenders of the Rights of the Poor
- AXA Equitable
- Bad Rhino, Inc.
- Ballinger-AE
- Barnes Financial Group
- Barton Partners
- BDO
- Bentley Systems Inc.
- Best Western Bordentown Inn
- Boylan and Sons Trash Removal
- Bradco Supply
- Bryn Mawr Communications
- Buckman's Ski Shop
- Bucks County Opportunity Council
- Cabrini Mission Corps
- Campus Philly
- Carebridge Corporation
- Catholic Relief Services
- CBS Studios
- CertainTeed Corporation
- City of Philadelphia
- Clear Channel /
Clear Channel Radio
- College Pro
- Comcast Spectacor
- Competitive Edge Sports
- Connor Communications
- Connors Advertising and Design
- Cystic Fibrosis Foundation
- Damon Michels,
Fox and Roach Realtors
- David Crowley and Co.
- Delaware County Memorial Hospital
- Delka, Ltd.
- Devereux
- Eisenhower Middle School
- Employee Benefit Specialist
- ESPN Philadelphia
- Fesnak and Associates LLP
- Fine Grinding Corporation
- First Cornerstone Bank
- First Round Capital
- Flyers Skate Zone @ The Wells Fargo Center
- FOX 29
- Franklin Mint Federal Credit Union
- George W. Hill Correctional Facility
- Gr. Phila. Chamber of Commerce
- Gr. Phila. Urban Affairs Coalition
- Greater Media Philadelphia
- Gregory FCA Communications
- GSI Commerce
- GYROP, LLC
- Hansen Properties, Inc.
- Hoover Financial Advisors
- Instant Tax Service
- Intern U
- James J. Newhard, CPA
- Kantor Financial Group
- Kirshenbaum Bond
Senecal + Partners
- Kramer Drive Stationary
- L.I.F.E. Fitness Camp
- Lacey Township High School
- Lansdowne Economic Development Corporation
- Lassiter and Associates
- Leukemia and Lymphoma Society
- "Live" with Kelly
- Long Island Rough Riders
- Main Line Health
- Make-A-Wish Foundation
- Merion Matters
- Montgomery County D.A.'s Office
- Montgomery Media
- MY 9, WWOR-TV

- National Multiple Sclerosis Society
- NBC 10
- New Age Concepts
- New Jersey Radio 101.5
- Norristown Area School District
- Norristown Police Department
- North Penn United Way
- Oliver Sprinkler Company and Oliver Alarm Systmes
- Pacer Financial
- Parente Beard, LLC
- Pathfinders, Inc.
- Paula Hian Designs
- PeopleShare
- Philadelphia 76ers
- Philadelphia Business Journal
- Philadelphia City Paper
- Philadelphia District Attorney's Office
- Philadelphia Flyers/Comcast Spectacor
- Philadelphia Magazine
- Philadelphia Union
- PHL - 17
- Phoenix Media Group
- PNC Bank
- Police Athletic League of Norristown
- PowerHOMe Remodeling Group
- Pritchard, Bieler, Gruver and Willison, P.C.
- Project H.O.M.E.
- Radio One
- Radisson Hotel/Valley Forge Convention Plaza
- Radnor Tax Services LLC
- Radomile Academy of Dance
- RDS Automotive - Maserati of the Main Line
- Relatives for Justice USA
- Reminder Media
- RJ Evercrest Inc
- Saint Francis Early Learning Center
- Saint Joseph's Preparatory School
- Sevag Creative Agency
- SNI Companies
- Sodexo Campus Services
- Southeastern PA March of Dimes
- St. Clair CPA's, P.C.
- State Representative Matt Bradford
- Stream Companies
- Suburban Life Magazine
- Summit Sports Training Center
- SunGard Availability Services
- Taylor and Francis Group
- TD Bank
- Teva Pharmaceuticals
- The American College
- The Brownstein Group
- The Investment Fund for Foundations
- The Main Line Chamber of Commerce
- The Malvern School
- The Private Family Office
- The Robinson Group
- The Uncommon Individual Foundation
- The Wilma Theater
- Together We Rise
- Torah Dor
- Touey and Co.
- Tribeca Film Institute
- TWINBRIDGE Financial Group
- UBS
- United Phosphorus, Inc.
- United States Liability Insurance Group
- Upper Merion Area Middle School/CAST
- Upper Merion Farmers Market
- Visiting Nurse Association (VNA)
- Vizion Group
- Volunteer Income Tax Assistance (VITA)
- Wawa, Inc.
- Wayne P. Kerr
- Weiser Law Firm
- Wells Fargo Center
- WFMZ-TV
- White Horse Village
- WHY-FM
- Wired 96.5/WXTY 92.5
- Xfinity Live! Philadelphia
- YMCA Spring Valley