



# Undergraduate Catalog

2023-24

**CABRINI**  
UNIVERSITY

## Table of Contents

<b>Dean’s Message</b> .....	6	PhD in Organization Development and Change Three Year Completion Policy .....	30
<b>Academic Calendar</b> .....	7	Room and Board Plan Refund Policy .....	31
<b>The University</b> .....	10	<b>Financial Aid</b> .....	32
A Brief History .....	10	Determining Financial Need .....	32
General Information .....	11	Financial Aid Cost of Attendance .....	32
The Mission of Cabrini University .....	11	Financial Aid Academic Year .....	32
Institutional Goals.....	11	Financial Aid - Study Abroad.....	32
Qualities of a Liberally Educated Person.....	12	Types of Financial Aid .....	33
Statement of Catholic Identity.....	13	Other Forms of Assistance .....	35
Charter of Core Values .....	14	Student Employment.....	36
Equal Employment Policy/Educational Opportunity & Affirmative Action Policy/Nondiscrimination Policy. 15		Federal Work Study .....	36
Right to Modify .....	16	Financial Aid Refund Policy.....	36
Accreditation.....	16	Cabrini University Funds.....	37
Memberships .....	16	PHEAA State Grant.....	37
Student Privacy Rights .....	17	Financial Aid Satisfactory Academic Progress Policy 37	
Acceptable-Use Policy.....	17	Appealing the Financial Aid Measure of Academic Progress .....	37
<b>The Student Body</b> .....	18	Financial Aid Probation.....	38
<b>The Campus</b> .....	19	Verification Policy .....	38
<b>Family Educational Rights and Privacy Act (FERPA) and the General Data Protection Regulation (GDPR)</b> .....	21	<b>Academic Policies, Procedures, and Regulations</b> .....	39
Family Educational Rights and Privacy Act (FERPA) .. 21		Degrees .....	39
General Data Protection Regulation (GDPR).....	23	Course Waivers.....	40
<b>Costs and Expenses</b> .....	25	The Academic Program.....	40
Tuition and Fees for 2023-2024 .....	25	Declaring a Major .....	41
Refund Policies.....	29	Declaring a Minor or Concentration .....	41
Tuition and Fee Refund Policy for Fall and Spring Semesters (full term) .....	29	Credit Load.....	41
Refund Policy for 12-week Summer Sessions .....	30	Registration.....	42
Refund Policy for Accelerated, and/or Part-of-Term, and Winterim Courses .....	30	Cancellation of Courses .....	42
Refund Policy for PhD in Organization Development and Change .....	30	Free Add/Drop Period.....	42
		Withdrawing/Adding a Course after the Free Add/Drop Period .....	42
		Withdrawals and Leaves of Absence .....	43
		Withdrawals.....	43

Administrative Withdrawals .....	43	Academic Review Process.....	70
Voluntary Leave of Absence and Voluntary Withdrawal .....	44	Academic Warning, Probation, and Dismissal .....	70
Returning Students .....	44	Minimum Standards .....	72
Resumption-of-Study Policy .....	44	Academic Forgiveness .....	72
Involuntary Leave of Absence Policy .....	45	<b>Academic Services, Programs, and Options</b> .....	74
Auditing a Course.....	47	First-Year Advising .....	74
Repeating Courses .....	47	Academic Advising .....	74
Directed Study .....	48	Accessibility Resource Center (ARC) .....	74
Independent Study .....	48	Academic Coaching.....	75
Undergraduate Research .....	48	Subject-Area Tutoring Program .....	75
Advanced Placement, CLEP, DSST, and International Baccalaureate Exams .....	48	The Writing Center .....	75
Studying at Another College .....	53	The Math Resource Center .....	75
Cross-Registration with SEPCHE .....	53	Holy Spirit Library .....	75
Class Attendance.....	54	Academic Honors.....	76
Religious Holiday Policy .....	54	Valedictorian and Class Plate Selection Process .....	77
Grading System .....	55	Honor Societies.....	77
Quality Points Per Credit.....	55	Special Studies Options.....	81
Grading Standards for Undergraduate Courses....	56	Individualized Major .....	81
Change-of-Grade Policy .....	58	Study Abroad Program .....	81
Enrichment Electives and Pass/Fail.....	58	Internships .....	83
Examinations.....	59	Pre-Law Advisory Program .....	83
Graduation Procedures.....	59	Career and Professional Development .....	83
<b>Academic Honesty</b> .....	61	Yellow Ribbon Program .....	84
Creating a Community of Academic Integrity.....	61	Non-Matriculated/Certificate/Visiting Students .....	84
Academic Honesty and Student Grievance Board ....	62	Summer Courses.....	84
Charge, Hearing, and Appeal Procedures for Academic Honesty Violations.....	63	Graduate and Post-Baccalaureate Courses .....	84
Academic Honesty Violation Definitions and Penalties .....	65	Cabrini Alumni and Post-Baccalaureate Coursework	85
<b>Additional Academic Information</b> .....	69	Non-Cabrini Alumni and Post-Baccalaureate Coursework.....	85
Academic Grievance Procedure.....	69	Post-Baccalaureate Students.....	85
Classification of Students.....	70	Affiliations.....	85
Academic Progress.....	70	University Affiliations.....	85
		The Washington Center for Internships and Academic Seminars .....	86

U.S. Air Force ROTC at Saint Joseph’s University ..	86	Music Industry .....	147
U.S. Army Cadet Command (ROTC) Courses at Valley Forge Military College .....	87	Studio Art.....	149
<b>The Cabrini University Core Curriculum: General Education Program.....</b>	<b>88</b>	<b>School of Arts and Sciences .....</b>	<b>150</b>
The First-Year Curriculum .....	89	<b>Health and Exercise Sciences Department .....</b>	<b>153</b>
Engagements with the Common Good Courses (ECG) .....	90	Exercise Science and Health Promotion .....	153
The Literacies .....	92	Health Science .....	156
<b>Honors Program .....</b>	<b>98</b>	Public Health.....	158
<b>Programs and Courses.....</b>	<b>101</b>	<b>History and Political Science Department .....</b>	<b>162</b>
<b>School of Business, Education, and Professional Studies .....</b>	<b>104</b>	American Studies .....	162
<b>Business and Technology Department .....</b>	<b>107</b>	Black Studies .....	165
Accounting .....	107	Environmental Studies.....	167
Business Management.....	110	Gender and Body Studies .....	168
Computer and Information Sciences .....	114	History.....	169
Economics .....	117	Political Science .....	171
Finance.....	118	Philosophy Minor.....	173
International Business .....	120	Religious Studies and Social Justice Minors.....	173
Marketing.....	123	<b>Mathematics Department .....</b>	<b>176</b>
<b>Communication Department .....</b>	<b>126</b>	<b>Psychology and Social Work Department .....</b>	<b>179</b>
<b>Leadership and Organization Development and Change Department.....</b>	<b>132</b>	Psychology .....	179
<b>Teacher Education Department.....</b>	<b>134</b>	Social Work.....	183
Educational Studies.....	137	<b>Science Department.....</b>	<b>187</b>
Middle-Level (4-8) Education with Concentration in English/Reading and Language Arts.....	138	Biology .....	187
Pre-K-4 Education .....	139	Chemistry.....	193
Pre-K-4 Education with Special Education Pre-K-12 .....	140	Biochemistry .....	198
Secondary Education .....	142	Environmental Science .....	201
<b>Visual and Performing Arts Department .....</b>	<b>144</b>	<b>Sociology, Criminology, and Justice Department..</b>	<b>202</b>
Design Management.....	144	Criminology and Criminal Justice .....	202
Graphic Design .....	145	Sociology.....	204
		Spanish Minor, Spanish Certificate with a Professional Focus, and Latin American Studies Minor .....	206
		<b>Writing and Narrative Arts Department .....</b>	<b>210</b>
		Writing.....	210
		Theater .....	212

Interdisciplinary Programs of Study and Curriculum Requirements.....	214	MAT - Mathematics .....	301
Course Descriptions .....	217	MKT - Marketing .....	305
ACC/MACC - Accounting .....	218	MUS/MUSP - Music/Music Performance.....	307
AST - American Studies .....	219	NTR - Nutrition .....	313
BIO - Biology .....	222	PBH - Public Health .....	313
BLK - Black Studies .....	232	PED - Physical Education.....	315
BUS - Business .....	235	PHI - Philosophy .....	317
CHE - Chemistry .....	238	PHY - Physics .....	322
CIS - Computer and Information Sciences .....	244	POL - Political Science .....	325
COL - College Success Seminars .....	247	PSY - Psychology.....	329
COM - Communication .....	248	RELS/REL - Religious Studies.....	336
CRM - Criminology.....	261	SEC - Secondary Education.....	342
ECE - Education .....	265	SEM - Seminars.....	343
ECG - Engagements with the Common Good .....	266	SOC - Sociology.....	344
ECO - Economics .....	267	SOJ - Social Justice.....	347
EDF - Education.....	268	SOW - Social Work .....	347
EDU - Education.....	269	SPA - Spanish .....	351
ELE - Elementary Education .....	273	SPE - Special Education .....	355
ESH - Exercise Science and Health Promotion.....	274	THE - Theater.....	357
FIN - Finance .....	276	WNA - Writing and Narrative Arts.....	359
FNA - Fine Arts.....	278	Organization.....	367
FRE - French .....	283	Members.....	367
GBS - Gender and Body Studies .....	283	Presidents <i>Emerita</i> .....	367
GRA - Graphic Design .....	286	Board of Trustees.....	367
H - Honors Courses .....	290	Trustees <i>Emeriti</i> .....	367
HIS - History.....	290	Administration .....	368
HRM - Human Resources Management .....	295	Academic Affairs .....	369
HSC - Health Science.....	297	Faculty .....	370
INTE - Internship.....	298	School Associate Deans .....	370
ITA - Italian .....	298	Department Chairs.....	370
LAN - Language.....	299	Faculty List .....	370
LAS - Latin American Studies.....	299	Faculty <i>Emeriti</i> .....	375
LEAD/LDR - Leadership.....	300		

## Dean's Message

Dear Students,

I am so excited for you to join our Cabrini University community. Although this is Cabrini's last academic year, I am excited to celebrate Cabrini's legacy and support each of you as you either complete your degree at Cabrini in May 2024 or transition in the fall of 2024 to complete your degree at another institution. You bring something special and unique to our campus, which adds to our rich diversity as a campus community. I encourage you to be yourself, get involved, and find ways to leave your unique imprint on Cabrini.

As you navigate your year at Cabrini, this Academic Catalog will serve as your guide to policies and curriculum. In addition to the resources found within these pages, please know that you are on a campus where everyone is dedicated to your success. The staff of the Center for Student Success, Accessibility Resource Center, Counseling and Psychological Services, Collegiate Recovery, CARE team, Academic Enrichment/Tutoring, Cavalier Express Center, Center for Career and Professional Development, Student Engagement and Leadership, Athletics, the Wolfington Center, the Office of Diversity, Equity, Inclusion, and Belonging, and more all want to see you achieve your goals and be your best self.

*Asking for help is a key to success.* Please reach out to faculty and staff when you have questions or are struggling. If you experience food insecurity, struggle to keep up in a class, need a suit for a job interview, or have difficulty obtaining technology needed for a course, do not hesitate to reach out. We have resources available to support you.

From learning communities to internships to undergraduate research, I anticipate you will engage in high impact practices that take your learning outside of the traditional four walls of a classroom. I hope that you embrace the *Education of the Heart*, which is not only our Mission but how we describe the education you will receive here. We hope that you develop deeper empathy as you navigate your course of study and see that our world is in desperate need of your care, leadership, creativity, critical thinking and problem solving.

I look forward to celebrating your academic successes and cheering you on – whether it's on the court, in the theater, or at Cabrini Day. Very soon I will also congratulate some of you as you walk across the stage at commencement. Mother Cabrini has always been a great source of inspiration for me. In her 67 years of life, she started 67 missions; and, Cabrini University's legacy will be celebrated as we enter our 67<sup>th</sup> year. This year will be the most unique in Cabrini's history and I hope that you find pride in being part of the Cabrini story. I believe in you and am already proud of you because you've made it this far. Now I cannot wait to cheer you on until you have your degree in hand – whether that's here at Cabrini in May or beyond.

Best,



Michelle Filling-Brown, PhD  
Dean, Academic Affairs

## Academic Calendar

### Fall Semester 2023

#### 15-Week Term

August 21 (M)	Academic Affairs Planning Day
August 25 (F)	New Undergraduate Student Orientation, Matriculation Ceremony
August 28 (M)	Fall classes begin
September 4 (M)	Labor Day Holiday (No classes)
September 6 (W)	Last day to Add/Drop Classes or declare audit for 15-week courses
October 9 (M)	Dean's Fall Holiday (No classes)
October 18 (W)	Semester Midpoint
October 30 (M)	Last Day for Students to apply for May 2024 Graduation
November 8 (W)	Last day to Withdraw from a full term (15 week) course
November 9 (Th)	Graduate & Senior Student registration for Winterim/Spring 2024 Semester begins
November 13 (M)	Junior Student registration for Winterim/Spring 2024 Semester begins
November 14 (T)	Cabrini Day (No classes)
November 15 (W)	Sophomore Student registration for Winterim/Spring 2024 Semester begins
November 17 (F)	First Year Student registration for Winterim/Spring 2024 Semester begins
November 22 - November 26 (W-Sun)	Thanksgiving Recess (No classes)
December 11 (M)	Fall Classes End; Last Day to Declare Pass/Fail
December 12 - 16 (T-Sat)	Final Exam Period
December 31 (Sat)	Conferral Date for Fall Graduation Cycle

### Fall Semester 2023

#### Two 8-Week Terms

August 28 - October 20	Part of Term - Fall 1*
August 28 (M)	Part of Term - Fall 1 classes begin
August 31 (Th)	Last day to Add/Drop Classes or declare audit for Fall 1 part of term courses
September 4 (M)	Labor Day Holiday (No classes)
October 4 (W)	Last day to Withdraw from Fall 1 part of term courses
October 9 (M)	Dean's Fall Holiday (No classes)
October 20 (F)	Part of Term - Fall 1 classes end
October 23 - December 15	Part of Term - Fall 2 *
October 23 (M)	Part of Term - Fall 2 classes begin

October 26 (Th)	Last day to Add/Drop Classes or declare audit for Fall 2 part of term courses
November 14 (T)	Cabrini Day (No classes)
November 22 - November 26 (W-Sun)	Thanksgiving Recess (No classes)
November 27 (M)	Last day to Withdraw from Fall 2 part of term courses
December 16 (F)	Part of Term - Fall 2 classes end

*\*Part of Term Classes have varying Add/Drop and Withdrawal dates.*

### Winter 2023–2024 Accelerated 4-Week Term

December 18 (M)	Classes Begin
December 23 - January 1 (F-Sun)	Winter Holiday Break (No classes)
January 2 (M)	Classes Resume
January 12 (F)	Last day to <i>withdraw</i> from a Winter course
January 12 (F)	Winter Classes End

*Part of Term Classes and accelerated terms have unique Add/Drop and Withdrawal dates.*

Winter Classes must be *added before the course begins.*

Winter Classes must be *dropped before the second class meeting for on-ground courses, before the second login for online courses, or before the second student interaction (log-in or in-person meeting) for a hybrid course.*

### Spring Semester 2024 15-Week Term

January 15 (M)	Martin Luther King Jr. Holiday
January 16 (T)	Spring Classes begin
January 24 (W)	Last day to Add/Drop Classes or declare audit for 15-week term courses
January 31 (W)	Last Day for Students to apply for August 2024 Graduation
February 24 - March 3 (Sat-Sun)	Semester Break (No classes)
March 4 (M)	All Classes resume
March 13 (W)	Semester Midpoint
March 27 - April 1 (W-M)	Easter Holiday Break (No classes)
April 2 (T)	All Classes resume
April 4 (Th)	Graduate & Senior/Junior Student registration for Summer/Fall 2024 begins
April 5 (F)	Last Day for Students to apply for December 2024 Graduation



April 8 (M)	Sophomore Student registration for Summer/Fall 2024 begins
April 10 (W)	Freshman Student registration for Summer/Fall 2024 begins
April 17 (W)	Last day to Withdraw from a full term (15 week) course
April 30 (T)	Arts, Research, & Scholarship Symposium (No classes)
May 1 (W)	First day for Undergraduate Students to apply for May 2025 Graduation
May 1 (W)	Assessment Day Surveys - Common Hour: 2:00 pm
May 6 (M)	Spring Classes End; Last Day to Declare Pass/Fail
May 7 - 11 (T-Sat)	Final Exam Period
May 15 (W)	Assessment Day
May 18 (Sat)	Senior Hooding & Award Ceremony; Commencement Mass
May 18 (Sun)	Commencement Exercises; Conferral Date for Spring Graduation Cycle

### Spring Semester 2024 Two 8-Week Terms

January 16 - March 15	Part of Term - Spring 1 *
January 16 (T)	Part of Term - Spring 1 classes begin
January 19 (F)	Last day to Add/Drop Classes or declare audit for Spring 1 part of term courses
February 21 (W)	Last day to Withdraw from Spring 1 part of term courses
February 24 - March 3 (Sat-Sun)	Semester Break (No classes)
March 4 (M)	All Classes resume
March 15 (F)	Part of Term - Spring 1 classes end
March 18 - May 10	Part of Term - Spring 2 *
March 18 (M)	Part of Term - Spring 2 classes begin
March 21 (Th)	Last day to Add/Drop Classes or declare audit for Spring 2 part of term courses
March 27 - April 1 (W-M)	Easter Holiday Break (No classes)
April 2 (T)	All Classes resume
April 24 (W)	Last day to Withdraw from Spring 2 part of term courses
April 30 (T)	Arts, Research, & Scholarship Symposium (No classes)
May 10 (F)	Part of Term - Spring 2 classes end

*\*Part of Term Classes have varying Add/Drop and Withdrawal dates.*

## 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 the years, 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.

## 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
- 2014-22 : Donald Taylor, PhD
- 2022-present: Helen Drinan, MBA, President

## General Information

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 two schools, the School of Business, Education, and Professional Studies and the School of Arts and Sciences.

In providing for the educational needs of the area, the University has a strong commitment to undergraduate residential and commuter students, 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 also 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.

## 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.

### Institutional 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
- technological literacy
- quantitative reasoning

#### B. Effective Communication - Demonstrates:

- effective written communication
- effective critical reading
- 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
- knowledge of history and political systems
- ability to interact cross-culturally

D. Propensity for Engaging in Life-Long Learning - Demonstrates:

- curiosity
- self-direction
- adaptability

E. Responsibility for Social Justice - Demonstrates:

- knowledge of Cabrinian faith tradition and mission
- relevant knowledge
- relevant values
- relevant skills

F. Expertise in a Specific Area - Demonstrates:

- relevant knowledge
- relevant values
- relevant skills

## Statement of Catholic Identity

Inspired by Saint Frances Xavier Cabrini, we, the University community, participate in her enduring legacy to make the love of Jesus visible in the world. This legacy serves as the foundation of our Catholic identity and our mission, the *Education of the Heart*.

As a Roman Catholic university, we live this legacy together in the shared pursuit of truth, goodness, and beauty. In this effort, we join together many traditions, backgrounds, and beliefs. In doing so, the University affirms God's love for all, God's gifts in all, and God's call to serve all.

Our Catholic identity calls us to:

### Faith

- invite all members of the community to share and develop their beliefs and faith traditions
- reflect with purpose, pray with passion, and seek wisdom in sacred texts
- celebrate liturgy and the sacramental life in times of joy and sorrow

### Reason

- pursue a Cabrinian liberal arts education rooted in the Catholic Intellectual Tradition
- foster an academic environment that promotes spiritual, intellectual, and ethical transformation
- support scholarship to advance the common good

### Justice

- act in solidarity with people who are poor, oppressed, and marginalized
- cultivate servant leadership that respects and upholds the dignity of the human person
- advocate for social justice, guided by Catholic Social Teaching

Cabrini University is a vital and distinctive mission of the international network of the Missionary Sisters of the Sacred Heart of Jesus and the Roman Catholic Church.

## 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 & Affirmative Action Policy/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 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 2023-2024 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
- Atlantic East Athletic Conference (AEC)
- 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



## 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.

## 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](http://cabrini.edu/policies).

## The Student Body

The combined undergraduate and graduate enrollment at Cabrini University totals 1,616 students (Fall 2022 Enrollment Census).

Students represent a variety of religious backgrounds, come from more than 20 states and various countries, and 39% represent diverse student populations. 40% of students are male and 60% are female.

In the 2022-23 academic year, Cabrini University awarded 227 undergraduate degrees (bachelors) and 156 graduate degrees (masters and doctoral). The percentage breakdown for each group by degree title is as follows:

### Undergraduate

- Bachelor of Arts (liberal arts, humanities, communication, social sciences) .....42%
- Bachelor of Science (sciences, mathematics, business administration, computer information science) .....42%
- Bachelor of Science in Education .....13%
- Bachelor of Social Work .....3%

### Graduate

- Doctor of Education .....5%
- Doctor of Philosophy .....2%
- Master of Accounting .....9%
- Master of Arts .....7%
- Master of Business Administration .....10%
- Master of Education .....57%
- Master of Science .....10%

## 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.

Members of the Paul family 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 1953, when it was sold at auction to the Missionary Sisters of the Sacred Heart of Jesus.



1. **The Cottage**  
MSC Mission Office
2. **President's Residence**
3. **Softball Field**
4. **Edith Robb Dixon Field**
5. **Dixon Center**  
Athletics and Recreation Offices, Classrooms, Hall of Fame, Locker Rooms, Nerney Field House, Swimming Pool, Track (indoor)

6. **Nerney Pavilion**  
Athletics and Recreation Offices, Cavs Shack (dining), Exercise Studio, Fitness Center, Reflection Pond
7. **Cavalier (Upper) Athletic Field**
8. **Grace Hall**  
Admissions, Atrium, Cavalier Express Center (Financial Aid, Registrar, Billing), Center for Student Success (Professional Advising, First-Year Experience), Faculty Offices, Graduate Admissions, Human Resources, Multipurpose Room, Office of Equity, Diversity, Inclusion and Belonging (ODEIB), Student Life, Theatre
9. **Antoinette Iadarola Center for Science, Education, and Technology**  
Classrooms, Colameco Lab for the Social and Psychological Sciences, Computer Lab, Faculty Offices, Hamilton Family Foundation Atrium, Instructional Technology Support, Laboratories, Lounges, Margaret Hamilton Duprey Lecture Hall, Observatory Platform, Performance Lab, School of Arts and Sciences and Offices, Clinical Simulation Center (CSC) and High Fidelity Suites
10. **Bruckmann Memorial Chapel of Saint Joseph**
11. **The Commons**
12. **George D. Widener Campus Center**  
Campus Store, Career and Professional Development, Fine Arts, Lecture Hall, Mailroom/Student Mailboxes, Music Practice Rooms, Nerney Leadership Institute, Student Diversity Initiatives, Student Engagement and Leadership (SEaL), The Grill
13. **Founder's Hall**  
24/7 Vending Space, Campus Ministry, Cavs Corner (dining), Classrooms, Accessibility Resource Center (ARC), Faculty Offices/Mailboxes, Hamilton Family Communications Center (Newsroom, Radio Station, Video Studio/Editing Suite), Health Services, Information Technology and Resources, School Business, Education, and Professional Studies Offices, Wolfington Center
14. **Parking Structure** - Commuter Student, Employee, Visitor Parking
15. **Holy Spirit Library**  
Archives and Cabriniana Room, Classrooms, Computer Labs, Conference Rooms, Gorevin Fine Arts Gallery, Lounge, Reference Room
16. **Rooymans Hall**  
Center for Student Success (Academic Enrichment, Math Resource Center, Peer Tutoring, Writing Center), Computer Lab
17. **The Mansion**  
Academic Affairs, Academic Dean's Office, Alumni Office, Business Office, Conference Room, Development and Alumni Relations, Dining Room, Enrollment Operations, Marketing and Communications, President's Office
18. **Dixon Tennis Courts**
19. **Emmaus House** - Conferences and Event Planning
22. **Sullivan House** - Facilities
26. **Infante House** - [Counseling and Psychological Services \(CAPS\)](#)
28. **Public Safety**

Student Housing

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>20. <b><u>Cabrini Apartment Complex</u></b><br/>(<a href="#">Student Government Association</a>)</li> <li>21. <b><u>West Residence Hall</u></b></li> <li>23. <b><u>South Hall</u></b></li> <li>24. <b><u>Casey House</u></b></li> <li>25. <b><u>McManus House</u></b></li> <li>27. <b><u>Dixon House</u></b></li> </ol> | <ol style="list-style-type: none"> <li>29. <b><u>Woodcrest Residence Hall</u></b><br/>(<a href="#">Residence Life</a>)</li> <li>30. <b><u>East Residence Hall</u></b></li> <li>31. <b><u>Xavier Residence Hall</u></b></li> </ol> |
|--|---|

32. **Gatehouse**

- A - **Commuter Student/Employee Parking**  
B - **Visitor Parking**

## **Family Educational Rights and Privacy Act (FERPA) and the General Data Protection Regulation (GDPR)**

### **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. Cabrini University is also working to maintain compliance with the General Data Protection Regulation (GDPR) enacted by the European Parliament, the Council of European Union and the European Commission.

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 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 the 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 or 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:”

- student name
- major field of study
- email address
- class level
- anticipated date of graduation
- dates of attendance
- participation in officially recognized activities
- degree and awards received
- the education 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, 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.

FERPA further permits schools to outsource institutional services or functions that involve the disclosure of education records to contractors, consultants, volunteers, or other third parties provided that the outside party:

1. Performs an institutional service or function for which the agency or institution would otherwise use employees;
2. Is under the direct control of the agency or institution with respect to the use and maintenance of education records;
3. Is subject to the requirements that the personally identifiable information (PII) from education records may be used only for the purposes for which the disclosure was made, e.g., to promote school safety and the physical security of students, and governing the re-disclosure of PII from education records;
4. Meets the criteria specified in the school or local educational agency's (LEA's) annual notification of FERPA rights for being a school official with a legitimate educational interest in the education records.

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.

## General Data Protection Regulation (GDPR)

Cabrini University takes data privacy very seriously and we work continuously to ensure that our policies and processes are up-to-date.

The General Data Protection Regulation (GDPR) was approved by the European Union Parliament in April 2016, with an enforcement date of May 2018, and was designed to harmonize data privacy laws across Europe, to protect and empower all European Union citizens' data privacy, and to reshape the way organizations approach data privacy. This European regulation has provided Cabrini University with an opportunity to further strengthen the way we protect people's data and ensure that privacy is central to what we do.

### About the GDPR

Many GDPR principles are similar to FERPA, as well as to the previous Data Protection Directive 95/46/EC (1998) in the European Union (E.U.). The main objective of the new GDPR is to strengthen the requirements relating to how any individual's data is protected.

### GDPR Basic Principles:

- Being open with people about how we use their information
- Not keeping their information longer than necessary

- Making sure it is accurate
- Making sure that it is safe
- Knowing what we've got and what we can do with it (e.g. sharing)
- Recognizing a breach and knowing what to do

Although the GDPR is intended to strengthen and unify the personal data protection rights of all individuals residing in the European Union, this regulation is not limited only to those who reside within the E.U. The GDPR requires institutions of higher education that are located outside the E.U. to take extra steps to protect the personal information of individuals from the E.U. who are studying, researching, or travelling outside the E.U. Conversely, it also protects individuals from outside the E.U. studying, researching, working or travelling within the E.U., regardless of whether or not they are E.U. citizens. As such, these requirements apply to American students or faculty members who communicate with their home campus while they are in the European Union. The information transmitted from the E.U. to their home institution in the U.S. is protected by this regulation.

The GDPR gives E.U. residents specific rights concerning the collection, processing, and storage of their personal data. Under the GDPR, all entities that store personal information must promptly report any data breaches.

Any questions regarding the GDPR and a student's data should be directed to the Registrar.



## Costs and Expenses

### Tuition and Fees for 2023-2024

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

#### Full-Time Undergraduate Students

- Tuition (maximum of 18 credit hours in fall or spring term) per year..... \$34,800  
Please note: 12 credits per semester (fall/spring term) constitutes full-time status. Fewer than 12 credits constitutes part-time status.
- General Fee per year (registration, library, health services, publications, testing) ..... \$605
- Student Activities Fee per year ..... \$275
- Computer/Technology Fee per year ..... \$135
- Tuition for each credit hour more than 18 credit hours ..... \$620
- Room & Board per year (estimated) ..... \$13,700
- Orientation Fee (first-year students only)..... \$250
- Application Fee..... \$35
- Enrollment Deposit (all first-time, readmitted, full-time students) ..... \$150
- Graduation Fee..... \$175

#### Part-Time and Degree Completion Undergraduate Students

- Tuition (per credit hour for 11.5 or fewer credits per semester)..... \$620
- Application Fee: Part-time Undergraduate ..... \$35
- Registration Fee (per semester/session)..... \$45
- Graduation Fee..... \$175

#### Graduate Students

- Tuition (per credit hour)..... \$740
- Master of Business Administration Tuition (per credit hour) ..... \$820
- Application Fee..... \$50
- Enrollment Deposit..... \$100
- Registration Fee (per semester/session)..... \$45
- Graduation Fee..... \$175

#### Doctoral Programs

##### PhD in Organization Development and Change

- Tuition (PER YEAR)..... \$19,500
- OD Dissertation Continuation Fee (per semester until Completion) ..... \$1,500
- Enrollment Deposit..... \$500
- Graduation Fee..... \$175

##### Edd in Educational Leadership

- Tuition (per credit hour)..... \$830
- Registration Fee (per semester/session)..... \$45
- Enrollment Deposit..... \$100
- Graduation Fee..... \$175

#### Course Fees - Undergraduate

- CIS 120 ..... \$130
- MAT 098 ..... \$150

- Private Lessons MUSP 100 (per course) ..... \$275
- Private Lessons MUSP 101 and higher (per course)..... \$550
- Laboratory per course (biology, chemistry, physics)..... \$100
- Peregrine Exam Fee (BUS 120, 451, 460; ACC 461, FIN 454, HRM 453, MKT 452)..... \$50
- HRM 409: SHRM: HR Management Overview, Lab fee ..... \$400
- Clinical Health Affiliate Programs (e.g.3+3 BS/DPT programs  
Doctor of Podiatric Medicine 3+4 program, and Dentistry 3+4 program) ..... \$550
- Directed Study Fee (in addition to tuition per course)..... \$50
- Independent Study Fee (in addition to tuition per course)..... \$50

#### Course Fees - Graduate

- Independent Study Fee (in addition to tuition per course)..... \$100
- Master of Accounting MACC 510, 520, 530, 540, 570, ..... \$210
- Master of Business Administration (per course)..... \$25

#### Other Fees

- Study Abroad/Elsewhere Fee (per semester, non-Cabrini programs only)..... \$100
- Resident Parking Permit
  - Annual..... \$95
  - Semester Permit (fall or spring)..... \$55
- Commuter/Graduate Parking Permit
  - Annual..... \$55
  - Semester Permit (fall or spring)..... \$35
- Summer Permit Only ..... \$35
- Late Tuition Payment Charge (per semester)..... \$50
- Accessibility Resource Ctr. Access Plus Program Fee, per fall and spring semester ..... \$1200
- Accessibility Resource Ctr. Access Plus Program Fee, summer1/summer 2 ..... \$500
- Assessment of Prior Learning Portfolio Development Fee (per course, in addition to 1/3 cost of credits earned) ..... \$275
- ACE, CLEP, DSST, and Departmental Challenge Examinations (per exam, in addition to 1/3 cost of credits earned) ..... \$100
- Non-Collegiate Sponsored Course Transfer Evaluation Fee (per course) ..... \$100
- Transcript Fee (official)..... \$12
- In-person On-Demand Official Transcript Requests..... \$20
- Overnight Official Transcript Requests..... \$30
- Uncollectible Check Fee (per check)..... \$35
- Replacement Identification Card..... \$20
- Housing Security Deposit (resident students only) ..... \$150
- Laundry Fee (resident students only)..... \$75
- Housing Contract Cancellation Fee ..... \$300

#### Miscellaneous Expenses per Semester

- Textbooks & Supplies (estimate)..... \$1,250

## Enrollment Deposits

Deposits are required for all full-time and graduate students who are accepted for admission into the University. The entire enrollment deposit is credited to the student account in the first semester of attendance.

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

## Payments

Students are billed in advance of each semester through electronic billing on the Cabrini portal.

Student accounts must be paid in full or financial arrangements made with Nelnet, 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 nonpayment. 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.

## Veteran Student Tuition and Fees Policy

Pursuant to Section 103 of the Veterans Benefits and Transition Act of 2018, a student who is entitled to education assistance under chapter 31-Vocational Rehabilitation and Employment, or chapter 33-Post 9/11 GI Bill® benefits will be permitted to attend and participate in the course of education during the period beginning on the date in which the student submits a written request to use such entitlement and ending on the earlier of the following dates:

- The date on which payment from Veterans Administration is made to the institution
- 90 days after the date the institution submitted certification of enrollment/tuition and fees to Veterans Administration

Cabrini University will not impose any penalty, including late fees, limited access to university resources, or require additional borrowed funds on any eligible student due to the inability to meet their financial obligation to the university based on delayed disbursement of Veterans Administration funding.

A student who is entitled to education assistance under any of the available Veterans Administration Education Benefits is expected to provide the Certificate of Eligibility or Statement of Benefits to the Certifying Official no later than the start of the initial semester in which the entitlement is intended to be used.

*"GI Bill®" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at [www.va.gov/education](http://www.va.gov/education).*

## Payment Plan Option

Cabrini University offers payment plan options administered by Nelnet. Students enrolled on campus in undergraduate or graduate courses can enroll in a separate 5-month plan for both the fall and spring semesters. A 12-month plan is available for doctorate students only. Payment plans are not available for summer sessions.

## Delinquent Accounts

A student who is financially delinquent will not be permitted to register for future semesters or receive their transcripts (official or unofficial), 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 33.3% 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.

### Housing Security Deposit

The Housing Security Deposit is held by Cabrini University until the student graduates or officially withdraws from housing.

### Property Damage Charges

In accordance with the housing agreement, resident students are responsible for any loss or damage to University property within student rooms and other parts of the residence halls.

Students will be billed on a semester basis for these charges. When a student graduates or withdraws from housing, the damage deposit will be refunded after all damage charges have been assessed.

### Disbursement of Monies from Student Accounts

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

### Non-Matriculated Students

#### High School Students (currently attending high school)

A per-credit rate is available for students currently in high school up to and including the summer before the fall semester of their graduating year for up to 12 credits of undergraduate study as a non-matriculated student.

Proof of high school attendance is required at time of registration, in addition to completing the application process.

#### Senior Citizens

A per-credit rate of \$100 per undergraduate credit is available for students aged 55 and older for up to 12 credits of undergraduate study as a non-matriculated student. The student can opt to take the class for credit or audit. Proof of age is required at time of registration in addition to completing the application process.

### Auditing

The fee for auditing an undergraduate course for matriculated students is two-thirds of the applicable credit cost. An audited course does not count toward attempted or earned credits and it does not affect the term or cumulative GPA.

Qualified students may register to audit a Graduate level course with the permission of the instructor. Normally, auditing students are non-participating, because they do not submit written assignments and do not take examinations. Audit status is indicated on the transcript. There is no tuition reduction for auditing a graduate course.

## Refund Policies

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

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.

Full time students who withdraw from the University receive refunds based on their official withdrawal date, not the date the student stops attending. Full time students who fall below minimum full time status (fewer than 12 credits) after the add/drop period, receive no adjustment. Part time students who drop 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 begins. Students who withdraw after the end of the Add/Drop period for the term receive no refund of any University fees.

Students must 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.

Online and hybrid courses follow the Tuition and Fee Refund Policy discussed in this section. Summer sessions, other than the 12-week session, follow the refund policy for Accelerated/, Part-of-Term, and Winterim courses.

### Refund Policy for 12-week Summer Sessions

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

First Week of Class ----- 100%

Students who withdraw after the first week of a 12-week summer class will receive no refund of tuition. University 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. Summer sessions, other than the 12-week session, follow the refund policy for accelerated, Part-of-Term, and Winterim courses.

### Refund Policy for Accelerated, and/or Part-of-Term, and Winterim Courses

A student who drops an accelerated, part-of-term, or winterim course receives 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 drop a course after the timeframe noted above will receive no refund of tuition or any University fees.

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 in Organization Development and Change

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

- Before the start of the 2<sup>nd</sup> course ----- 50%

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

### PhD in Organization Development and Change Three Year Completion Policy

Completion of the Organization Development and Change degree program requirements is contingent on successful completion of all coursework, the qualifying examinations, and the dissertation. Unsatisfactory performance on or delays in completion of any requirements of the program and/or leaves of absences all necessarily extend the duration of the student’s retention and graduation in the program. Consequently, students in the Organization Development and Change program may need to commit additional time and resources beyond the minimum time frame and sequence in accordance with the policies, procedures and timelines laid out in this document.

Students who do not complete the program within the three-year period laid out for completion at the base program price will be charged a continuation fee of \$1,500 per semester until completion of dissertation (and

coursework if relevant). This fee will be waived for those who received a formal leave of absence up to the length of time the leave was granted.

#### Room and Board Plan Refund Policy

A resident student who withdraws from housing is eligible to receive a room and board refund based upon the following occupancy schedule:

- Prior to the First Day of the Semester ----- 100%
- 1 to 3 Calendar Days-----95%
- 4 to 6 Calendar Days-----90%
- 7 to 13 Calendar Days -----80%
- 14 to 20 Calendar Days -----60%
- 21 to 34 Calendar Days -----30%
- 35 Calendar Days or More ----- No Refund

Calendar days for the refund period begin on the first day classes are scheduled for the University.

Students must provide the Office of Residence Life with written notification of withdraw from housing for the room and board refund policy to be honored. The amount of a room refund is based upon the date of official check-out of the residence halls. The amount of board refund is based upon the date the written notification is received by the Office of Residence Life.

Resident students who switch to another room during the semester will have their entire housing charge prorated based on the daily rate of both plans if the plans are different. The charge will be based upon the official date of the room change, per the Office of Residence Life.

## Financial Aid

Financial assistance is available to qualified students. To qualify for federal, state, and institutional financial aid, all applicants and returning students must file the Free Application for Federal Student Aid (FAFSA), available on October 1 of each year, at [studentaid.gov](http://studentaid.gov).

This form is used to determine eligibility for all financial aid that requires a measure of a student's financial need. It must be submitted annually for each school year's determination of financial aid eligibility.

### Determining Financial Need

Data supplied by the student on the FAFSA is measured by the Federal Department of Education, to determine the amount a student and their family can reasonably be expected to contribute each year towards the cost of education. This amount is known as the Expected Family Contribution (EFC).

The Financial Aid Office uses the EFC to determine a student's demonstrated financial need. In order to determine a student's demonstrated financial need, the Financial Aid Office subtracts the student's EFC from the student's Cost of Attendance (COA).

### Financial Aid Cost of Attendance

Student aid will be calculated using the following budget figures (subject to change):

	<b>Residents</b>	<b>Off-Campus</b>	<b>Commuters</b>
<b>Tuition</b>	\$34,800	\$34,800	\$34,800
<b>Fees</b>	\$1015	\$1015	\$1015
<b>Housing &amp; Food</b>	\$13,700	\$13,700**	\$4,550**
<b>Books &amp; Supplies</b>	\$2,500	\$2,500	\$2,500
<b>Travel/Misc</b>	\$3,650	\$3,650	\$3,650
<b>Total Budget</b>	<b>\$55,665</b>	<b>\$55,665</b>	<b>\$46,515</b>

#### \*\*Housing Allowance

### Financial Aid Academic Year

To award aid, the Financial Aid Office uses a standard academic year that spans two enrollment terms (semesters). These two terms total at least 30 weeks of instruction.

A full-time student is enrolled for at least 24 credits during an academic year, 12 credits during each term. The standard academic year starts with the fall semester and finishes with the spring semester. Summer sessions may be added to the end of the standard academic year, and treated as a "trailer" for financial aid purposes.

### 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.



## Types of Financial Aid

### Grants & Scholarships

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

### Federal Pell Grants

A student’s eligibility for Pell Grant funding is determined by the Federal Department of Education, which considers the student’s EFC and enrollment status at Cabrini University. Pell Grants may only be used toward the student’s first undergraduate degree. Eligible students may only receive Pell Grants for up to 12 semesters, measured by a percentage of scheduled awards disbursed.

### Federal SEOG Grant

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

### PA State Grant

Administered by the Pennsylvania Higher Education Assistance Agency (PHEAA), Pennsylvania State Grants are awarded to eligible PA residents pursuing their first undergraduate degree. Awards are based upon demonstrated financial need and enrollment status. Students must file the FAFSA by May 1 of each year to be eligible.

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

### Cabrini Merit Awards

Cabrini University offers a variety of academic merit scholarships awarded to eligible incoming students, based in part on high school GPA and SAT scores. Some merit awards are also available for incoming transfer students. All applicants are considered for merit awards upon acceptance.

Students must be enrolled full-time each semester and be billed the University’s full-time tuition to be eligible. Students must maintain Satisfactory Academic Progress each term to continue to be eligible.

### Honors Scholarship

The Honors Scholarship is awarded to students who are candidates for the freshman class with a minimum 3.7 GPA in academic courses. Candidates must complete the Honors Interview as part of the admissions process.

To continue receiving the Honors scholarship, student must maintain a minimum cumulative GPA of 3.0 at Cabrini and be enrolled in the Honors Program. The Honors Scholarship is awarded in addition to other academic scholarships.

### Catholic High School Scholarship

This grant is based on the student’s records showing graduation from a Catholic high school. It is renewable up to four years, based on the student maintaining full-time status (minimum 12 credits per semester) and maintaining Satisfactory Academic Progress.

### Out-of-State Grant

This need-based grant is for students who are not Pennsylvania residents and therefore, not eligible for the PHEAA state grant program. Students must file the FAFSA and demonstrate a financial need. The grant is renewable up to four years based on the student maintaining full-time status (minimum 12 credits per semester), continuing to demonstrate a financial need, and maintaining Satisfactory Academic Progress.

### Cabrini Grant

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

### Cabrini Endowed Scholarship and Awards

Cabrini University awards a variety of named scholarships to eligible students. This includes endowed scholarships, scholarships funded by outside organizations, and scholarships to become endowed within the coming years.

These scholarships are awarded on a financial basis through the Financial Aid Office.

Awards are determined in conjunction with faculty and staff recommendations / nominations primarily to sophomores, juniors, and seniors honoring the donor's requests.

### Student Loans

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

### Federal Direct Loan

There are two types of Federal Direct Loans—subsidized and unsubsidized. Interest rates on all Federal Direct loans are set by Congress annually based on the financial markets. For current interest rates, visit [studentaid.gov](http://studentaid.gov).

If the loan is subsidized, the Federal Government covers the interest for the student while he or she is enrolled at least half-time (6 credits per semester for undergraduates). If the loan is unsubsidized, the student is responsible for interest payments, which begin accruing immediately after the loan is disbursed. Eligibility for a subsidized Direct Loan is determined by the student's demonstrated financial need.

As of 2013, borrowers may not receive Direct Subsidized Loans for more than 150% of the published length of the academic program in which they are currently enrolled. For example, a first-time borrower in a four-year degree program would have six years of Direct Subsidized Loan eligibility.

Federal Direct Loans are charged a 1.057%\* origination fee (on or after 10/1/20 and before 10/1/23), which is deducted when the funds are disbursed. \*Fee changes each October 1.

Students are allowed a six-month grace period upon ceasing attendance at least half-time before making payments on principal. Interest will continue to accrue for unsubsidized loan balances and will begin accruing for subsidized loan balances at this point.

Dependent undergraduate students borrowing under the Federal Direct Loan Program may borrow \$5,500 during their first year, \$6,500 during their sophomore year, and \$7,500 during their junior and senior years.

Half-time undergraduate students are also eligible to borrow. Students must complete the FAFSA to determine eligibility. Additionally, students must sign a Master Promissory Note, and Loan Entrance Counseling – both are available at [studentaid.gov](http://studentaid.gov).

### Federal Direct Parent PLUS Loan

Federal Direct PLUS Loans are unsubsidized loans that parents of dependent students can borrow to help pay for education expenses. The Department of Education will perform a credit check as part of determining a parent's eligibility for the loan.

There is no aggregate limit to PLUS borrowing, although annually the amount is limited to the student's estimated cost of attendance minus all other financial aid.

The interest rate for Direct PLUS Loans is set by Congress annually based on the financial markets. For current rates, go to [studentaid.gov](http://studentaid.gov).

Direct PLUS loans are charged an origination fee of 4.228%\*, (on or after 10/1/20 and before 10/1/23) which is deducted when funds are disbursed. \*Fee changes each October 1.

Repayment can be deferred until six months after the student graduates or drops below half-time enrollment. Interest is charged during both in-school and out-of-school time periods.

### Alternative Loans

Alternative student loans are offered by banks or lending institutions to help students and parents bridge the gap between the cost of education and the amount of financial aid received.

To learn more about these loans, including how to apply, visit [cabrini.edu/loans](http://cabrini.edu/loans).

### Other Forms of Assistance

Students with physical or other disabilities may apply for assistance from the Office of Vocational Rehabilitation of the Commonwealth of Pennsylvania. Students must apply directly to the office in their area.

Other states have similar programs. For information, students should contact the Office of Education in their state capitals.

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

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

The Financial Aid Office maintains information on sources of available outside scholarships. For more information, visit [cabrini.edu/financialaid](http://cabrini.edu/financialaid) or call 610.902.8188.

## Student Employment

### Federal Work Study

The Financial Aid Office awards Federal Work-Study (FWS) to students based on a combination of demonstrated financial need and the availability of funds. This funding is earned by a student working a part-time job, usually on campus. Available on-campus jobs are posted online at [jobs.cabrini.edu](http://jobs.cabrini.edu).

Cabrini students interested in part-time or full-time work are invited to review online employment opportunities available via [jobs.cabrini.edu](http://jobs.cabrini.edu) or in the Center for Career and Professional Development.

“Job Squad” listings are posted outside the Center for Career and Professional Development. Examples of regularly available positions include childcare services, babysitting, housekeeping, yard work, painting, pet sitting, party help, and tutoring.

### Financial Aid Refund Policy

The Financial Aid Office is required by the Federal Department of Education to recalculate federal Title IV financial aid eligibility for students who withdraw, take a leave of absence, drop out, or are dismissed prior to completing 60% of a payment period or term.

The amount of federal Title IV financial aid earned by the student must be recalculated in these situations. For example, if a student leaves the institution prior to completing 60% of a payment period or term, the Financial Aid Office recalculates the student’s eligibility for the Title IV funds.

Recalculation is based on the percentage of earned aid using the Federal Return of Title IV funds formula. The percentage of the payment period is the number of days completed up to the withdrawal date. This percentage is divided by the total days in the payment period or term. Any break of five days or more is not counted as part of the days in the term. Also, any break of five days or more must be excluded from the total number of days the student completed in the payment period. The resulting percentage is also the percentage of earned aid.

Any amount of Title IV funding that was disbursed but “unearned” will be returned to the appropriate Title IV program. If the total amount of Title IV funds that the student earned is greater than the total amount of Title IV funds that was disbursed to the student, as of the date the institution determined the student withdrew, the difference between these amounts will be treated as a post-withdrawal disbursement.

Refunds are allocated in the following order:

- Federal Direct Unsubsidized Loan
- Federal Direct Subsidized Loan
- Federal Perkins Loan
- Federal Direct Parent PLUS Loan
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)

## Cabrini University Funds

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

## PHEAA State Grant

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

## Financial Aid Satisfactory Academic Progress Policy

All students must be making satisfactory academic progress toward their degree in order to retain eligibility for financial aid.

Satisfactory academic progress for financial aid purposes is measured in a quantitative and qualitative measure. These measures are taken at the end of each Spring semester.

### Quantitative Measure

In order to maintain satisfactory academic progress, a student must maintain a completion ratio of 67% of all credits attempted.

### Qualitative Measure

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

- Up to 26.9 credits ..... 1.75
- 27 - 56.9 credits ..... 1.9
- 57 credits or more ..... 2.0

Completion Percentage: Students must successfully earn 67% of attempted credits (F, FA, NC, W, etc. grades are not considered successful attempts)

Eligibility for financial aid is based on the length of time a student is enrolled. Financial aid eligibility cannot exceed more than 150% of the published time it takes for a student to achieve a degree.

Students may only receive one warning and/or probationary period during their enrollment at the University.

## Appealing the Financial Aid Measure of Academic Progress

A student who fails to meet satisfactory academic progress may appeal to have their financial aid continued. For students not in good academic standing and who fail to meet satisfactory academic progress in terms of financial aid, the opportunity to appeal to have their financial aid continued will only be considered if the student is eligible to return to classes for the next semester and it is mathematically possible to bring their standing up to the required measure.

## Financial Aid Probation

If the appeal is accepted by both the University's Center for Student Success and the Financial Aid Office, the student will be placed on probation. Students granted probationary status will be required to meet the conditions of the academic plan designed for the student.

The student is to use this probationary period to bring their academic standing up to the required standard and may receive financial aid during this semester.

If the student succeeds in bringing up their academic standing to the minimum level outlined in the academic plan created for the student, they will continue to be eligible for federal student aid.

However, if the student fails to meet the satisfactory academic progress measure at the end of the probationary period, they will no longer be eligible for federal student aid.

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

- an explanation by the student why they failed to make satisfactory academic progress
- what has changed that will allow the student to make satisfactory academic progress by the next evaluation
- an academic plan created with and approved by the student's academic advisor

## Verification Policy

Verification is a procedure to verify the accuracy of information reported by a student on their FAFSA.

The Federal Central Processing System randomly selects FAFSAs for verification. If a student's FAFSA is selected for verification, they will be asked to document certain data elements on the FAFSA, primarily income and family size.

In addition, the Financial Aid Office may select FAFSAs for verification. For example, if a student's FAFSA presents conflicting information, the Financial Aid Office may request that the student provide documentation to resolve the conflict. A student's financial aid award letter will indicate whether or not their FAFSA has been selected for verification.

All students chosen for verification must submit the appropriate documents to the Financial Aid Office within 30 days of notification. Failure to submit all materials within the given deadlines may result in a portion, or all of the student's financial aid awards being canceled.

No funds will be credited to the student's account until the verification process is completed. If eligible for the Federal Work Study Program, verification must be completed before students may begin working. If verification results in a change in the student's eligibility for financial aid, the Financial Aid Office will send a revised financial aid award notification to the student.

## Academic Policies, Procedures, and Regulations

### Degrees

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

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

- Communication
- Criminology and Criminal Justice
- Design Management
- Digital Media and Communication
- Graphic Design
- History
- Individualized Major
- Music Industry
- Political Science
- Sociology
- Writing

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

- Accounting
- Biochemistry
- Biology
- Business Management
- Chemistry
- Computer and Information Sciences
- Exercise Science and Health Promotion
- Finance
- Health Science
- International Business
- Marketing
- Mathematics
- Psychology
- Public Health

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

- Educational Studies
- Middle Level (4-8) Education
- Pre-K-4 Education
- Pre-K-4 w/Special Education Pre-K-12

Certification is available in Pre-K-4 Education, Middle Level (grades 4-8) education, Special Education (Pre-K-12) and, within secondary education in communication, English, mathematics, and social studies (with a concentration in history).

Cabrini also offers a Bachelor of Social Work (BSW).

Requirements for an Undergraduate Degree:

1. Completion of a minimum of 123 credit hours with a minimum cumulative index of 2.0; the minimum cumulative index and the minimum major index may differ in some programs.
2. Completion of forty-five (45) of the 123 credit hours required for the degree at Cabrini University. In addition, all students must complete the last 30 credits of their degree at Cabrini University. Students must petition the Assistant Dean for Retention and Student Success for an exception.
3. Completion of all requirements stipulated in the major program.
4. Completion of the general education program.
5. Fulfillment of all financial obligations to receive a diploma or academic transcript.

Students are encouraged to use DegreeWorks as their graduation audit. DegreeWorks will provide all the student's requirements that are needed to graduate from Cabrini. This tool is available via the student portal ([portal.cabrini.edu](http://portal.cabrini.edu)). Both the student and their advisor can view their degree audit to make sure they are on track for graduation. DegreeWorks is available to students starting with the 2020-2021 catalog.

### Course Waivers

Occasionally students may receive waivers exempting them from certain course requirements due to previous work or academic experience, or demonstrated ability to successfully complete higher-level work.

A course waiver does not reduce the minimum number of credits required for the degree. All students must complete 123 credits of coursework in order to graduate.

### The Academic Program

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

Cabrini's general education program provides students with the basic intellectual foundation and skills of the liberally educated person. Students gain that foundation and skills through courses that come from a variety of disciplines—including criminology, history, mathematics, political science, science, sociology, religious studies, and writing. Through their general education coursework, students gain knowledge about the diversity of the twenty-first century world and have multiple opportunities to establish their place within a global Cabrini community dedicated to promoting the common good.

Students choose an academic major and enroll in courses required of that major to build upon the skills and insights gained from the program. Majors allow intensified study in a single discipline.

Students develop specialized knowledge in their area of choice and apply this learning in such venues in cooperative education, field experiences, internships, independent research, and/or student teaching. Majors prepare undergraduates to pursue career interests or continue education in graduate programs.

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

Cabrini students may freely elect courses of special interest.



## Declaring a Major

Faculty advisors guide students in evaluating their natural abilities and acquired skills so they may select an appropriate major or area of concentration.

Students may indicate an intended major on their application for admission or they may come into the University as “undeclared.” Indicating a major on the application is not a guarantee that a student will be accepted into a major or program. A student must apply to a major and meet the admission standards of that major before being considered a declared major.

First-year students should discuss possible majors with their advisors. Ideally before the sophomore year, or at least by the third semester of full-time study, students should be ready to declare a major field of study. If, at that time, a student is still uncertain about their planned major, they are encouraged to meet with a professional advisor in the Center for Student Success. There, they can begin an exploration of majors and career options. Students are strongly expected to declare a major by the end of their third semester of full time study. Students not declaring by the end of their third semester of study will be required to meet with advisors in the Center for Student Success and/or enroll in COL 133 to assist in their major and career exploration.

Students can apply for majors by completing the Declaration of Major form available on the Registrar’s Office [website](#). New transfer students must also formally declare a major, preferably during the first full semester at Cabrini University.

Students who wish to change their majors are required to complete a new Declaration of Major form and submit it to the appropriate academic department chair via email for approval.

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

## Declaring a Minor or Concentration

Students must complete the Declaration of Minor/ Certificate form available on the Registrar’s Office [website](#). If approved by the department chair, and the curriculum requirements outlined in the catalog at the time of the declaration are successfully completed, the minor or concentration will be noted on the transcript at the time of graduation.

## Credit Load

Typically, one hour of credit is granted for 37 - 42 cumulative hours of lecture per course. During the fall and spring semester, an hour is equivalent to a class period of 50 minutes per week for one full semester. Laboratory, studio, internship, research, student teaching and other types of practical coursework typically require additional cumulative hours of coursework to earn one hour of credit. The normal course load is 15 or 16 credits per semester.

A minimum of 12 credits is required of full time students. With permission of the advisor and the Assistant Dean for Retention and Student Success, students with a quality point average of 3.0 may carry more than 18 credits but no more than 21 credits per fall or spring semester.

Per-credit tuition is charged when registered credits total more than 18 credits.

## Registration

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

Specific days are set aside midway through each semester for current full-time students entering their sophomore, junior, and senior years to pre-register for courses for the coming semester after consulting with their faculty advisors. These students may register online via the student portal at [portal.cabrini.edu](http://portal.cabrini.edu). If a student has trouble registering for a course, they can email [registrar@cabrini.edu](mailto:registrar@cabrini.edu).

During the fall and spring semesters, full-time undergraduate students take 12 to 18 credits to maintain full-time status. Part-time undergraduate students take less than 12 credits. During the summer session, undergraduate students are limited to no more than 6 credits in the first part of the summer term and 6 credits in the second part of the summer term. If an undergraduate student wishes to take a full term summer course, the total number of credits permitted in the summer term is still 12 credits, with no more than 6 credits in a single part of term.

If an undergraduate student wishes to take a course during the Winterim session, they are limited to no more than one course, typically 3 credits.

Any undergraduate student who wishes to register in excess of these registration limits must have a cumulative GPA of 3.0 or better and they must have written permission from the Assistant Dean for Retention and Student Success. Ultimately, it is the student's responsibility to be certain he or she is meeting graduation requirements.

Adult and graduate students can register for courses online via the student portal at [portal.cabrini.edu](http://portal.cabrini.edu).

## Cancellation of Courses

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

## Free 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). Students may add/drop their courses online via the student portal at [portal.cabrini.edu](http://portal.cabrini.edu).

If students have any trouble adding or dropping their courses, they can contact the Registrar's Office at [registrar@cabrini.edu](mailto:registrar@cabrini.edu).

## Withdrawing/Adding a Course after the Free Add/Drop Period

Students may withdraw from a semester-long course after the free add/drop period with their advisor's approval and, for some core curriculum courses approval from the Dean or Assistant Dean for Retention and Student Success. However, full-time undergraduate students may not withdraw below the 12 earned credits threshold during the fall or spring semesters. Students with a compelling reason to withdraw below 12 credits would be required to meet with the Dean for Retention and Student Success, or their designee, to discuss reasons and provide documentation for this request. These students will be required to meet with the Center for Student Success staff to evaluate their risk for failing Satisfactory Academic Progress (SAP) standards to continue to receive federally-funded financial aid and design an action plan to make up credits to allow for a timely graduation.

Students not granted an exception to this policy will be connected with an appropriate student support service to assist them in successfully completing the semester.

After the end of the Add/Drop period, students may only add a course with the approval of the instructor, advisor, and the Assistant Dean for Retention and Student Success.

Students may withdraw from a full-term fall or spring course during the designated withdrawal period. Students should 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 for Retention and Student Success. 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' or 'AW.'

Students are financially responsible for all courses from which they withdraw.

Withdrawal forms are available on the Registrar's Office [website](#). Students who merely stop attending a course and fail to drop or withdraw from that course will incur a grade of 'FA' and remain financially responsible for the course.

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

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

## Withdrawals and Leaves of Absence

### Withdrawals

The University reserves the right to administratively withdraw a student at any time for unsatisfactory conduct. A student whom the University is withdrawing during any semester or before final examinations forfeits credit for work done during that semester, but, is still subject to the refund and financial aid policies of the University. A grade of "AW" is recorded for all courses.

### Administrative Withdrawals

The Registrar's Office, the Dean for Retention and Student Success, a School Associate Dean or the Dean of Academic Affairs may initiate a request for an Administrative Withdrawal.

Administrative withdrawals occur under certain circumstances:

- The Registrar's Office may initiate the withdrawal when notified that a student has never attended a class.
- Academic Affairs may initiate the withdrawal for a particular course or courses when a student misses 20% or more of the course's scheduled meetings for excessive documented medical, personal, or other

emergency situations, up until the end of the term, as long as such withdrawals do not violate ADA or NCAA policies.

- The Dean for Retention and Student Success, as chair of the Academic Review Board, in consultation with the Dean of Academic Affairs, may administratively withdraw a student who is not in good academic standing who is not making progress toward achieving good standing at any time up until the end of the term.
- Academic Affairs may administratively withdraw a student who has been removed from the University for any disciplinary reason. This includes both 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, or, in the case of students that are undeclared, the Dean for Retention and Student Success in their role as Chair of the Academic Review Board.

#### Voluntary Leave of Absence and Voluntary Withdrawal

Some Cabrini students find that time away from college 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 calendar days.

All students desiring a leave of absence or a voluntary withdrawal must schedule a meeting with the Dean for Retention and Student Success or their designee, as a condition for honorable dismissal.

Following this meeting, the Dean for Retention and Student Success or their designee, prepares an Educational Leave/Withdrawal form for the student’s permanent file, which is kept in the Registrar’s Office.

In unusual circumstances (serious illness or accident), students may be unable to meet with the Dean for Retention and Student Success or their designee and may instead authorize a family member to initiate a written request for an Educational Leave/Withdrawal actions.

Students who leave without notifying the Dean for Retention and Student Success or their designee or who fail to settle financial accounts with the University are not entitled to honorable dismissal.

Due to the closure of Cabrini University at the end of the 2023-2024 academic year, leaves of absence requests will not be honored unless the student will attend during the Spring 2024 semester. Students needing a break in studies who cannot return in spring should apply for a withdrawal.

#### Returning Students

All students requesting to return from an approved leave of absence within the allotted 180 calendar days should notify the Dean for Retention and Student Success. Returning students should meet with their advisors to select courses for the term in which they are returning. Students who were granted a medical leave are required to provide current documentation of their ability to return to study prior to the restart of classes to Health Services or Counseling and Psychological Services at least two months prior to returning to campus.

#### Resumption-of-Study Policy

Students who have officially withdrawn, who are academically dismissed, or who have not attended the University for a period of more than 180 calendar days must complete a Readmission application available on the Admissions

website. Students in this category are subject to University programs and policies current at the time of resumption of study and as such might have additional or different requirements for graduation. Readmission decisions are made jointly by the Dean for Retention and Student Success and the Dean of Student Engagement and Leadership.

Due to the closure of Cabrini University at the end of the 2023-2024 academic year, only applications from students who can complete their degree by the end of Spring 2024 will be considered for readmission.

## Involuntary Leave of Absence Policy

### I. INTRODUCTION

Cabrini University is committed to creating a learning environment in which all students can reach their full potential and excel. When a student is in distress or crisis and/or exhibiting concerning behaviors, the University remains dedicated to supporting that student while also preserving the safety and security of the University community, and ensuring proper functioning of the University. Generally in these situations, the Dean of Student Engagement or their designee will convene the University's CARE Team to review the situation and make recommendations for next steps.

For situations in which a student demonstrates behavior that poses a threat to health or safety or is significantly disruptive to the University learning environment, the University, after making an individualized assessment, may request or require the student to take a leave of absence, or may impose conditions or restrictions designed to address the health or safety threat or disruption. This policy outlines the individualized process that will be utilized when a student exhibits behavior that may necessitate an involuntary leave of absence from the University or other conditions or restrictions.

This policy is not intended to be disciplinary in nature, but to support the student and to maintain safety in the community. Situations may arise in which this policy, the Code of Conduct, or other Cabrini University policies are applicable, and in such cases the Dean of Student Engagement shall determine which policy or policies may be invoked.

### II. PROCEDURES

The Dean of Student Engagement or their designee is responsible for determining whether a student has engaged in behavior that triggers the application of this policy. In making decisions under this policy, the Dean of Student Engagement or their designee will make an individualized assessment, which will include reviewing available documentation and consulting with other University representatives as appropriate and feasible under the circumstances.

#### a. Review and Decision Process

To determine whether a leave of absence or another measure is appropriate, the Dean of Student Engagement or their designee will: Review available incident reports and documentation of the student's behavior.

Consult with other University staff/faculty, as may be appropriate and feasible, including representatives from Student Engagement, University Health Services, Counseling and Psychological Services, Residential Life, Academic Affairs deans and associate deans, professors, and other individuals or departments. This consultation may be conducted at a CARE Team meeting.

Review relevant medical documentation, as available.

Seek, if appropriate and feasible, the cooperation and involvement of parents or guardians of the student.

Utilize the information gathered to make an individualized assessment regarding the student's behavior and whether an involuntary leave of absence and/or any other administrative restrictions are necessary to address the health and safety concerns or ensure the proper functioning of University programs and services.

Meet with the student, if feasible, to review the reasons why a leave of absence is being considered, and provide an opportunity for the student to respond and provide medical and other relevant information.

Upon a determination that a leave is necessary, the Dean of Student Engagement or their designee will offer the student the opportunity to voluntarily take a leave or, if deemed appropriate by the University, agree to other administrative restrictions or conditions in order to remain at the University.

In the event that the student is incapable of responding on her or his own behalf, or if the student elects not to respond to inquiries or directives of the University, the University reserves the right to either place the student on an involuntary leave or impose administrative restrictions as a condition of remaining at the University.

b. Temporary Measures

If a threat to health or safety presents an immediate risk of harm, the Dean of Student Engagement or their designee may implement immediate administrative measures such as a temporary involuntary leave of absence or restrictions on a student's access to the campus (including housing, services, classes, activities and facilities) until the Dean of Student Engagement is able to review the matter and make a determination as described above.

c. Conditions of Leave and Return

If the student is placed on an involuntary leave of absence (or agrees to a voluntary leave of absence) under this policy:

Conditions for a leave of absence and any conditions to return and resume academic work will be provided to the student in writing. Any conditions for the leave and return will be individualized to the student and designed to help ensure that the health and safety or other concerns are resolved and that the student is qualified to return. These conditions may include compliance with treatment plans, examination by independent or University health professionals, release of relevant medical records, interviews, a personal statement, and a demonstrated ability to meet the University's academic and conduct standards.

The timing and length of the leave may impact the student's ability to resume academic work. If the Leave of Absence extends for the duration of an academic semester, the student will be granted grades of "AW" (Administrative Withdrawal) or "I" (Incomplete), depending on the timing of the Leave of Absence relative to the start and end dates of the semester and/or the ability of the student and/or faculty to make up missed work considering the nature of the coursework.

If the Leave of Absence does not extend for the duration of an academic semester, the Dean for Retention and Student Success or designee will consult with the student and their faculty members to determine the appropriate course of action. Depending on the duration of the absence and the nature of the coursework, students may be able to return and complete all coursework successfully by the end of the regular semester, be eligible for an "I" (Incomplete) grade with an extension of time to complete coursework, or may be required to withdraw from coursework. As noted in the Academic Affairs policy on Involuntary Withdrawals, students may be administratively

withdrawn from coursework if their cumulative absences from a class equal or exceed twenty percent of the course meeting dates as noted in the official Term Master Schedule.

If an Involuntary Leave of Absence exceeds 180 days, the student will be automatically withdrawn from the University. Students wishing to return to Cabrini following a withdrawal should contact the Admissions Office and complete a Readmission Application.

The student is subject to the same rules regarding financial aid and financial obligations (room, board, tuition, etc.) that apply in the case of a voluntary medical leave of absence.

The student may not participate in programs or activities organized by the University until officially approved to reenroll.

#### d. Appeal Process:

A student who has been placed on an involuntarily leave of absence from the University or been subject to other restrictions or conditions may appeal this decision. The student must submit the appeal and the reason(s) why the appeal should be granted within five (5) business days of notice of the involuntary leave of absence or other measure. The student must submit the appeal and the reasons supporting the appeal to the Dean of Student Engagement or their designee who made the decision, who will forward the appeal to his/her supervisor for review. The supervisor's review may include a review of relevant documentation and consultation with University officials and the student to check compliance with the terms of this policy. The decision on the appeal will be communicated to the student in writing within five (5) business days from the day the appeal was submitted, unless the circumstances require more time, in which case the student will be notified in writing. During the appeal period and process, the student will remain on leave or subject to other imposed conditions. If an appeal is denied, the decision is final and no further appeal is permitted. (If a student believes that s/he has been discriminated against in connection with any University program or activity because of a disability, he or she has the right to seek a review of such concerns (see "Grievances for Students with Disabilities").

### Auditing a Course

Students wishing to enrich their academic background without the responsibility of preparing for final examinations may audit courses. Audit status must be declared at the time of registration. The audited course is graded with the grade code of "AU." Qualified students may register to audit a graduate-level course with the permission of the instructor.

Normally, auditing students are non-participating, because they do not submit written assignments and do not take examinations.

Audit status is indicated on the transcript. There is no tuition reduction for auditing a 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 lowest grade is no longer computed in the term average and the cumulative average. However, the original entry appears as an "Excluded" course on the official transcript, and the semester and cumulative grade point average will be adjusted accordingly.

Students who, with permission, repeat a course elsewhere may use the course to satisfy the requirement.

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 credit for the course taken elsewhere will be awarded as transfer credit.

### Directed Study

When students are unable to complete courses required for their major because the course is not being offered as the department advertised, students and professors have the option of completing the course through a Directed Study.

Before registration, students must receive written permission from the instructor, the department chair, and the school Associate Dean. Directed Study forms are available on the Registrar's Office [website](#). A Directed Study appears on the transcript as the required but unavailable course. The "DS" designation is usually used on the registration page as the section number.

### Independent Study

Advanced students can research a topic of personal academic interest normally not included in the regular course offerings.

Before registration, students must receive written permission from the instructor, the department chair, and the school Dean. Independent Study forms are available on the Registrar's Office [website](#).

### Undergraduate Research

Students may receive credit for collaborative research with faculty at the University. Research projects typically require literature review, empirical analysis and a written report, poster, or oral presentation of the completed research project.

Before registration, students must receive written permission from the instructor, the department chair, and the school Dean. Undergraduate Research forms are available on the Registrar's Office [website](#).

### Advanced Placement, CLEP, DSST, and International Baccalaureate Exams

Academic Affairs considers advanced placement of incoming undergraduate students who have taken the College Board Advanced Placement exams, College Level Exam Program (CLEP), DANTES Subject Standardized Tests (DSST, formerly DANTES), and the International Baccalaureate Exam Program (IB) exams. Credit may be awarded for specific courses within a major, courses within the core curriculum, or general elective credits.

Awards will only be made once an official transcript/score information is provided directly to the University and for students who ultimately earn an undergraduate degree from Cabrini University. To ensure accurate first-semester scheduling, students must provide transcripts/score information prior to course registration. Failure to comply with this requirement may result in credits not being awarded. Students seeking unofficial evaluations of test scores for course/credit equivalencies may send their scores to the Dean for Retention and Student Success at [studentsuccess@cabrini.edu](mailto:studentsuccess@cabrini.edu).

Students may not receive duplicate credit for identical course awards for AP, CLEP, DSST or IB exams, for identical courses taken at Cabrini, or another transfer institution. (For example, students earning IB credit for BIO 101-102



may not also receive CLEP credits for the same biology courses or take BIO 101-102 at Cabrini University for credit.) Cabrini restricts the number of total credits awarded through any type of examination to 30 credits. This does not include credits awarded through ACE military coursework, credit for prior learning, or credits transferred into Cabrini from another accredited higher education institution. Credit by exam does not fulfill the 45-credit residency requirement.

Credit for AP and IB exams is only granted for coursework and exams completed prior to matriculation at Cabrini University.

Students will not be assessed tuition or fees for credits earned through the AP and IB programs. Students are subject to tuition and fees associated with credits earned through CLEP and DSST exams as indicated in the current tuition/fee schedule.

The following awards apply to students enrolling at Cabrini University for the first time during the 2023-2024 academic year. Students enrolled prior to this year should review the award list in the catalog in which they enrolled.

### Advanced Placement

Subject Awarded	Course Equivalent	Score	Credits
Art (all areas)	Cultural Literacy and Aesthetics	3+	3
Biology	Scientific Literacy	3	6
	BIO 101/BIO 102	4+	8
Calculus AB	MAT 130	3+	4
Calculus BC	MAT 130/MAT 131	3+	8
Chemistry	Scientific Literacy	3	6
	CHE 111/CHE 112	4+	8
Chinese Language & Culture	Cultural Literacy and Aesthetics	3 or 4	3
	Cultural Literacy and Aesthetics	5	6
Computer Science (all areas)	CIS 195	3+	3
Economics - Macroeconomics	General Elective	3	3
	ECO 132	4+	3
Economics - Microeconomics	General Elective	3	3
	ECO 131	4+	3
English Literature & Composition	WNA 101	3+	4
English Language & Composition	WNA 101	3+	4
Environmental Science	BIO 171	3+	3
French Language	Cultural Literacy and Aesthetics	3 or 4	3
	Cultural Literacy and Aesthetics	5	6
German Language	Cultural Literacy and Aesthetics	3 or 4	3
	Cultural Literacy and Aesthetics	5	6
Government and Politics (all areas)	POL 205/POL 269	3+	6
History - European	HIS 105/HIS 106	3+	6
History - United States	HIS 107/HIS 108	3+	6

History - World	HIS 198/HIS 199	3+	6
Human Geography	General Elective	3+	3
Italian Language	Cultural Literacy and Aesthetics	3 or 4	3
	Cultural Literacy and Aesthetics	5	6
Japanese Language	Cultural Literacy and Aesthetics	3 or 4	3
	Cultural Literacy and Aesthetics	5	6
Latin	Cultural Literacy and Aesthetics	3 or 4	3
	Cultural Literacy and Aesthetics	5	6
Music Theory	Cultural Literacy and Aesthetics	3+	3
Physics B	Scientific Literacy	3	6
	PHY 101/PHY 102	4+	8
Physics C - Mechanics or Physics 1	Scientific Literacy	3	3
Physics C - Electricity & Magnetism or Physics 2	PHY 101	4+	4
	Scientific Literacy	3	3
	PHY 102	4+	4
Psychology	Diversity, Equity, & Inclusion	3	3
	PSY 101	4+	3
Spanish Language	SPA 201	3	3
	SPA 202	4	3
	SPA 203/SPA 204	5	6
Spanish Literature	SPA 301	3	3
	SPA 301/SPA 302	4+	6
Statistics	MAT 118	3+	3

No credit is awarded for Research or Seminar AP coursework.

### College Level Exam Program

Cabrini University offers students credits towards degree completion based on College-Level Examination Program (CLEP) exam performance. Information about the CLEP is available at <https://clep.collegeboard.org/>.

Subject Awarded	Course Equivalent	Score	Credits
American Government	Civic Literacy	50-64	3
	POL 205/POL 269	65+	6
American Literature	WNA 201	50+	3
Analyzing and Interpreting Literature	WNA 201	50+	3
Biology	General Elective	50+	6
Calculus	MAT 130	50+	4
Chemistry	General Elective	50+	6
College Algebra	MAT 107	50+	3
College Composition	WNA 101 & WNA 200	50+	7

College Composition Modular	WNA 101	50+	4
College Mathematics	MAT 113 or 114	50+	3
English Literature	WNA 201	50+	3
Financial Accounting	General elective	50+	3
French – Level I or II	Cultural Literacy and Aesthetics	50-58	3
	Cultural Literacy and Aesthetics	59+	6
German – Level I or II	Cultural Literacy and Aesthetics	50-59	3
	Cultural Literacy and Aesthetics	60+	6
History of the US I	Civic Literacy	50-64	3
	HIS 107	65+	3
History of the US II	Civic Literacy	50-64	3
	HIS 108	65+	3
Human Growth and Development	General Elective	50-59	3
	PSY 203	60+	3
Humanities	Cultural Literacy and Aesthetics	50+	3
Information Systems	General Elective	50+	3
Introduction to Educational Psychology	PSY 330	50+	3
Introduction to Psychology	Diversity, Equity, & Inclusion	50-59	3
	PSY 101	60+	3
Introduction to Sociology	SOC 215	50+	3
Introductory Business Law	BUS 321	50+	3
Natural Sciences	General Elective	50+	6
Pre-calculus	MAT 117	50+	3
Principles of Macroeconomics	ECO 132	50+	3
Principles of Management	BUS 120	50+	3
Principles of Marketing	MKT 230	50+	3
Principles of Microeconomics	ECO 131	50+	3
Social Sciences and History	General Elective	50+	3
Spanish – Level I or II	SPA 101	50-62	3
	SPA 101 & SPA 102	63+	6
Western Civilization I	General Elective	50-64	3
	General Electives	65+	6
Western Civilization II	General Elective	50-64	3
	General Electives	65+	6

### International Baccalaureate

At the high school level (*Diploma Programme*), IB exams fall into two categories: High Level (HL) and Standard Level (SL). High level courses are more disciplinary specific and require at least 240 instructional hours. SL courses serve as exploratory courses and are less in depth with only 150 instructional hours.

Cabrini accepts IB exam credit for students earning scores of 5, 6 or 7 (on a 1-7 scale) in High Level (HL) exams, with awards noted on the accompanying table.

Cabrini does not award credit for students taking Standard Level examinations.

Cabrini does not award credit for successful completion of an IB course only.

<b>Exam Options</b>	<b>Cabrini Course Equivalent</b>	<b>Credits</b>
Art HL	FNA 211	3
Biology HL	BIO 101/BIO 102	8
Business & Management HL	BUS 120	3
Chemistry HL	CHE 111/CHE 112	8
Computer Science HL	CIS 195	3
Dance	Cultural Literacy and Aesthetics	3
Design Technology	Technological Literacy	3
Economics HL	ECO 131/ECO 132	6
English HL (Native Speaker)	WNA 201	3
Environmental Systems & Societies HL	BIO 171	3
Essay	Not Accepted for Credit	0
Film HL	Cultural Literacy and Aesthetics	3
Foreign Languages HL, other than French, Italian, or Spanish	Cultural Literacy and Aesthetics	6
French A HL (Native Speaker)	Cultural Literacy and Aesthetics	6
French B HL	Cultural Literacy and Aesthetics	6
Geography HL	General Elective	3
Global Politics HL	POL 205	3
History, Africa and the Middle East option HL	HIS 198/HIS 199	6
History, Americas option HL	HIS 107/HIS 108	6
History, Asia & Oceania option HL	General electives	6
History, Europe option HL	HIS 105/ HIS 106	6
Information Technology for a Global Society HL	Technological Literacy	6
Italian HL	Cultural Literacy and Aesthetics	6
Mathematics or Further Mathematics HL	MAT Core (If a student's major requires specific MAT courses, students are required to take those specific courses. Requests for waivers from such courses should be directed to the chair of the Mathematics Dept.)	6
Music HL	MUS 202	3
Philosophy HL	PHI 100	3
Physics HL	PHY 101/PHY 102	8
Psychology HL	PSY 101	3

Social and Cultural Anthropology HL	General Elective	3
Spanish A HL (Native Speaker)	SPA 201/SPA 202	6
Spanish B HL	SPA 101/SPA 102	6
Sports, Exercise and Health Science HL	ESH 101	3
Theater Arts HL	Cultural Literacy and Aesthetics	3
Visual Arts HL	Cultural Literacy and Aesthetics	3

### DANTES Subject Standardized Tests and other Testing Options

Please contact the Dean for Retention and Student Success for information about DSST and other exam credit equivalencies.

### Studying at Another College

Courses to be taken at another college require the signature of the student’s advisor and the Assistant Dean for Retention and Student Success on an Approval for Credit Taken at Another Institution form, which is available on the Registrar’s Office [website](#). In addition, courses required for the student’s major/minor/concentration must be approved by their department chair.

Students may not take ECG course equivalents elsewhere.

Grades from courses taken at other colleges and transferred back to Cabrini are not computed in the cumulative average, with the exception of grades for courses taken by full-time Cabrini students during fall or spring at SEPCHE schools, Valley Forge Military College, and Eastern University, with whom Cabrini has reciprocal agreements.

### Cross-Registration with SEPCHE

Cabrini University full-time undergraduate matriculated students, paying full-time tuition, may register for up to two undergraduate courses a year at any other Southeastern Pennsylvania Consortium for Higher Education (SEPCHE) member institution. SEPCHE includes Arcadia University, Cabrini University, Chestnut Hill College, Holy Family University, Neumann University, Rosemont College and Salus University.

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

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

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

Credits earned count toward graduation requirements on the home campus and grades earned will apply to the student's GPA. For course listings and more information, check the SEPCHE website at [sepche.org](http://sepche.org).

## Class Attendance

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

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

Long term absences (more than three classes) should be reported to the Assistant Dean for Retention and Student Success.

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.

## Religious Holiday Policy

As our mission statement reads, Cabrini University welcomes learners of all faiths, cultures, and backgrounds. We strive to create an inclusive campus that honors the diverse faith traditions of our university community while at the same time adhering to our Catholic, Cabrinian identity.

As our student body becomes more diverse, it is increasingly important that we, as a multicultural community, accommodate students from a variety of religious backgrounds who wish to observe religious holidays. While it is not feasible to schedule coursework around all religious holidays for a class as a whole, we ask faculty to please honor requests from individual students to reschedule assignments and to be absent from classes that conflict with observances of major religious holidays, and to inform students that this is an option.

The following policies have been established in order that students at Cabrini University will not suffer academic penalties because of the conscientious observance of religious holidays:

- Absences from class on major religious holidays will be treated as excused absences. In addition, no student will be required to participate in or attend University events such as athletic contests, concerts, or outside lectures on these holidays.
- Students must notify faculty, in writing, before the end of the add/drop period of each semester if they will be absent from class for religious observance.
- If a student requests an absence due to a religious holiday that is not granted by the faculty member, they should contact the Assistant Dean for Retention and Student Success who will discuss how to best proceed.
- Students must make arrangements with their faculty members in advance when an exam (including quizzes), papers, and other work are due on major religious holidays. A student will not be penalized for missing class or not handing in work on a holiday due to religious observance. While faculty and staff are expected to be sensitive to the needs of observant students of all faiths when planning lectures, field trips, work and other curricular activity that might conflict with observance of a major religious holiday, any course work or other obligation that is missed remains the student's responsibility to complete.
- Students who observe these holidays must notify, in advance, their coaches should they have athletic practice or scheduled competition at a time of religious observance.
- A student who will need to miss more than 20% of the course for any absences (e.g. religious, athletic, etc.), should meet with the faculty member who does have the authority to withdraw the student from the class.

## 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:

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

### Quality Points 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

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 Assistant Dean for Retention and Student Success and sent to the Registrar’s Office to be entered in the student record.

An incomplete grade allows students additional time after the end of a term to complete coursework. Faculty determine the coursework completion timeline and must submit final course grades no later than 30 days after the end of term. 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 Assistant Dean for Retention and Student Success.

Due to the closure of Cabrini University at the end of the 2023-2024 academic year, Incomplete grades awarded for full-semester Spring 2024 classes or Spring 2 part-of-term classes will only be granted a 15 day extension for final grade submission. Requests for extensions of this timeframe cannot be granted.

#### Grading Standards for Undergraduate Courses

A = 4.00

Superiority marked by the highest level of independence, scholarship, research, analysis, or performance  
Extraordinary command of inter-relationships within the subject and the highest level of originality and/or creativity in approaching problems  
Highest proficiency in oral, written, or other expression

A- = 3.67

Very high level of independence, scholarship, research, analysis, or performance  
Excellent command of interrelationships within the subject and a very high level of originality in approaching problems  
Excellent proficiency in oral, written, or other expression

B+ = 3.33

High level of independence, scholarship, research, analysis, or performance  
Command of inter-relationships within the subject and a high level of originality in approaching problems  
High level of proficiency in oral, written, or other expression



B = 3.00

Good knowledge of subject matter and a good manifestation of the ability to work independently; demonstrates good scholarship, research, analysis, or performance

A good understanding of the fundamentals and their interrelationships; originality and insight in approaching problems

Very good level of proficiency in oral, written, or other expression

B- = 2.67

Knowledge of subject matter and a manifestation of the ability to work independently; demonstrates scholarship, research, analysis, or performance

An understanding of the fundamentals and their interrelationships; originality and insight in approaching problems

Proficient in oral, written, or other expression

C+ = 2.33

Knowledge of much of the subject matter and a manifestation of the ability to work independently; demonstrates some scholarship, research, analysis, or performance

An understanding of most of the fundamentals and their interrelationships; some originality and insight in approaching problems

Somewhat proficient in oral, written, or other expression

C = 2.00

Satisfactory knowledge of course content; satisfactory completion of course requirements; demonstrates somewhat uneven scholarship, research, analysis, or performance

Basic understanding of fundamental principles and an ability to apply them

Mostly proficient in oral, written, or other expression

C- = 1.67

Borderline knowledge of course content; uneven completion of course requirements; demonstrates little scholarship, research, analysis, or performance

Little understanding of fundamental principles and a slight ability to apply them

Frequently lacks proficiency in oral, written, or other expression

D+ = 1.33

Minimal knowledge of course content; significant course requirements not met; demonstrates very little scholarship, research, analysis, or performance

Very little understanding of fundamental principles and a scant ability to apply them

General lack of proficiency in oral, written, or other expression

D = 1.00

Minimum knowledge of course content; overwhelming amount of course requirement not met; demonstrates almost no scholarship, research, analysis, or performance

Lacks understanding of fundamental principles or ability to apply them

Deficiency in oral, written, or other expression

F = 0.00

Course requirements not met; demonstrates no scholarship, research, analysis or performance

Failure to demonstrate understanding of principles and/or ability to apply them

Failure in oral, written, or other expression

FA = 0.00

Course requirements not met because of excessive absences or failure to meet instructor's attendance policy

#### Change-of-Grade Policy

Changing grades is the 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 Assistant Dean for Retention and Student Success for a late "W".

Grade changes that fall within these guidelines are to be accepted as if they were the original grade. Instructors should complete a Grade Change form available in the Registrar's Office in the Cavalier Express Center. Grade changes must be completed by the end of the following semester.

#### Enrichment Electives and Pass/Fail

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

Only one free elective may be taken using the pass/fail option in any given semester. Students may take a maximum of four free electives in a degree program under the pass/fail system. Freshman and Sophomores (students with less than 57 credits earned) are not eligible to take courses under the pass/fail system.

Enrichment elective courses taken as pass/fail are graded at the end of the final examinations period as Pass (P) or Fail (F) and have no quality points attached. However, a final grade of "F" counts in the cumulative grade point average calculation.

Certain internships and field experiences, student teaching experiences at affiliate institutions, COL and PED courses, and others as noted in the Catalog, are automatically graded pass/fail.

## 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 Dean for Retention and Student Success prior to the scheduled examination time.

Approval from the Dean for Retention and Student Success is required before the exam is rescheduled by the instructor.

## Graduation Procedures

Regardless of a student's plan to participate in Commencement exercises, in order to have a degree conferred and receive a diploma, all students must complete an Application for Graduation, online via the Cabrini portal by the dates detailed below.

### Application Deadlines:

Graduation in August ..... preceding March 31<sup>st</sup>

Graduation in December.....preceding July 31<sup>st</sup>

Graduation in May ..... preceding December 31<sup>st</sup>

All students are charged a graduation fee when their application is processed, regardless of attendance at commencement. Fee information can be found in the Costs and Expenses section of this catalog.

Students must complete all degree requirements on or before the assigned graduation date for the term in which they wish to graduate. If all requirements are not complete by the assigned graduation date, the degree will be awarded in the term in which all requirements have been met.

### Participation in Graduation Ceremonies

A formal Commencement exercise takes place in May at the end of the academic year. Attendance at graduation is not required for candidates and participation in the ceremony is not indicative of official graduation.

Students are invited to participate in graduation ceremonies if the Registrar's Office certifies in April that they will meet graduation requirements on or before the assigned graduation date. Also, all students completing their degrees in the previous August or December are invited to participate even though their degrees will already have been conferred.

### "Walking" in Graduation/Commencement

Students who are close to meeting all requirements following the spring semester, may still participate or "walk" in graduation ceremonies if they:

- are enrolled for the remaining credits to complete their academic program at Cabrini University in the subsequent summer
- they have filed a graduation application for the subsequent summer semester
- they have met all financial obligations to the University and completed all financial aid exit counseling
- they are in good academic standing at the University and within their major department

Participation in Commencement does not constitute graduation. The official graduation date will be shown on the student's official transcript and is determined as the next degree conferral date following the completion of all academic requirements prescribed for the given degree.

### Conferring of Degrees

Degrees are conferred three times a year: Summer (mid-to-late August), Fall (Dec. 31), and Spring (date of Commencement exercises).

The awarding of the degree is conditioned not upon the attainment of any fixed number of credit hours, but upon the satisfactory completion of all the studies prescribed for the degree sought. To qualify for the Bachelor's Degree, a student must successfully complete all degree requirements outlined in the Cabrini University Undergraduate Catalog in their term of admission. Details are available in each college's sections of the Catalog.

Normally, a student may receive only ONE degree and ONE diploma, regardless of how many majors s/he earns. Students who have completed all the requirements for two or more degrees – e.g. B.A. and B.S., or B.S.Ed. and B.A. – must choose which degree to take – unless they have completed 30 or more additional credits beyond the greater of the two program credit requirements, in which case, they may receive two degrees and two diplomas.

Majors are listed on the transcript, not on the diploma. Multiple majors, regardless of college, will similarly appear on a student's transcript.

Graduating students must pay all outstanding obligations to the University prior to the release of the diploma or transcript.

## 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”

(International Center for Academic Integrity, October 1999) [academicintegrity.org](http://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 and Student Grievance Board

It is the responsibility of the Academic Honesty and Student Grievance Board to uphold and protect the academic integrity of the Cabrini University community and to convene to hear cases involving academic grievances that remain unresolved after the proceeding through the Academic Grievance procedures outlined later in the Catalog.

### Composition of the Board

- Dean for Retention and Student Success
- Chair of Academic Honesty and Student Grievance Board
- Five full-time faculty members, at least one of whom must teach primarily in a graduate program
- Four full-time undergraduate students
- One graduate student
- The composition of the Board may vary during the summer term

### Selection Process and Term Duration

- Chair appointed by the Dean of Academic Affairs; only votes if committee results in a tie
- Faculty members are elected by the full faculty and 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
- Undergraduate students are selected by the Student Government Association for a one-year term
- Students may serve more than one term, but no more than three consecutive terms

### Academic Honesty 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. If the student fails to attend, the charge is automatically upheld.
- 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 Dean of Academic Affairs regarding the final decision.
- The Academic Honesty and Student Grievance Board's decision is final.

### When the Board convenes to hear an Academic Honesty 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 program student and faculty representatives must be present.
- The composition of the Board may vary during the summer term.

### Responsibilities of the Board in regards to Academic Honesty

- To hear and decide all student appeals of academic dishonesty charges, and determine the greater or lesser likelihood of a violation having occurred.
- If the charge is upheld, the Board may, if it deems it appropriate, impose additional penalties beyond those given by the instructor.

## Charge, Hearing, and Appeal Procedures for Academic Honesty Violations

### Faculty Procedures

For a violation, the faculty member must complete an Academic Honesty Violation Charge Form, which is available on the Cabrini website, and submit it to the student within five business days of identifying the issue. On the form, the faculty member must indicate the specific violation and assign one of the penalties listed on the form or assign one of his or her choosing.

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 and Student Grievance Board is requested and whether he or she wants 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 and Student Grievance Board.

That applies to a violation the student commits in the same course or in a different course at Cabrini University. The Dean for Retention and Student Success 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 five business days to do so and request a hearing before the Academic Honesty and Student Grievance Board.

If the student does not sign the form within five business days, 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 Dean for Retention and Student Success.

When the faculty member gives the Academic Honesty Violation Charge Form to the Dean for Retention and Student Success, 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 Dean for Retention and Student Success will share the evidence with members of the Academic Honesty and Student Grievance Board.

For a second or subsequent 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 and including failure of the course without privilege of withdrawal—to the student for his or her second or subsequent offense.

Faculty members should know that a second or subsequent violation will automatically trigger a hearing before the Academic Honesty and Student Grievance 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 Dean of Academic Affairs if it recommends a penalty of suspension or expulsion.

#### [Academic Affairs Procedures for Academic Honesty Violations](#)

Upon receipt of an Academic Honesty Violation Charge Form, the Dean for Retention and Student Success 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 Dean for Retention and Student Success makes that notification on the Academic Honesty Violation Charge Form. The Dean for Retention and Student Success then places the form and all supporting evidence in the student's file.

If it represents a student's second or subsequent violation, then the Dean for Retention and Student Success makes that notification on the Academic Honesty Violation Charge Form and informs the Chair of the Academic Honesty and Student Grievance Board. The Board then convenes for a hearing.

Immediately prior to the hearing, the Dean for Retention and Student Success distributes the Academic Honesty Violation Charge Form and all supporting evidence to the Chair and other members of the Academic Honesty and Student Grievance Board. All documents pertaining to the student's violation remain confidential.

The Dean for Retention and Student Success retrieves all copies of the Academic Honesty Violation Charge Forms and supporting evidence from the Academic Honesty and Student Grievance Board when the hearing ends. The Dean for Retention and Student Success then destroys those copies.

#### [Student Procedures for Academic Honesty Violations](#)

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



The student makes that request on the Academic Honesty 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 five business days to sign the form and request a hearing before the Academic Honesty and Student Grievance Board. After the five business-day period, the charge and penalty against the student stand.

A student may request a hearing before the Academic Honesty and Student Grievance Board if he or she disagrees with the faculty member's charge. A student may not request a hearing before the Academic Honesty and Student Grievance 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 Dean for Retention and Student Success.

Attorneys and other non-Cabrini persons are not permitted to be present at hearings of the Academic Honesty and Student Grievance Board. The student may, if he or she chooses, bring an ombudsman from among the Cabrini faculty or staff with him or her to ensure proper process is being followed. However, that person is not to act as an advocate for the student. All documents pertaining to the student's violation remain confidential.

The Dean for Retention and Student Success retrieves all copies of the Academic Honesty Violation Charge Forms and supporting evidence from the Academic Honesty and Student Grievance Board once the hearing ends. The Dean for Retention and Student Success 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 and Student Grievance Board.

In cases where the faculty member requests a hearing before the Academic Honesty and Student Grievance Board, the student must be present for the hearing.

Students automatically face a hearing before the Academic Honesty and Student Grievance Board once they commit their second and subsequent violations of the Cabrini University Academic Honesty Policy in any course at any time while they are enrolled at Cabrini.

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 Dean for Retention and Student Success, who will initiate an Academic Honesty and Student Grievance 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 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
- Use of ChatGPT or other AI program to write, in part or in toto, a document without express permission of the faculty member
- This list is not exhaustive

### Plagiarism

- Submitting all or portions of a piece of work using someone else’s words or ideas (including material from a website, created with the unauthorized use or assistance of artificial intelligence, material printed in a book or periodical, or another student’s work) without appropriate or adequate use or quotation marks or citation
- Use of a source in a paper or presentation—using exact words or paraphrase—without citation
- Citation not correct or complete despite acknowledged use of a source
- Use of ChatGPT or other AI program to write, in part or in toto, a document without express permission of the faculty member
- 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 makeup
- Failure of the course without privilege of withdrawal
- Additionally, for serious violations, the faculty may recommend that an Academic Honesty and Student Grievance 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 makeup
- 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 and Student Grievance 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 makeup
- 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 and Student Grievance Board hearing be conducted
- If the student is not currently enrolled in class, hearing by the Academic Honesty and Student Grievance 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 and Student Grievance 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 (must be approved by the Dean for Academic Affairs)

##### 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;
- Any applicable refunds will operate according to the University's refund policy.

##### Expulsion

- Student will be expelled immediately.
- Any applicable refunds will operate according to the University's refund policy.

## Additional Academic Information

### Academic Grievance Procedure

Students with an academic grievance with an undergraduate course faculty member must:

1. Discuss the grievance with the faculty member directly involved and attempt to settle the issue within five business days following the end of the course term.
2. If a resolution is not achieved, the student must take the grievance to the department chair within a five business day period of the initial meeting with the faculty member.
  - 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 Associate Dean or their designee.
3. If still unresolved, the student must meet with the appropriate School Associate Dean that oversees the course in which there is a grievance or their designee, within five business days of the meeting with the department chair.
  - The student should have their case well organized and supply written information about the grievance.
  - The School Associate Dean or their designee will not render judgement, but will determine if the issue is grievable.
4. If grievable, the Academic Honesty and Student Grievance Board will meet within ten business days after receiving an appeal.
  - The Academic Honesty and Student Grievance Board shall make its recommendation to the School Associate Dean or their designee for final resolution within five business days.
  - As the Board convenes only during the fall and spring sessions, issues that arise in winterim and summer sessions may need to be addressed during the following spring and fall semesters, respectively, although reasonable attempts will be made to convene the Board earlier.
  - Examples of issues that may be considered grievable include, but are not limited to, a faculty member not following the grading policies noted in a course syllabus, a faculty member not accurately calculating or recording a course grade, a faculty member not demonstrating fair grading practices where different students are assigned different grades for comparable quality work, a faculty not complying with the University's NCAA or Religious observance policies, or a faculty member not complying with an Academic Affairs Office excused absence or request.

Or, if not grievable, the School Associate Dean or their designee will inform all parties in writing within five business days.

- Examples of issues that are not considered grievable include, but are not limited to, complaints related to course rigor, number or types of assessments, assignments, etc., a faculty filing an academic honesty violation form when the suspect a potential violation, failure of a faculty to provide a letter of recommendation/reference, a faculty refusing to provide accommodations (e.g. waiver of attendance policy, extension to complete coursework, a make-up exam) for students with non-emergency and/or non-documented situations, or a faculty refusing to provide a student with an incomplete grade to continue work at the end of the semester. Students may not grieve a decision of the Academic Review Board.
- Students may not use the Academic Grievance process to grieve issues related to Title IX violations, bias accusations, or ADA violations.

## Classification of Students

Sophomore status requires the successful completion of a minimum of 27 credit hours; junior status, 57 credit hours; senior status, 87 credit hours. Matriculated students may pursue studies either full- or part-time.

Full-time undergraduate students work toward a degree and take a minimum of 12 credits but may take up to 18 credits per term without incurring additional per credit charges. Part-time students work toward a degree taking fewer than 12 credit hours per term.

## Academic Progress

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

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

## Academic Review Process

The Academic Review Board reviews transcripts of students experiencing academic difficulty and makes decisions regarding academic warning, probation, and dismissal.

Students generally petition the Dean for Retention and Student Success or their designee for exceptions to University academic policies, but if a request is not approved, a student may appeal to the Academic Review Board. Appeals must be made in writing to the Dean and should include a letter of support from their academic advisor.

## Academic Warning, Probation, and Dismissal

In order to graduate from Cabrini University, an undergraduate student must earn a cumulative grade point average (GPA) of 2.0 or higher overall, and must also meet GPA standards and grade requirements of their respective major(s).

Following the fall and spring semesters, the records of all students are reviewed to assess their academic performances. In addition, the records of all graduate students are reviewed at the end of the Summer semester.

## Warning

If a student's cumulative GPA is at or above the minimum standards (see Minimum Standards chart) based on their number of earned credits, but their term GPA is below minimum standards, students will be placed on Academic Warning.

## Probation and Dismissal

If a student's cumulative GPA falls below the minimum standards (see Minimum Standards chart), a student may be placed on probation, conditional probation, or be dismissed from the University (with or without the right to appeal).

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

The first time a student's cumulative GPA falls below the minimum standard, but is at least a 1.0, the student is placed on probation. Students on probation are required to meet certain conditions during their probationary semester which may include mandatory meetings with an academic coach. If a student's cumulative GPA is still below the minimum level at the end of the first probationary semester or if a student's cumulative GPA is below the minimum level three times during their time at Cabrini, the student will be dismissed.

If at any time a student's cumulative GPA falls below 1.0, they are subject immediate dismissal. First-time undergraduate students with a cumulative GPA below 1.0 during their first semester of enrollment may be eligible to be placed on conditional probation rather than be formally dismissed from the University. Students who receive notification of conditional probation are required to complete a success action plan by the date listed in the probationary letter in order to return to Cabrini University. The action should outline the reasons for a student's poor academic performance and strategies the student will use to improve their academic standing. The action plan is directed to the Dean for Retention and Student Success. The Dean and/or Academic Review Board reserve the right to set conditions on which the student may return. These conditions may include, but are not limited to, a reduced course load, a revised course schedule, mandatory meetings with an academic coach, and mandatory class attendance. Students choosing not to submit an action plan will be dismissed from the University.

Students who receive notification of dismissal from Cabrini University and are given the option to appeal on the basis of extenuating circumstances must submit an appeal in writing by the date listed in the letter of dismissal. The appeal should outline the reasons for a student's poor academic performance and strategies the student will use to improve their academic standing. The appeal is directed to the Dean for Retention and Student Success who will present it to the Academic Review Board. The Board will review the appeal and determine, based on the likelihood a student can achieve good academic standing in the next semester, whether or not the student may return to Cabrini. If a student is reaccepted, they return on probationary status and the Board reserves the right to set conditions on which the student may return. These conditions may include, but are not limited to, a reduced course load, a revised course schedule, mandatory meetings with an academic coach, and mandatory class attendance. Students choosing not to submit an appeal will be dismissed from the University.

If a student fails to meet the minimum GPA requirements after one semester following dismissal/readmission on probation or conditional probation, their transcripts and progress will again be reviewed by the Academic Review Board. If the Academic Review Board determines that a return to good academic standing is likely, the student may be granted another appeal and potentially one additional semester at the University to improve grades. The right to appeal academic dismissal is not guaranteed.

The appeal of academic standing and dismissal from the University is separate from the appeal of financial aid and granting readmission to the University does not guarantee reinstatement of financial aid. Students granted the right to appeal loss of financial aid must direct a separate appeal to the Financial Aid Office.

Students who receive notification of dismissal without the right to appeal, who did appeal and their appeal was denied, or who did not submit an appeal by the indicated deadline are immediately dismissed from the University. Dismissal is typically binding for at least one calendar year. After one year, students interested in returning to Cabrini, may apply for readmission to the University. The Academic Review Board will evaluate academic progress and life skills gained during the time away from Cabrini when evaluating the readmission application. First-year students readmitted following dismissal may be eligible for External Academic Forgiveness. Readmission is not guaranteed.

The decision of the Academic Review Board is final. Students may not appeal or grieve a decision made by the Board.

### Minimum Standards

Overall Earned Credits	Minimum GPA
• Up to 26.9 credits .....	1.75
• 27 - 56.9 credits .....	1.90
• 57 credits or more .....	2.00

\*Note that GPA values are not rounded.

% Completion (Earned Credits divided by Attempted Credits)..... 67%

### Academic Forgiveness

To support the successful completion of the academic degree, undergraduate students who struggle early in their college career have two options for Academic Forgiveness:

*External Academic Forgiveness:* Undergraduate students who were academically dismissed from Cabrini University in their first year of college (up to two semesters, regardless of credits earned) due to extenuating, documentable circumstances (e.g. long-term medical absences, death of parent/guardian/sibling/child) and who have returned to the University after an absence of at least two consecutive terms have the option of applying for Academic Forgiveness from the Dean for Retention and Student Success.

Terms must be full fall and spring, not summer or winter semester (therefore one calendar year). This is a one-time opportunity for students to request that all grades of “D+” or below received previously at Cabrini be removed from their cumulative GPA calculation.

These grades will be replaced on the student transcript with a grade of “AF” (Academic Forgiveness) and will not count as credit toward graduation. Students approved by the Dean will be eligible for Academic Forgiveness after they have returned to Cabrini and completed a minimum of 12 credits maintaining a GPA of at least 2.5. No grade of a “C-” or higher will be changed.



If this option is exercised, a minimum of 45 graded credits for graduation must be completed at Cabrini University after the student's return from their absence. The student's transcript reflects all courses taken, whether or not computed in the GPA.

*Internal Transfer Academic Forgiveness:* A student transferring to a new academic department and major from the one they originally attempted during their first semester at Cabrini, before earning 57 credits, has the option of applying for Internal Transfer Academic Forgiveness to their new department chairperson after they have changed their major. No exception to the credit limit or requirement of switching departments and majors will be made for any reason.

This is a one-time opportunity for students to request that all grades of "D+" or below received in courses counting toward their first major at Cabrini be removed from their cumulative GPA calculation.

These credits may not include requirements for the Core Curriculum or the requirements of the new major. The department chair of the newly declared major submits the request to the Dean for Retention and Student Success using the Internal Transfer form.

Approved grades will be replaced on the student transcript with a grade of "AF" (Academic Forgiveness) at the start of the next regular semester of study and will not count as credit toward graduation. If the student returns to her or his previous major, the Registrar will reinstate the original course grades and all grades are computed in the GPA. Similarly, students may also not earn a minor, certificate, or other type of certification in the major area in which they sought academic forgiveness or original course grades will be reinstated.

No grade of a "C-" or higher will be changed.

Students may apply for academic forgiveness (either external or internal) only once during their enrollment. The student's transcript reflects all courses taken, whether or not computed in the GPA and students remain financially responsible for all attempted coursework.

No exceptions to the conditions/criteria for academic forgiveness will be made.

Due to the closure of Cabrini University at the end of the 2023-2024 academic year, applications for Academic Forgiveness must be submitted by May 15, 2024.

## Academic Services, Programs, and Options

### First-Year Advising

First-time, first year students, as well as transfer students who earned less than 12 academic credits, are required to enroll and pass the one-credit course “COL 101 - Cabrini Success Seminar” during their first semester at Cabrini University.

The course, conducted by the student’s first- year academic advisor is an integral part of Cabrini’s first-year student orientation program. It is designed to assist students with the transition from high school to college by helping students to acquire the skills necessary to take responsibility for their educational experience and to become an engaged member of Cabrini’s community.

Classes meet weekly to address a variety of topics ranging from leadership, study skills, academic course selections, career exploration, using campus resources, to resolving interpersonal conflict. Students will learn about self-leadership and engage in self-discovery by using resources designed to increase self-awareness and self-monitoring of their learning. Students will also gain an understanding of how St. Frances Xavier Cabrini can serve as an example of their own self-awareness, leadership development, and success at Cabrini University and beyond.

### Academic Advising

Until such time as the student declares and is accepted into a major program, they are advised by their COL 101 instructor. Once they formally enter a major, they will be advised by a faculty or staff member within that academic department. Transfer and graduate students normally are guided by a faculty member in the department in which they are planning to major as well.

Undergraduate students and advisors must meet at least one time each semester to discuss future course registration. During this meeting, advisors will provide students with a unique PIN necessary for the student to register for future semesters. The student and advisor may meet periodically through the semester to discuss academic progress, career and professional goals, campus support services, changes to current course schedules, etc.

Ultimately, it is a student’s responsibility to be certain they are meeting graduation requirements.

### Accessibility Resource Center (ARC)

Success in life should not be restrained by individual limitations. Cabrini values full participation by persons with disabilities in all aspects of campus life and is firmly committed to offering support and appropriate accommodation to qualified students with disabilities.

A person with a disability is someone who has an impairment that substantially limits one or more major life activities (e.g., walking, seeing, hearing, speaking, breathing, learning, working).

Faculty, staff, administrators, and persons with disabilities each play a role in facilitating an environment of inclusion and opportunity. Federal legislation including the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 require that academically qualified students with disabilities must be reasonably accommodated in instruction and academic assessment.

A Student Accessibility Specialist is available to provide personal, disability specific academic support. Disclosure of a disability is voluntary and treated with the utmost confidentiality. Eligibility for support services requires a current, relevant, and full evaluation from a qualified professional.

Students must meet with the director of the Accessibility Resource Center or their designee prior to receipt of any type of educational accommodation. Students not obtaining official accommodation approval prior to the start of classes will not be granted accommodations until such time as the approval is received and accommodations will not be grandfathered in for prior work.

For more information, please visit the ARC website [cabrini.edu/arc](http://cabrini.edu/arc).

### Academic Coaching

Advising and academic coaching are the foundation of the Center for Student Success. Coaches work one-on-one or in small groups with students to help them implement practical, proven strategies for improving their academic skills and study habits.

### Subject-Area Tutoring Program

The Subject Area Tutoring Program offers undergraduate students individualized support throughout their time at Cabrini. Believing that anyone in any class can benefit from tutoring, the peer and professional staff are trained to help students understand concepts, set goals, acquire study skills, and hone habits that will help them achieve ongoing success in a given subject. Our staff of peer tutors are students who have matriculated through the courses they oversee and, as a result, they are primed to help any student with strategies they and others have used for success in the class.

### The Writing Center

The Writing Center strives to be a welcoming space where thoughtful readers help students meet their writing goals. Peer and professional tutors provide free one-on-one consultations for students working on any academic writing project at any stage of development (for example, planning, drafting, revising, or editing). Writing Center tutors are available and eager to provide feedback, offer individualized instruction, and address questions and concerns in a comfortable and friendly atmosphere. Appointments can be made at [cabrini.mywconline.com](http://cabrini.mywconline.com), while drop-in hours vary by semester.

### The Math Resource Center

Understanding the anxiety many feel around math, the peer and professional staff in the Math Resource Center believes that anyone can find success in their math courses at Cabrini when offered individualized support. Our tutors are trained to help students gain confidence, understand concepts, set goals, and develop problem-solving skills that will benefit them as they continue their education at Cabrini. By offering one-on-one tutoring sessions, we work with the unique skills and strengths of each student as they develop their math abilities.

### Holy Spirit Library

Holy Spirit Library (HSL) 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](http://cabrini.edu/library)), University students, faculty, and staff can access the Library's resources including CAVALOG, research databases, and many helpful instructional guides.

Users have multiple access points to library resources. CAVALOG is HSL's catalog of 30,000+ physical materials, books, DVDs, and CDs. Students have access to over 200,000 eBooks. Journals and periodicals are accessed through 40+ research databases. Users can choose to search the variety of resources by using HSL OneSearch. [OneSearch](#) connects users to all of HSL's resources, including books, eBooks, and research databases through a single search box.

The three-floor Library includes a computer lab, classrooms, Library Conference Room, smaller "Fishbowl" meeting space, the Grace and Joseph Gorevin Fine Arts Gallery, FDR study room, a large student lounge, the University Archives, and the St. Frances Cabrini Collection.

The Library serves as a meeting place for study groups and student organizations and as an event space. Library staff members pride themselves on offering excellent customer service and will gladly assist users with any campus-related question.

The Library is open 75 hours a week. Librarians are available Sunday through Friday for reference and research help.

Users who require materials not available through HSL have two options: interlibrary loan or direct borrowing. Holy Spirit Library does not charge a fee for interlibrary loan. Users may visit selected local academic libraries. Holy Spirit Library is a member of [TCLC](#) the Tri-State College Library Cooperative, and [SEPCHE](#). Both consortia permit Cabrini students and faculty direct borrowing privileges.

### Academic Honors

Dean's List students must achieve a GPA of 3.50-3.89 for coursework completed at Cabrini University during the fall or spring semesters with a minimum of 12 credits completed and graded with standard letter grades by the end of the official end-of-term date. Courses taken pass-fail, credit-no credit, audit, etc. or courses in which the student had an approved incomplete grade will not be used in computing the minimum academic load.

President's List students must achieve a GPA of 3.90 or higher for coursework completed at Cabrini University during the fall or spring semesters with a minimum of 12 credits completed and graded with standard letter grades by the end of the official end-of-term date. Courses taken pass-fail, credit-no credit, audit, etc. or courses in which the student had an approved incomplete grade will not be used in computing the minimum academic load.

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

- Summa Cum Laude .....3.9 GPA
- Magna Cum Laude .....3.7 GPA
- Cum Laude .....3.5 GPA

### Valedictorian and Class Plate Selection Process

A Valedictorian is selected to represent their class at the May Undergraduate Commencement Ceremony each year. A list of typically 10-12 students with the highest grade point averages and who completed their degrees since the last graduation ceremony or will complete their degree prior to the next ceremony are invited by the Academic Review Board to participate in an essay and speech competition during the spring term. To be eligible to compete, students must/will have completed at least half of their degree requirements (62 or more earned credits) at Cabrini University.

Class Plates are awarded to the undergraduate students in each academic year - first-year, sophomore, junior and senior - with the highest grade point average. In cases where more than one student earns a particular GPA, the student with the highest number of earned credits and credits used to calculate grade point average will be honored.

### Honor Societies

**Alpha Lambda Delta** is a certified national honor society that recognizes academic excellence in the first year at Cabrini University. First-year students who have maintained a 3.7 or higher GPA following their first term of higher education (at least 12 credits) are eligible for membership into this honors society. Candidates must be enrolled as a full-time student pursuing a baccalaureate (bachelor's) degree.

Alpha Lambda Delta's mission is to "encourage superior academic achievement to promote intelligent living and a continued high standard of learning, and to assist students in recognizing and developing meaningful goals for their unique roles in society."

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

Requirements for membership include:

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

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

sociology majors or minors, have completed 12 credits of sociology coursework at Cabrini with a “B” average and an overall 3.3 GPA.

**Alpha Phi Sigma (Kappa Sigma Chapter)** is a national honor society for Criminal Justice majors. The society recognizes academic excellence of undergraduate and graduate students of criminal justice as well as juris doctorate. Its mission is to promote analytical thinking, rigorous scholarship, and lifelong learning; to keep abreast of the advances in scientific research; to elevate the standards of criminal justice professions and to sustain in the public mind the benefit and necessity of education and professional training.

The chapter advisor shall make nominations of collegiate members. Undergraduate eligibility for students declaring a major or minor in criminology and criminal justice requires the completion of three full-time semesters with a minimum 3.2 overall GPA (3.4 GPA for graduate students), rank in the top 35% of their class and the completion of four criminology courses taken at Cabrini.

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

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

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

The top 10% of all students who qualify are accepted into membership at least once each academic year. Cabrini’s Epsilon Gamma chapter is one of several hundred chapters of Alpha Sigma Lambda located at major colleges and universities throughout the country.

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

**Delta Alpha Pi, Beta Omega chapter**, is an international academic honor society for students with a disability. The purpose of the group is to recognize students with disabilities for their academic accomplishments. The honor society facilitates the development of skills in leadership, advocacy and education for participating students. Undergraduate students must have a documented disability, register with the Accessibility Resource Center, demonstrate an interest in disability issues, have completed a minimum of 24 credits, and have earned an overall GPA of 3.10 or higher.

**Delta Mu Delta** is an international honor society established in 1913 to recognize students in accredited business schools for their high academic achievement in baccalaureate, masters and doctorate programs. Students are invited to a lifetime membership based on the following eligibility guidelines: must be in the top 20% of their

respective class and be in good standing with their institution; undergraduates must have completed one-half of their course work and have a cumulative average grade of at least .25 above a "B"; graduate and doctorate students must have completed at least one-half the requirements for their degree with a cumulative average grade of at least .60 above a "B".

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

**Gamma Sigma Epsilon, Rho Chapter**, the national chemistry honor society, invites students who excel in the area of chemistry to apply for membership. The purpose of the group is to unite students with outstanding achievement in chemistry, in order to foster a more comprehensive and cooperative study of its discipline through education and outreach and to build friendships. Active membership of the chapter shall be composed of students who have completed a minimum of 16 credit hours in chemistry. These students must have a declared major or minor in the field with a minimum grade point average of 3.0 in all chemistry courses and at least a 3.0 overall grade point average. Biology majors who meet the minimum chemistry credits are also eligible for membership.

**IMA Accounting Honors Society (IAHS)**, recognizes and honors academic achievement in the study of accounting and provides an opportunity for students to differentiate themselves as they begin their career journey. IAHS membership is available to all students who meet the eligibility criteria.

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

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

**Omicron Delta Kappa, the National Leadership Honor Society**, recognizes achievement in the following five areas: 1) scholarship, 2) athletics, 3) campus or community service, social or religious activities, and campus government, 4) journalism, speech, and the mass media, and 5) creative and performing arts. To be eligible to apply, students must have attained junior or senior status, rank in the top 35% of their class academically, and participate in the leadership initiatives of the University (LEADStrong, Academic Leadership Certificate, or Leadership Minor), and/or achieve distinction in one of the five pillars previously noted.

**Phi Sigma Alpha**, the national political science honor society, is comprised of students who have:

1. Completed at least 15 credits political science credits
2. Completed at least one upper-division course, with an average grade of B or higher in those courses
3. Achieved an overall GPA placing them in the top one-third of their whole class (e.g., junior or senior class).

**Phi Alpha, Kappa Epsilon chapter**, a national honor society, is established to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education

for social workers and invites into membership, those who have attained a cumulative GPA of 3.0 and a 3.25 GPA in social work courses.

**Phi Alpha Theta**, the international history honor society, is comprised of students who have:

1. Completed 12 credits in college level history courses (9 credits at Cabrini)
2. A minimum 3.1 history GPA
3. A minimum 3.0 cumulative GPA
4. Have reached junior class status

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

**Phi Sigma Iota, the international foreign language honor society**, recognizes outstanding achievement in the field of foreign languages. Represented on campus by the Gamma Xi chapter, its purpose is to promote international communication and understanding and a sentiment of amity among nations, to help maximize the understanding of ourselves and our cultural heritage by understanding others, to foster the spirit of liberal culture, and to stand for freedom of mind and democracy of learning. Membership is open to those students who are pursuing a concentration in a foreign language, maintaining a 'B' average in their entire college work and all foreign language courses, and who have completed at least one foreign language course at the 300 level.

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

**Psi Chi**, an international honor society, was established to advance the science of psychology and to stimulate and encourage scholarship in all fields, especially psychology. To apply for candidacy in the organization, students must have acquired 9 credits in psychology, a cumulative GPA of 3.4, and a GPA of 3.4 in psychology courses.

**Sigma Zeta, Beta Zeta chapter**, is a national honor society which recognizes outstanding scholastic achievement in science and mathematics and fosters the attainment of in-depth knowledge and a spirit of interdisciplinary cooperation in these fields. Students are required to complete 25 credits overall, including at least 15 in natural sciences, exercise science, computer information science, or mathematics with a combined average of 3.0, as well as a cumulative average of 3.0.

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



**Theta Alpha Kappa, Alpha Pi chapter**, is the National Honor Society for Religious Studies and Theology, recognizing the academic achievements of religious studies and theology students. It is the only national honor society dedicated to recognizing academic excellence in baccalaureate and post-baccalaureate students and in scholars in the fields of Religious Studies and Theology. Induction requires nomination by a local chapter and, to be eligible, students must have a 3.5 GPA in Religious Studies and/or Theology and a 3.0 GPA overall.

## Special Studies Options

### Individualized Major

The individualized major provides students with the flexibility to design their own educational experience around their own interests and academic strengths.

### Study Abroad Program

Undergraduate students at Cabrini University have a wide variety of Study Abroad options from which to choose. Study Abroad programs provide opportunities for students to pursue studies in another country for a full academic year, a semester, or a summer. In order to participate in any full semester or short-term study abroad program, students must have an overall GPA of 2.50 or better at the time of application to the program and at the start of the program and must have maintained both a term and cumulative 2.5 GPA or higher for two consecutive semesters prior to going abroad. Students are also required to present documentation from a licensed medical physician stating that the student is physically and mentally fit to live and study abroad. This documentation should include any specific accommodations a student may need while abroad to assist the University in determining if those accommodations can be met by the study abroad campus. Finally, students must also demonstrate good academic and disciplinary standing at the University.

Students should contact the Assistant Director of the First-Year Experience and Student Transitions early in their Cabrini careers to discuss their various options for Study Abroad. Full-semester study abroad typically occurs in Junior year, although there can be exceptions.

In addition, short-term programs designed and offered by Cabrini faculty provide opportunities for students to study abroad for periods of time ranging in length from one to three weeks. Further information is available at [cabrini.edu/StudyAbroad](http://cabrini.edu/StudyAbroad).

Through the Study Abroad office, students have access to Cabrini-affiliated foreign study programs in Italy, England, and Australia. Students also have the option of enrolling in study abroad programs offered through other institutions of higher learning subject to approval by Cabrini's Assistant Director of the First-Year Experience and Student Transitions and Cabrini University.

The Cabrini-sponsored program at the American University of Rome makes it possible for students to study in one of the richest cultural and artistic environments in the world in the city which is the cradle of Western civilization. Courses, taught in English, are designed for students in all academic disciplines. Eligible students for the program in Rome must have attended Cabrini University for at least one year, have attained sophomore status (30 credits or more), and have met the study abroad criteria outlined above.

The Cabrini program at the University of Notre Dame in either Fremantle or Sydney, Australia, is open to students in all academic disciplines. The University of Notre Dame affords students the experience of the western or

eastern coast of Australia in a vibrant and engaging natural setting, including access to the Australian outback (Fremantle campus) and/or the ocean (both the Fremantle and Sydney campuses). The program at St. Mary's University in Twickenham, is located near London, England, one of the great world capitals. Courses across the disciplines afford students a unique range of opportunities, including potential internships.

Cabrini also collaborates with the Institute for Shipboard Education and Colorado State University, makes it possible for students to sail on a fall or spring Semester at Sea voyage at the lowest published price for the voyage. In addition, each participating Cabrini student will receive a \$1,000 SAS scholarship for that sailing.

With the approval of the Assistant Director of the First-Year Experience and Student Transitions, Cabrini students also have the option of selecting from a wide range of programs offered by other institutions, including Arcadia and Temple University. Information about the many options available can be secured through the Assistant Director of the First-Year Experience and Student Transitions. Bear in mind that the process of applying and transferring credits is smoothest when working with one of our partner institutions mentioned above (i.e., Rome, Australia, London, and Semester-at-Sea).

Candidates for traditional undergraduate degree programs are required to complete a minimum of 45 Cabrini credits and their last 30 credits must be taken at Cabrini. That said, with the permission of the Assistant Dean for Retention and Student Success, students enrolled in a Cabrini-affiliated study abroad program at the American University of Rome, the University of Notre Dame, St. Mary's University, or Semester at Sea may have this requirement waived in order to pursue a semester abroad at one of these institutions. Graduating seniors must remember that their degree cannot be conferred until the official transcript showing all final grades is received in the Registrar's Office from the study abroad host university.

Students interested in Study Abroad should meet with the Assistant Director of the First-Year Experience and Student Transitions in the Center for Student Success in Grace Hall at least a full semester in advance of their study abroad experience. Students are encouraged, however, to visit with the Assistant Director anytime in order to begin brainstorming options. More lead-time will allow sufficient preparation to research available options, to complete the application process, and to begin preparations for the semester abroad.

Students must consult with their academic advisor prior to committing to the study abroad experience. During this meeting, the student and the advisor will discuss which courses are appropriate to complete while abroad to make satisfactory progress toward the degree and to determine which courses are appropriate to take at Cabrini University in the semester following the study abroad experience.

Students studying abroad for a semester or summer must complete an Approval for Credit Taken at Other Institutions form before leaving for the study abroad experience. This form, bearing the student's, advisor's, and Assistant Dean for Retention and Student Success's signatures, identifies how courses taken abroad can be transferred back into Cabrini University.

In cases where a student is requesting credit for requirements in the major from a course taken during the study abroad experience, the student must have the signature of the department chair on the form. In cases where a student requests credit for core curriculum requirements and elective requirements, the student must have signed approval from the Chair of the department that core course is offered and the Assistant Dean for Retention and Student Success.

During their semester abroad, students should use Cabrini University's online pre-registration system to pre-register for the courses they will take when they return to Cabrini the following semester. If students have problems using the online pre-registration system, students are responsible for contacting the Assistant Director of the First-Year Experience and Student Transitions and their academic advisor to address the situation.

As the globalization initiatives at the University continue to grow, Cabrini remains committed to facilitating study abroad for those students whose goal is to include an international educational experience as part of their undergraduate education. With all these laudable goals front and center, do bear in mind that global and/or regional circumstances may necessitate a change in or even a cancellation of study abroad opportunities depending on conditions on the ground in any given destination. This decision is made solely at the discretion of the Assistant Dean and senior University administrators.

## Internships

Internships are available in most of the University's major program areas and through the Center for Career and Professional Development. Internships afford students the opportunity to apply knowledge gained from the classroom to a real-world setting, in a professional position related to their academic major. Dependent on the student's major, internships can be required to graduate or strongly encouraged.

Many internships are paid and may result in job opportunities for students upon graduation. During their sophomore year, students should talk to their faculty advisor and the Center for Professional Development about internship possibilities. For information about credit allocation and further departmental listings, please see courses numbered 488 in the course descriptions for most departments or contact the Center for Career and Professional Development.

## Pre-Law Advisory Program

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

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

## Career and Professional Development

The Center for Career and Professional Development (CCPD) offers a holistic approach to professional and personalized career development. This approach ensures students have the skills, experiences, networks, and knowledge to be marketable for employment upon graduation, enroll in graduate/professional schools, and have the ability to successfully transition from college life to career and beyond. The CCPD is dedicated to ensuring students are career ready.

The CCPD provides quality, comprehensive career services and programs that support the mission of Cabrini University. The Center partners with employers to market internship and employment opportunities to all matriculated Cabrini University students.

The CCPD resources includes: resume and cover letter writing, interviewing, job-search strategies, LinkedIn assistance, career assessments, major exploration, career readiness skills, graduate school preparation,

recruitment programming, employer relations, and much more. The Center supports students from their first year at Cabrini through their senior year and beyond. Individual career counseling, workshops, and employer events assists students to identify interests, skills, values, needs, and experiences as they relate to career decision making. All students and alumni can search Handshake and other employment-related search engines to help identify employment opportunities.

Students are strongly encouraged to visit the CCPD for career and professional development services and visit [www.cabrini.edu/career](http://www.cabrini.edu/career) to view the virtual offerings and resources developed by the center. The CCPD is located in the Widener Center, 2<sup>nd</sup> floor.

### Yellow Ribbon Program

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 [va.gov/education](http://va.gov/education).

### Non-Matriculated/Certificate/Visiting Students

A “non-matriculated student” takes courses (fewer than 12 credits) but does not wish to earn a Cabrini University degree. A “visiting student” plans to transfer credits back to another college or university. In these cases, students do not need to formally apply for admission to Cabrini University.

However, students who have earned 12 credits must matriculate into a program before continuing at Cabrini. Contact the Registrar’s Office for more information or visit [cabrini.edu/registrar](http://cabrini.edu/registrar).

### Summer Courses

Students may take courses during two six-week and one 12- week summer session at Cabrini. Students may begin to register for Cabrini summer classes via the Cabrini portal, beginning in late March/early April during pre-registration.

The maximum number of credits a student may ordinarily take in the summer is 12 credits; 6 credits in the first summer session, and 6 credits in the second summer session.

Undergraduate students wishing to transfer credits to Cabrini from other accredited colleges and universities must get advance approval from their faculty advisor. Credits for courses elsewhere will be awarded for grades of “C” or better. Grades earned for course work in transfer do not impact the student’s Cabrini GPA.

### Graduate and Post-Baccalaureate Courses

A very limited number of undergraduate seniors may be permitted to take a graduate course. Students must have a quality point average of 3.0 or higher and obtain approvals from their faculty advisor and the Assistant Dean for Retention and Student Success.

The relevant area graduate program director must also approve the request, in consultation with the department chair, to determine space availability in the class.

Students may have to wait until the first day of class to see whether there is room in the course. Credit will be awarded toward either the bachelor's or master's degree, but not to both.

Undergraduate students whose programs incorporate graduate level coursework in their curriculum model only need the approval of their advisor to be registered for the graduate level course. All registrations for these courses must be processed through procedures established in the Registrar's Office.

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

### Cabrini Alumni and Post-Baccalaureate Coursework

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

### Non-Cabrini Alumni and Post-Baccalaureate Coursework

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

### Post-Baccalaureate Students

Graduates of other colleges who wish to complete a second baccalaureate degree must fulfill the general education core of Cabrini University as well as all major and related course requirements of the second degree. A minimum of 45 credits must be earned at Cabrini, with the last 30 credits earned "in residence" for graduates to earn a second degree.

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

Persons in post-baccalaureate work in Education, including teacher certification, should be aware that certification is offered on the undergraduate and graduate levels.

At least 12 Cabrini credits are required in addition to student teaching/field experience requirements to be recommended for certification. Contact a graduate admissions counselor regarding the best options available.

### Affiliations

Affiliate programs are among the special studies options offered to Cabrini University students.

#### University Affiliations

Cabrini offers an exchange program with nearby Eastern University and Valley Forge Military College. Students take courses at these institutions when the course they wish to take is not being offered at Cabrini in the current semester and space is available in the desired class at the affiliate school.

This program runs for the fall and spring semesters only and all arrangements should be made through the Cabrini University Registrar's Office. The exchange is on a student-per-student basis and no additional fees are charged.

#### [The Washington Center for Internships and Academic Seminars](#)

Cabrini students may apply for semester or summer programs at The Washington Center. The Washington Center provides select students challenging opportunities to work and learn in Washington, D.C., for academic credit at Cabrini University.

The program consists of an extensive internship tailored to interests of the intern, an academic course available through the Washington Center and the Washington Forum. Interested students should contact the faculty liaison for the Washington Center to discuss this opportunity.

#### [U.S. Air Force ROTC at Saint Joseph's University](#)

The Department of Aerospace Studies offered through Detachment 750 at Saint Joseph's University offers college students a three- or four-year curriculum leading to a commission as a Second Lieutenant in the United States Air Force (USAF).

In the four-year option, a student (cadet) takes General Military Course (GMC) classes during their freshmen and sophomore years, attends a four-week summer training program between their sophomore and junior years, and then takes Professional Officer Course (POC) classes during their junior and senior years.

Cadets in the three-year option will be dual-enrolled in both GMC classes during their sophomore year, attend a summer training program, and take POC classes during their junior and senior years. A cadet is under no contractual obligation with the USAF until entering the POC or accepting an Air Force Reserve Officer Training Corps (AFROTC) scholarship.

The GMC curriculum focuses on the scope, structure, organization, and history of the USAF with an emphasis on the development of airpower and its relationship to current events.

The POC curriculum concentrates on the concepts and practices of leadership and management, and the role of national security forces in American society. In addition to the academic portion of the curricula, each cadet participates in a two-hour Leadership Laboratory each week.

Leadership Laboratory utilizes the cadet organization designed for the practice of leadership and management techniques.

Further information on the AFROTC program at Saint Joseph's University can be found at <https://sites.sju.edu/afrotc/>, or students can contact detachment personnel directly at:

Unit Admissions Officer  
AFROTC Detachment 750, Saint Joseph's University  
Philadelphia, PA 19131  
610.660.3190  
[rotc@sju.edu](mailto:rotc@sju.edu)

#### U.S. Army Cadet Command (ROTC) Courses at Valley Forge Military College

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

## The Cabrini University Core Curriculum: General Education Program

For all information and policies concerning the Justice Matters Core Curriculum, please consult Undergraduate Catalogs published prior to the 2022-2023 academic year.

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

While each student develops in-depth knowledge within a major, each liberally educated student also should share a common core of knowledge. In the 2022-2023 academic year, Cabrini University instituted new general education requirements for all students entering the University. These requirements, known as the “core curriculum” were designed to bring Saint Frances Xavier Cabrini’s “education of the heart” to a twenty-first century undergraduate student body.

During the 1997-98 strategic planning process, the phrase “education of the heart,” taken from the writings of Saint Frances Xavier Cabrini, emerged as a guiding concept to present the mission, goals, and values of the University with clarity.

An “education of the heart” refers to an educational experience that asks students to develop their intellectual skills at the same time that they grow in concern for others. In order for this to occur, students must learn skills that will advance their careers and that can be used for the benefit of their communities.

Students must link theory to practice in the world; students must be prepared for professional careers through a rigorous liberal learning experience; and students must perceive their educational environment as extending beyond the classroom so that the entire campus community becomes a living and learning environment. Cabrini University’s “education of the heart” is achieved in practice through the institution’s commitment to providing all students a liberal education.

These commitments, combined with the University’s commitment to preserve its Catholic identity, shapes the entire Cabrini University core curriculum. All students complete a Cabrinian Religious Literacy course in their first year that introduces them to the Catholic faith, life, and legacy of Saint Frances Xavier Cabrini. In their first year, all students will also take their Engagements with the Common Good 100 (ECG 100) course that challenges them to build upon what they learned in their Cabrinian Religious Literacy course while developing their own disposition toward promoting a common good.

The Common Good refers to the longstanding educational tradition at the University of building student knowledge, habits, values, and skills that can be used to benefit others—not in order to forsake the self but in order to create the conditions in which all people can find fulfillment.

All students will take three ECG courses—ECG 100, ECG 200, and ECG 300, as part of their core curriculum requirements. The outcome of the three Engagements with the Common Good is that students will be civically engaged: working for peace and justice and against poverty and oppression and increasingly growing in their compassionate concern and ability to advocate for all human beings.



In addition, the general education program has a unique responsibility to provide foundational knowledge, skills, and experiences which prepare students for and move students toward deeper, broader, and more integrated explorations of knowledge, values, and behaviors related to the Common Good and the Qualities of the Liberally Educated Person.

The Cabrini University Core Curriculum is divided into three general categories: the First-Year Curriculum, the ECGs, and the Literacies. All students are encouraged and expected to meet their core curriculum requirements with courses from a variety of disciplines. To fulfill that expectation, no more than two courses (six credits to eight credits) may count toward both a student's Major requirements and their Core requirements.

In addition to the core curriculum, each undergraduate major at Cabrini University must meet three Major Bridge Areas—Writing Literacy; Diversity, Equity, and Inclusion; and Interdisciplinarity. In the Writing Literacy Major Bridge Area, all students apply the writing skills they developed in their core curriculum courses to the writing and research skills expected in their majors and careers. Similarly, in the Diversity, Equity, and Inclusion Major Bridge Area, all students gain a better understanding of how DEI is relevant to the major and career aspirations. In the Interdisciplinarity Major Bridge Area, all students learn how the knowledge and skills from a course outside of their major applies to their major curricula and prepares them for success in their careers. The Major Bridge courses count towards major credit requirements, not core credit requirements. You can find more information about the Major Bridge Areas in the entries for each available undergraduate major at Cabrini University.

Below is a list the Learning Outcomes for each area in the Cabrini University Core Curriculum. Please note that three core areas—Cabrini Success Seminar, Introduction to Writing, and History of Racism & Anti-Racism—have only one approved course. All other core areas have multiple required courses and provide students with multiple options to shape their academic experiences at Cabrini University.

## **The Cabrini University Core Curriculum: General Education Program**

### **The First-Year Curriculum**

#### **Cabrini Success Seminar (COL 101- 1 credit)**

This seminar is designed to guide first-year students in the transition to their Cabrini experience, and all full-time first-year students are required to take this seminar in their first semester at Cabrini University.

#### **Learning Outcomes:**

1. Students will gain an understanding of how St. Frances Xavier Cabrini can serve as an example of their own self-awareness, leadership development, and success at Cabrini University and beyond (**Curiosity; Cabrinian Faith Tradition and Mission**).
2. Students will learn about self-leadership and engage in self-discovery by using resources designed to increase self-awareness and self-monitoring of their learning (**Curiosity**).

### **History of Racism and Anti-Racism (SEM 102- 1 Credit)**

In the spring semester of their first year at Cabrini University, all students will complete their History of Racism and Anti-Racism core requirement. This course is designed to help students understand the multi-faceted nature of the Cabrinian mission and how it relates to the history of both racism as well as anti-racism in the United States.

#### **Learning Outcomes:**

1. Students will understand anti-Black racism in the United States as the foundation for identity formation, oppressive hierarchies and strategies of resistance to them, and empowerment. **(Knowledge of Cultural Pluralism and American Pluralism; Knowledge of History and Political Systems)**
2. Students will reflect in written and small group discussions ways they will work to break down systemic oppression and work towards the common good. **(Knowledge of Cultural Pluralism and American Pluralism; Knowledge of History and Political Systems; Sense of Self; Small Group Communication Skills)**

### **Introduction to Writing (WNA 101 - 4 credits)**

In their first semester at Cabrini University, all students will complete their Introduction to Writing (WNA 101) core requirement. WNA 101 serves as the first course in which students learn both writing literacy and information literacy skills appropriate at the college level.

#### **Learning Outcomes:**

1. Students will use the writing process (brainstorming, drafting, and revising) to compose and organize original ideas **(Written Communication)**
2. Students will understand how writing is influenced by differences in purpose, readers, and conventions **(Small Group Communication; Critical Reading)**
3. Students will improve style, grammar, and punctuation **(Written Communication; Critical Reading)**
4. Students will understand how to synthesize others' ideas while avoiding plagiarism **(Written Communication; Analytic Reasoning and Critical Thinking)**
5. Students will examine, evaluate, and synthesize information from diverse sources and perspectives to reach an informed conclusion **(Technological Literacy; Critical Thinking)**
6. Students will identify and select authoritative information and reflect on the search process in order to refine searches **(Analytic Reasoning and Critical Thinking; Critical Reading; Technological Literacy)**

### **Engagements with the Common Good Courses (ECG) (9 credits)**

#### **ECG 100 (3 credits)**

This course is the first in a series (ECG 100, 200, and 300) of the core curriculum Engagements with the Common Good classes. Ideally, all students will complete ECG 100 in the spring semester of their first year at Cabrini University. This course is designed to build upon the writing and information literacy skills students learned in their WNA 101 course. Additionally, this course is designed to connect to Cabrinian Religious Literacy core area and to run concurrently with the History of Racism and Anti-Racism course.

A student may withdraw from ECG 100 only with the permission of the Assistant Dean for the Core Curriculum. Additionally, no student may enroll in ECG 100 and ECG 200 concurrently. ECG courses cannot count for other

areas of the core curriculum, nor can they be counted toward majors and minors. Due to the sequential nature of the core areas, all ECG 100 courses carry a prerequisite of a final grade of C- or higher in WNA 101.

#### **ECG 100 Learning Outcomes:**

1. Students will understand and/or demonstrate how dispositions about social justice are influenced and formed by differences in both the written and spoken word, including the consumption of mediated messages. **(Written Communication/Oral Communication/Sense of Self/Knowledge)**
2. Students will use the writing process (brainstorming, drafting, revision), acknowledge and cite sources appropriately, and improve their style, grammar, and punctuation when they articulate their own dispositions about social justice **(Written Communication/Sense of Self/Knowledge)**
3. Students will analyze how their dispositions about social justice connect with the knowledge they gained in their Cabrini Religious Literacy course **(Written Communication/Sense of Self/Knowledge)**
4. Students will examine multiple positions, assumptions, and biases as they articulate and/or act upon the connections between their social justice dispositions and the knowledge they gained in their Cabrini Religious Literacy course **(Written Communication/Sense of Self/Knowledge)**

#### **ECG 200 (3 credits)**

This experiential, writing-intensive course explores through texts and community partnerships how power, privilege, and difference affect solidarity, equality, and dignity—the essential elements of the Common Good.

Students will expand their moral imaginations through their exploration of contemporary, historical, and cross cultural causes of systemic justice and injustice in the world. All ECG courses have a grade requirement of “C-” or above. Students should not take ECG 200 and 300 concurrently and can only do so with an exception approved by the Assistant Dean of the Core Curriculum. ECG courses also cannot count for other areas of the core curriculum, nor can they be counted toward majors and minors.

#### **ECG 200 Learning Outcomes:**

1. Students will create a project in collaboration with a community partner that contributes to the common good of a community and addresses people on the margins of society **(Self-Direction, Values)**
2. Students will take responsibility for their leadership development through an understanding of concepts like Integral Human Development and/or the Social Change Model of Leadership and will analyze how they can work with others in groups to create positive change within communities **(Self-Direction, Values)**
3. Students will reflect upon their advocacy project to demonstrate that they can assess their personal strengths as a learner, understand how to properly address audiences through the written word, and assess the knowledge they gained since completing their Cabrini Success Seminar, Cabrini Religious Literacy and ECG 100 courses **(Written Communication, Self-Direction, Values)**
4. Students will use the writing process (brainstorming, drafting, and revising) to compose and organize ideas, to properly use and cite research, to support a claim, and to build upon the knowledge and skills gained in their ECG 100 course. **(Written Communication)**

#### **ECG 300 (3 credits)**

This course is the third in a series (ECG 100, 200, and 300) of the core curriculum Engagements with the Common Good classes. Ideally, all students will complete ECG 200 in their sophomore year at Cabrini University. This course is designed to build upon the writing and information literacy skills students learned in their WNA 101, ECG 100,

and ECG 200 courses. Additionally, this writing-intensive and writing-instructive course will challenge students to further develop their leadership skills through their work with a community partner. Students will work with community partners, contributing to research that will be used to expand the capacity and quality of the partner organizations while providing students with life-long tools for civic engagement. This research also may be used to advocate for systemic changes that will affect greater solidarity with local and global communities. Students will develop skills and strategies to advocate for policies with U.S. and international public and private decision makers.

Students should not take ECG 200 and 300 concurrently and can only do so with an exception approved by the Assistant Dean of the Core Curriculum. ECG courses also cannot count for other areas of the core curriculum, nor can they be counted toward majors and minors. All ECG 300 courses carry a prerequisite of a final grade of C- or higher in ECG 200.

#### **ECG 300 Learning Outcomes:**

1. Students will build upon the knowledge and skills they gained other core courses, particularly their two previous ECG courses, and demonstrate ability to advocate on behalf or alongside others **(Written Communication; Adaptability; Skills)**
2. Students will exhibit organizational and leadership skills in developing community partnerships and demonstrate an awareness of the social and economic trends impacting themselves and others **(Adaptability; Skills)**
3. Students will actively participate in community partnerships and educate others about how social justice concepts, such as Integral Human Development and the Social Change Model of Leadership, can offer solutions to societal injustices **(Adaptability; Skills)**
4. Students will use the writing process to build upon the writing and research skills gained in their ECG 100 and ECG 200 courses, will properly use and cite research to support a claim, and will demonstrate an understanding of how they can communicate to a variety of audiences. **(Written Communication)**

#### **The Literacies**

##### **Cabrinian Religious Literacy (3 credits)**

All students will complete their Cabrinian Religious Literacy core requirement in either the fall or spring semester of their first year. This course is designed to introduce students to the ways Saint Frances Xavier Cabrini's Roman Catholic faith shaped her life. Students will also learn about Catholic Social Teaching and the work of the Missionary Sisters of the Sacred Heart to help them start to build their own legacy within the worldwide Cabrinian community.

#### **Learning Outcomes:**

1. Students will demonstrate an awareness of the history and key principles of Catholic Social Teaching through participation in and reflection upon voluntary service in the Cabrinian tradition. **(Cabrinian Faith Tradition & Mission; Knowledge)**
2. Students will gain knowledge of Roman Catholicism, the faith tradition of St. Frances Xavier Cabrini, and of the social justice advocacy of St. Frances Xavier Cabrini **(Cabrinian Faith Tradition & Mission; Knowledge)**
3. Students will gain knowledge of and can describe the history and the global social justice legacy of the Missionary Sisters of the Sacred Heart of Jesus (MSC) and of Cabrini University **(Interpersonal Communication; Cabrinian Faith Tradition & Mission)**

4. Students will identify and articulate, in interpersonal communication and in writing, how they situate themselves within and are challenged by the Catholic identity and social justice legacy of St. Frances Xavier Cabrini (**Interpersonal Communication; Sense of Self; Cabrinian Faith Tradition & Mission; Knowledge**)

### **Cultural Literacy and Aesthetics (3 credits)**

The Cultural Literacy and Aesthetics core area houses our Foreign Language courses. Students interested in pursuing the Spanish Certificate with a Professional Focus or the Spanish minor should take a SPA course to fulfill this core requirement.

#### **Learning Outcomes:**

1. Students demonstrate the ability to interact cross-culturally through global conversations in and across diverse disciplines (**Mediated Communication; Ability to Interact Cross- Culturally**)
2. Students understand artistic or linguistic expression as a form of expanding cultural conversations (**Mediated Communication; Ability to Interact Cross-Culturally**)
3. Students utilize creativity and imagination to learn how to communicate through different conventions (e.g., grammar, rhythms, movements, poetic lines, formal visual components) and/or learn how others communicate through those different conventions (**Creativity; Mediated Communication; Curiosity**)
4. Students recognize conventions for creating cultural expressions appropriate for a discipline (whether linguistic, musical, visual, oral, written) (**Creativity; Mediated Communication; Ability to Interact Cross-Culturally; Curiosity**)

#### **Placement Policy for Foreign Language Courses**

The Coordinator for Foreign Languages determines placement by an evaluation of high school or previous college transcript. Students who are placed into a 201, 202, SPA 123, or a higher-level language class may take a lower-level class on a pass/fail basis, with approval of the department chair, but must complete the assigned placement, as stipulated by the department and filed in the Registrar's Office, in order to fulfill the Cross Cultural/Foreign Language Literacy requirement.

Students will not fulfill their literacy requirement with a course that is at a lower level than what is determined by the department but may begin a new language not studied before at the 101/102 levels.

Transfer students are exempted from taking a foreign language course if they have successfully completed at least six credits of a college introductory-level language sequence (6 credits), or if they have successfully completed three credits of a 200-, 300-, or 400-level college course.

When the placement has been determined, it can be changed only by the Coordinator for Foreign Languages and the change must be put in writing by the chair and sent to the Registrar's Office.

If a student wishes to appeal the denial of a placement change, he or she may write to the Academic Review Board through the Dean for Retention and Student Success. In order to fulfill the University requirements, students must take the courses indicated in their written placements.

If a student takes a course lower than his or her placement, he or she will not receive credit toward fulfilling the Cross Cultural/Foreign Language Literacy requirements. If a student chooses to attempt a course higher than his or her placement, he or she may drop back if the course proves too demanding.

However, when a student has received credit for a higher-level course, he or she cannot later receive credit for any course lower than that course without the written permission of the department chair.

Such approval must be filed with the Registrar's Office. This restriction applies to credit through AP, IB, DSST or CLEP examinations.

Cabrini University provides academic adjustments for qualified students with documented learning disabilities. To be eligible for special accommodations for a foreign language class, the student must have an identified disability as defined by the ADA / Section 504 of the Rehabilitation Act and submit appropriate documentation of the disability to the Coordinator of the Accessibility Resource Center. The requirements for appropriate documentation vary for each specific disability.

Please contact the Coordinator of the Accessibility Resource Center at 610.902.8572 for individual needs. Requests for academic adjustments for a foreign language class must be made prior to taking the class, so that necessary arrangements may be made.

### **Civic Literacy (3 credits)**

The Civic Literacy core area contains courses that challenge students to build upon what they learned in other core areas and to develop the knowledge needed for civic engagement in the twenty-first century.

#### **Learning Outcomes:**

1. Students will build upon the knowledge gained in other core courses and demonstrate the civic knowledge necessary for effective and ethical civic engagement in the twenty-first century world **(Knowledge of History and Political Systems)**
2. Students will analyze items written or created by people other than themselves, identify the viewpoints expressed in those items, and gather relevant information to evaluate others' viewpoints **(Analytic Reasoning and Critical Thinking; Critical Reading)**
3. Students will express their civic knowledge by demonstrating an understanding of the workings of political systems and/or by demonstrating an understanding of the historical roots of modern-day political, social, and cultural issues **(Knowledge of History and Political Systems)**
4. Students will understand underlying assumptions behind their own viewpoints and/or the viewpoints of others by situating themselves and/or others within the proper historical and cultural contexts **(Analytic Reasoning and Critical Thinking; Knowledge of History and Political Systems)**

### **Diversity, Equity, and Inclusion (3 Credits)**

The Diversity, Equity, and Inclusion core area contains courses that challenge students to see the connections between the Cabrini mission with the knowledge and skills linked to diversity, equity, and inclusion.

#### **Learning Outcomes:**

1. Students will consider what they learned in other core curriculum courses and demonstrate an understanding of how the ideas and practice of diversity, equity, and inclusion fit within the Cabrini social justice mission. **(Knowledge of Cultural Diversity and American Pluralism; Skills)**

2. Students will analyze and demonstrate how to engage in effective, deliberative, and inter-culturally competent dialogue (using current inclusive language terminology) in both the spoken and written word. **(Interpersonal Communication; Knowledge of Cultural Diversity and American Pluralism; Ability to Interact Cross-Culturally)**
3. Students will analyze, demonstrate and engage in active listening, intra-personal communication (internal dialogue, self-perception), and inter-personal communication in written, nonverbal, and/or oral modes. **(Interpersonal Communication; Ability to Interact Cross-Culturally)**
4. Students will demonstrate how the knowledge they gained about diversity, equity, and inclusion challenges them as they engage in their life-long process of building a more socially just world. **(Ability to Interact Cross-Culturally; Skills)**

### **Ethics and the Common Good (3 Credits)**

The Ethics and the Common Good core area is designed to challenge students to consider both their own and others' values and how those values impact the common good.

#### **Learning Outcomes:**

1. Students will understand the important roles that values play in determining human actions **(Analytic Reasoning and Critical Thinking)**
2. Students will engage in the dynamic interplay of values with their local and global communities and recognize the rights of all people to participate in the political, economic, and cultural life of society **(Values)**
3. Students will articulate and evaluate competing value systems in relation to their own beliefs and values **(Oral Communication; Sense of Self; Values)**
4. Students will explore and understand how different values impact the common good **(Analytic Reasoning and Critical Thinking; Sense of Self; Values)**

### **Quantitative Literacy (3 or 4 credits)**

Students may demonstrate mathematical competence in three ways:

1. Students whose mathematical skills need strengthening will be required to take a two-semester sequence of MAT 098 or MAT 099 followed by one of MAT 107, MAT 110, MAT 111, MAT 127 (for students in a business-related major only), PSY 271 (for Psychology majors only) or BUS 220 (for students in a business-related major only), as determined by the chair of the Mathematics Department. Depending on a student's major, additional mathematics courses may be required. Each course carries three credits, but the credits for MAT 098 and MAT 099 do not count toward the 123 needed to graduate.
2. Students whose mathematical skills don't need strengthening can complete their Quantitative Literacy requirement by taking one course from among MAT 107, MAT 113, MAT 114, MAT 117, MAT 118, MAT 127 (for students in a business-related major only), MAT 130, PSY 271 (for Psychology majors only) and BUS 220 (for students in a business-related major only), as determined by the chair of the Mathematics Department. Depending on a student's major, additional mathematics courses may be required. Each course carries three credits except for MAT 130, which is four credits.
3. More mathematically skilled students may fulfill the Quantitative Literacy requirement by taking a course above MAT 130 with the approval of the chair of the Mathematics Department. Such students are strongly encouraged to continue to develop their mathematical skills by taking additional courses, but they are not required to do so.

Students may be exempted through advanced work and appropriate placement scores. Exceptions to any of the above must be approved by the chair of the Mathematics Department.

### Learning Outcomes

1. Students will apply information to construct mathematical/quantitative models and draw conclusions. **(Analytic Reasoning and Critical Thinking)**
2. Students will be able to express information in graphical form, e.g., graphs, charts, tables. **(Quantitative Reasoning)**
3. Students will solve real-world problems using appropriate mathematical/quantitative strategies. **(Creative Thinking; Quantitative Reasoning)**

### Placement Policy

The chair of the Mathematics Department determines placement into the appropriate level course by evaluation of some combination of SAT or ACT scores, high school/previous college transcripts and Cabrini-administered placement test.

All new students (including transfer students) must take the Cabrini math placement test to ensure the most appropriate placement. Transfer students are exempt from testing only if they have transferred in one or more courses as partial or complete fulfillment of their Quantitative Literacy requirement.

Cabrini University provides academic adjustments for qualified students with documented disabilities. To be eligible for special accommodations for the math placement exam, the student must have an identified disability as defined by the ADA/Section 504 of the Rehabilitation Act and submit appropriate documentation of the disability to the Coordinator of the Accessibility Resource Center.

The requirements for appropriate documentation vary for each specific disability. Please contact the Coordinator of the Accessibility Resource Center at 610.902.8572 for individual needs. Requests for academic adjustments for the math placement exam must be made prior to taking the exam, so that necessary arrangements may be made.

### Calculator Advisory

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

When the placement has been determined, it can be changed only by the chair of the Mathematics Department. If a student wishes to appeal the denial of a placement change, he or she may write to the Academic Review Board through the School Associate Dean.

In order to fulfill the University requirements, students must take the courses indicated in their written placements. If a student takes a course lower than his or her placement, he or she will not receive credit toward fulfilling the Quantitative Literacy requirements.



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

### **Scientific Literacy (3 or 4 credits)**

All students fulfill their Scientific Literacy core requirement by completing one course with an integrated laboratory. Certain majors in the School of Arts and Sciences will complete four credit hours to meet their Scientific Literacy requirement. All other majors complete their Scientific Literacy core requirement with three credit hours.

#### **Learning Outcomes:**

1. Students will understand the application of evidence in science. **(Scientific Reasoning)**
2. Students will apply the scientific method and quantitative skills through laboratory and/or field experimentation and data analysis **(Scientific Reasoning, Quantitative Reasoning, Adaptability)**
3. Students will think creatively about future areas of exploration related to scientific topics under consideration. **(Scientific Reasoning, Adaptability)**
4. Students will present the results of their experimentation and data analysis in a written format used by science professionals **(Scientific Reasoning, Quantitative Reasoning)**

### **Technological Literacy (3 credits)**

The Technological Literacy core area houses courses that introduce students to different forms of technology that exist in the modern world. Students will be challenged to use technology in an ethical manner and will have the opportunity to learn about technology most relevant to their major and career aspirations.

#### **Learning Outcomes:**

1. Students understand and use technology in the context of ethical concerns to propose solutions to real-world problems. **(Technological Literacy)**
2. Students take personal responsibility and adapt to technological changes as they work toward their own personal development. **(Technological Literacy; Self-Direction)**
3. Students will understand the societal implications and/or development of new technologies (e.g. big data, machine learning, artificial intelligence). **(Technological Literacy; Self-Direction)**
4. Students will understand and demonstrate how to use mediated communication in an ethical and responsible manner to foster dialogue and civil discourse. **(Technological Literacy; Mediated Communication; Self-Direction)**

## Honors Program

### Eligibility

All student applications will be reviewed for their prior academic achievements. A student must have a cumulative GPA of 3.70 or higher and have taken advanced, honors, or dual enrollment in their high school program. The student's application essay should be of a high caliber and their recommendations should speak to the student's desire to excel in academics, leadership, and/or service. Upon completion of the review, selected students will be invited to participate in an interview about their qualifications. Successful candidates will be notified by our admissions office.

Current Cabrini students in any major may apply for the Honors Program at any time during their academic career at the University if they meet the eligibility requirements. Typically, these students are sophomores who have attained the Dean's List during at least one semester of their first year and currently maintain at least a 3.0 cumulative GPA. Students joining the program after the first year must be recommended by a Cabrini faculty member, they must be interviewed by the program director, and they must submit a writing sample from one of their college courses. The Honors Program scholarship will only be awarded to students who matriculate in Honors as first-year Cabrini students from the first semester at the University. Before registering for an Honors seminar, students must contact the program director.

### Requirements

Membership in the Honors Program permits students to take Honors courses and to participate in Honors Program activities and events. In order to graduate with the Honors Program distinction, however, and to have "Honors Program Completed" noted on their transcripts and diplomas, students must complete the following requirements:

1. Students must successfully complete HON 100 - Honors Seminar during their first year of coursework.
2. During the student's first year of coursework, they must take two upper-level Honors Seminar courses (one will be selected for the student in the Fall). A student must earn a B or higher in each course..
3. Every semester students must maintain at least a 3.0 cumulative GPA.

Honors students are encouraged to take courses across a range of majors and disciplines. The courses described in requirements 1-3 usually meet general education requirements expected of all Cabrini students and they are Honors-specific courses completed by Cabrini students. In some cases, at the discretion of the program director, a student may contract a non-Honors course for Honors credit.

Students who join the program after their first year at the University may have first-year requirements waived, upon approval of the program director. The objectives of the Honors Program are:

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

## Honors Program Design

During the student's first year, they will have opportunities to take coursework, live in residence facilities, and participate in extracurricular activities and events with fellow Honors Program students. A student must establish and maintain a cumulative 3.0 GPA in all semesters or risk dismissal from the program and loss of the honors scholarship. By the time of their last semester, a student must earn a minimum of 35 Cabrini Honors Points (CHP) to receive honors recognition on their transcript and at graduation. A student that is unsuccessful at achieving the points by the semester of their graduation will not receive honors designation on their transcript or at graduation. The student is solely responsible to keep track of their progress and to reach out to the director of the Honors Program to discuss ways to be successful.

## First Year Coursework

Students will be scheduled for the following honors classes:

1. Honors Success Seminar (1 credit) - HON 100, Honors First Year Seminar (1 CHP)
2. Honors upper-level seminar that is selected for them in the first semester at the university (5 CHP)
3. Honors upper-level seminar of a student's choice (Spring semester, 5 CHP)

Successful completion is a B or better in the above courses which will earn a student 11 CHP toward their 35-point total needed by graduation.

## Second Year through Graduation

After a student's first year, they must meet outcomes that are aligned with the program's mission. The student will earn points for successful completion of upper-level seminars, research projects that lead to conference presentations, service projects, and campus leadership roles. The following table indicates the points assigned to various honors level activities. Any activity that is graded must earn a B or better for a final grade to earn the designated points. For activities earning points, a faculty/staff member will attest to the student's participation and leadership in an activity and verify that it fulfills the expectations of a student from the honors program.

Activity	Cabrini Honors Points (CHP)
Cabrini Success Seminar	1
Upper-Level Seminars	5
Contracted Course (Note: only 2 allowed; <b>form required</b> )	3
Service Project through Wolfington Center or Campus Ministry ( <b>form required</b> )	5
Semester Study Abroad ( <b>form required</b> )	5
Cabrini Day, Arts & Research Symposium or SEPCHE Honors Conference Individual Paper Presentation ( <b>forms required</b> )	3
Publication of Research Paper in Cabrini Journals or Other Research Journals ( <b>form required &amp; final manuscript</b> )	5
Presentation at a State or National Conference ( <b>form required and final presentation</b> )	5
Leadership Role in SEaL, SGA, Resident Life, Athletic Team, or other organizations/clubs ( <b>form required</b> )	3

Beyond the first-year coursework and upper-level seminars, a student must complete and submit the required form to earn CHP credit as noted for the above activities.

## Honors Courses

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

Honors Program courses change each semester. Term specific course offerings can be found in the [WebTMS](#) by selecting Honors Program Course under the Special Interest drop-menu. Course descriptions can be found under the respective department in the Course Descriptions section of this catalogue.

## Programs and Courses

### Academic Majors

Cabrini University offers undergraduate majors leading to the Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, and the Bachelor of Social Work degrees.

### Majors

- Accounting
- Biochemistry
- Biology
- Business Management
- Chemistry
- Communication
- Computer and Information Sciences
- Criminology & Criminal Justice
- Design Management
- Digital Media and Communication
- Educational Studies
- Education Mid-Level
- Education Pre-K-4
- Special Education Pre-K-12
- Exercise Science & Health Promotion
- Finance
- Graphic Design
- Health Science
- History
- Individualized Major
- International Business
- Marketing
- Mathematics
- Music Industry
- Political Science
- Psychology
- Public Health
- Social Work
- Sociology
- Writing

### Tracks

- Biological Sciences
- Computer Science
- Health and Wellness Management
- Management Systems
- Pre-Dentistry
- Pre-Medicine
- Sports Science
- United States History
- World History

### Concentrations

- Advertising
- Journalism and Writing
- Media Agency Leadership
- Nonprofit Management
- Public Administration
- Strategic Communication
- Visual and Audio Communication

## Minors

- Accounting
- American Studies
- Biology
- Black Studies
- Business Analytics
- Business Management
- Chemistry
- Communication
- Computer and Information Sciences
- Criminology & Criminal Justice
- Economics
- Entrepreneurship
- Environmental Science
- Environmental Studies
- Event Management
- Exercise Science and Health Promotion
- Finance
- Gender and Body Studies
- Graphic Design
- History
- Human Resources Management
- International Business
- Latin American Studies
- Leadership Studies
- Marketing
- Mathematics
- MBA Bridge
- Music
- Neuroscience
- Philosophy
- Political Science
- Public Health
- Psychology
- Religious Studies
- Social Justice
- Sociology
- Spanish
- Sports Communication
- Sports Management
- Studio Art
- Theater
- Web Design
- Writing and Narrative Arts

## Options

- Internships

## Certifications

- Middle Level (4-8) Education in English Reading and Language Arts
- Pre-K-4 Education
- Secondary Education
- Special Education Pre-K-12

## Certificates

- Leadership Studies
- Spanish with a Professional Focus
- Trauma and Trauma-Informed Care

## Course Numbering, Prefix System

- Courses numbered from 101 to 199 are intended primarily for first-year students.
- Courses numbered from 201 to 299 are intended primarily for sophomores.
- Courses numbered from 301 to 399 are intended primarily for juniors.
- Courses numbered from 401 to 499 are intended primarily for seniors.
- The number 488 denotes internship courses in most departments; 489 are education methods courses; 490 and 491 are used for student teaching; and 499 is reserved for Independent Study.
- Dual department prefixes, such as PSY/SOC, indicate that the same course may be taken for credit in either department.

## Key to Course Prefix System

Accounting .....	ACC	Italian .....	ITA
American Studies .....	AST	Language.....	LAN
Biology .....	BIO	Latin American Studies .....	LAS
Black Studies .....	BLK	Leadership Studies.....	LEAD
Business Administration .....	BUS	Marketing .....	MKT
Chemistry .....	CHE	Mathematics.....	MAT
College Success Seminar .....	COL	Music .....	MUS
Communication.....	COM	Music Performance.....	MUSP
Computer Information Science .....	CIS	Nutrition .....	NTR
Criminology .....	CRM	Philosophy .....	PHI
Economics .....	ECO	Physical Education .....	PED
Education .....	ECE	Physics .....	PHY
Education .....	EDF	Political Science .....	POL
Education .....	EDU	Psychology .....	PSY
Elementary Education .....	ELE	Public Health.....	PBH
Engagements with the Common Good .....	ECG	Religious Studies .....	RELS
Exercise Science & Health Promotion .....	ESH	Research .....	R-Subject
Finance .....	FIN	Secondary Education .....	SEC
Fine Arts .....	FNA	Seminars .....	SEM
French .....	FRE	Social Justice .....	SOJ
Gender and Body Studies .....	GBS	Social Work.....	SOW
Graphic Design .....	GRA	Sociology.....	SOC
Health Science.....	HSC	Spanish.....	SPA
History.....	HIS	Special Education.....	SPE
Honors Courses.....	H-Subject	Theater .....	THE
Human Resources Management.....	HRM	Writing and Narrative Arts .....	WNA
Internship .....	INTE		

## School of Business, Education, and Professional Studies

Welcome to the School of Business, Education, and Professional Studies, which includes the departments of Business and Technology, Communication, Educational Policy and Strategic Leadership, Leadership & Organization Development and Change, Teacher Education, and Visual and Performing Arts.

Students are offered many major and minor options as professional preparation for a variety of careers. All of the departments require internships for their majors (and some minors) to provide real world experience and enhance both the hard and soft skills for students. Students majoring in education are required to complete field experiences and internships/student-teaching for certification, where they will experience Pre-K-12 classrooms, beginning in their sophomore year. Please see the department sections of the catalogue for more detail.

For those students who are interested in graduate school, the School of Business, Education, and Professional Studies offers a Master of Business Administration, a Master of Accounting, a Master of Science in Data Science, a Master of Science in Leadership, a PhD in Organizational Development and Change and several Master of Education programs, including Teaching and Learning, Special Education, Educational Leadership, English as a Second Language, Reading and a Master of Education in Curriculum, Instruction, and Assessment in addition to a Doctoral Program in Education Leadership.

The office for the School of Business, Education, and Professional Studies is located in Founder's Hall Room 305. For more information, contact [schoolofBEPS@cabrini.edu](mailto:schoolofBEPS@cabrini.edu) or 610.902.8334.

Erin McLaughlin, PhD

Associate Dean, School of Business, Education, and Professional Studies

### Departments

- Business and Technology
- Communication
- Educational Policy and Strategic Leadership
- Leadership and Organization Development and Change
- Teacher Education
- Visual and Performing Arts

### Program Offerings

#### Majors

Business and Technology

Accounting  
Business Management  
Computer and Information Sciences  
Finance  
International Business  
Marketing

Communication

Communication  
Digital Media and Communication



	Teacher Education	Educational Studies Middle Level Education in English/Reading and Language Arts* Pre-K-4 Education* Pre-K-4 Education with Special Education (P-12)* Secondary Education (Communication, English, Mathematics, Social Studies)*  <i>(*with Pennsylvania Department of Higher Education certification)</i>
	Visual and Performing Arts	Design Management Graphic Design Music Industry
<u>Minors</u>	Business and Technology	Accounting Business Analytics Business Management Computer and Information Sciences Economics Entrepreneurship Finance Human Resources Management International Business Marketing MBA Bridge Sports Management
	Communication	Communication Event Management Sports Communication
	Visual and Performing Arts	Graphic Design Web Design Music Studio Art
	Leadership and Organization Development and Change	Leadership Studies
<u>Certificates</u>	Leadership and Organization Development and Change	Leadership Studies
<u>Certifications</u>	Communication	Secondary Education - Communication
<u>Tracks</u>	Computer and Information Sciences	Computer Science Management Systems

Concentrations

Business and Technology

- Advertising
- Nonprofit Management
- Public Administration

Communication

- Visual and Audio Communication
- Strategic Communication
- Journalism and Writing
- Media Agency Leadership

## **Business and Technology Department**

The Business and Technology Department is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

### **Programs of Study and Curriculum Requirements**

#### **Mission**

*The Cabrini University Business and Technology department's mission is to educate students who share an enthusiasm to become successful business professionals, engaged in the world around them, grounded in social justice, and willing to take on the challenge of responsible and productive citizenship to build a just world with a heightened concern for those persons who are in need.*

#### **Vision**

*The Cabrini University Business and Technology Department is dedicated to creating a diverse community of scholars, united and dedicated to the highest academic standards emphasizing leadership development, and a commitment to social justice. The Cabrini University Business and Technology Department strives to develop well-rounded students that seek to contribute to the common good, to the local, regional, national, and international business communities. The Department's goal is to be the first choice for employers seeking business graduates and for prospective students seeking a quality business education.*

### **Cabrini Business and Technology Department Program Outcomes**

1. Collaborate productively with others, functioning effectively as both members and leaders of teams.
2. Identify and critically evaluate implications of business decisions for organizational stakeholders and the natural environment.
3. Communicate effectively orally and in writing in a wide variety of business settings employing multiple media of communications.
4. Evaluate and make business decisions taking into account the interdependent relationships among competitive and environmental conditions, organizational resources, sustainability and the major functional areas of business.
5. Recognize ethical issues, describe various frameworks for ethical reasoning, and discern the tradeoffs and implications of applying various ethical frameworks when making business decisions.
6. Systematically apply tools of quantitative analysis and modeling to make recommendations and business decisions.
7. Become conversant with major economic, social, political and technological trends and conditions that influence the development of the global economy and demonstrate competence in the cultural, interpersonal and analytical dimensions of international business.

## **Accounting**

Cabrini's accounting program prepares students for careers in accounting, professional examinations and graduate studies. Accounting majors integrate classroom theory and practical experience with Cabrini's internship program.

Employment opportunities for accounting majors are available in public accounting, financial and managerial accounting, government, not-for-profit organizations, and education.

Accounting is a rewarding profession that requires an undergraduate degree. Opportunities increase for those individuals with experience (*e.g.*, internships), graduate education (*e.g.*, Master of Accounting), and certification (*e.g.*, CPA).

Cabrini’s accounting program offers undergraduate accounting majors the opportunity to complete one to three graduate Master of Accounting (MAcc) courses during their senior year. Students electing this option will be able to complete their graduate degree with seven to nine additional courses.

All business major programs at Cabrini include a common business core which recognizes the ‘enterprise’ nature of today’s business world that integrates the various strategic areas of business. Students may find a concentration or minor useful in customizing the major to meet diverse career goals. Students should consult with their faculty advisor about the use of concentrations and minors.

## LEARNING OUTCOMES

Accounting majors will:

- demonstrate interpersonal skills that will allow them to function effectively as a team leader or team member, as required in a workplace setting
- be able to solve specific accounting problems that require critical analysis, evaluation, and interpretation of accounting information
- be able to express orally and in writing complex accounting concepts, using appropriate terminology, formats, and technologies
- demonstrate mastery of the basic concepts in accounting at a level appropriate for graduates of an undergraduate major in the field, including financial and managerial accounting, auditing, and taxation
- demonstrate basic knowledge of current domestic and global accounting issues, including an understanding of the role of ethical behavior and social responsibility in business, understand and evaluate the impact of business decisions on others, and appreciate the role that business can play in societal change.

## REQUIREMENTS FOR THE MAJOR IN ACCOUNTING

<b>Business Enterprise Core Requirements</b>	<b>Credits</b>
BUS 120 - Principles of Business (Writing Literacy Bridge)	3
ECO 131 - Microeconomics (Interdisciplinarity Bridge)	3
ECO 132 - Macroeconomics	3
ACC 210 - Accounting Principles I**	3
ACC 211 - Accounting Principles II**	3
BUS 221 - Quantitative Business Analysis II	3
BUS 230 - Excel for Ethical Decision Making	3
MKT 230 - Principles of Marketing	3
FIN 285 - Business Finance I	3
BUS 288 - Professional Development (DEI Bridge)	3
BUS 321 - Business Law I	3
MACC 550 Accounting Information Systems (or BUS 351 - Management Information Systems)	3
BUS 451 - Business Capstone	3
BUS 488 - Business Internship	3

### Accounting Requirements

ACC 330 - Intermediate Accounting I	3
ACC 331 - Intermediate Accounting II	3
ACC 340 - Managerial Accounting	3
ACC 341 - Income Taxes	3
ACC 343 - Business Taxes	3
ACC 410 - Advanced Accounting	3
ACC 420 - Auditing Principles	3
MACC 560 - International Accounting	3
<b>Total credits for major</b>	<b>66</b>

Quantitative Literacy requirement for all business majors is BUS 220.

- Students placing above MAT 130, complete BUS 220 **ONLY** and do **NOT** take a MAT course
- Students placing in MAT 127, complete **both** MAT 127 and BUS 220, in any order
- Students placing in MAT 098/099 **OR** MAT 110/111, first take either MAT 098, 099, 110, **OR** 111; followed by MAT 127 **AND** BUS 220, in any order

### SPECIAL REQUIREMENTS

Students transferring into the Accounting program from another college must complete a minimum of 18 Cabrini University Accounting credits, 15 credits of which must be 300-level or above.

\*\*Accounting majors and minors are required to complete ACC 210 and ACC 211 with a 'C' or better.

All senior Accounting majors are required to take MACC 560 International Accounting. Senior Accounting majors may elect to take MACC 550 Accounting Information Systems for the BUS 351 MIS requirement in addition to the 123 credits. Senior Accounting majors, with the permission of the Accounting Program Coordinator, may elect to take additional MAcc courses in addition to the 123 credits.

### REQUIREMENTS FOR THE MINOR IN ACCOUNTING

<b>Business Enterprise Core Requirements:</b>	<b>Credits</b>
BUS 120 - Principles of Business	3
FIN 285 - Business Finance I	3
ACC 210 - Accounting Principles I**	3
ACC 211 - Accounting Principles II**	3
<b>Accounting Requirements:</b>	
ACC 330 - Intermediate Accounting I	3
ACC 331 - Intermediate Accounting II	3
Accounting Elective	3
<b>Total credits for minor</b>	<b>21</b>

### MINORS

Students can minor in related business fields (Accounting, Finance, International Business, and Marketing) or in the following:

- Business Analytics
- Economics
- Entrepreneurship
- Human Resources Management

- MBA Bridge Minor (for non-business majors only)
- Sports Management

See Business Management for course requirements and descriptions.

## **ARTICULATION AGREEMENTS WITH PROFESSIONAL PROGRAMS**

### ***Cabrini University 4+1 Master of Accounting (MAcc) Program***

Cabrini University undergraduate accounting majors may take one to three graduate MACC courses during their senior year (only one course counts as part of their 123 undergraduate credit requirement). Students electing this option will be able to complete their graduate degree in one year with seven to nine additional courses. Qualified Cabrini University students majoring or minoring in accounting are eligible to apply. Please consult with the undergraduate or graduate Accounting Program Coordinator for information on admission and criteria to participate in this program.

Please see Business Management for additional programs and more information on admission and academic criteria.

### **Business Management**

The Business Management major provides students with exposure to a broad range of business disciplines and provides preparation for a wide variety of careers.

All business major programs at Cabrini include a common business core which recognizes the 'enterprise' nature of today's business world that integrates the various strategic areas of business.

Combined with an internship experience and specialized electives, students can build stories of knowledge and experience that position them well for a variety of job paths. For example, some graduates may enter management training programs where they work in various departments within a company before determining a 'best fit' within a specific department. The Business Management degree provides the background needed to understand how an entire business enterprise functions and positions the student to recognize how they contribute to the organization's success.

Students are encouraged to combine a Business Management major with a minor in an area aligned with their career interests. For example, a minor in Graphic Design or Marketing could help position a student for a job in Online Advertising or, a minor in Writing and Narrative Arts could help position a graduate for a job in marketing or public relations. Business Management students build portfolios of knowledge and experience that provide the tools and confidence to succeed.

Students should consult with their faculty advisor about the use of concentrations and minors.

The Business and Technology Department is a member of the Association of Collegiate Business Schools and Programs (ACBSP).

Cabrini's business programs offer undergraduate business majors (accounting, business management, finance, international business and marketing) and MBA Bridge minors the opportunity to complete one to three graduate Master of Business (MBA) courses during their senior year. Students electing this option will be able to complete their graduate degree with seven to nine additional courses.

## LEARNING OUTCOMES

Business Management majors will:

- demonstrate interpersonal skills that will allow them to function effectively as a team leader or team member, as required in a workplace setting
- be able to solve specific business problems that require critical analysis, evaluation, and interpretation of financial information
- be able to express orally and in writing complex business concepts, using appropriate terminology, formats, and technologies
- demonstrate ability to conduct research and apply appropriate models and processes to support business analysis and decision making.
- demonstrate mastery of the basic concepts and analytical skills in management, marketing, accounting, finance, economics and quantitative decision making and understand the interdisciplinary nature of these areas, at a level appropriate for graduates of an undergraduate major in the field
- demonstrate an understanding of the role of ethical behavior in business, understand and evaluate the impact of business decisions on others, and appreciate the role that business can play in societal change
- demonstrate an understanding of economic issues as they effect the operation of a company and an economy
- use and apply computer technology appropriate to their field

## REQUIREMENTS FOR THE MAJOR IN BUSINESS MANAGEMENT

<b>Business Enterprise Core Requirements</b>	<b>Credits</b>
BUS 120 - Principles of Business (Writing Literacy Bridge)	3
ECO 131 - Microeconomics (Interdisciplinarity Bridge)	3
ECO 132 - Macroeconomics	3
ACC 210 - Accounting Principles I	3
ACC 211 - Accounting Principles II	3
BUS 221 - Quantitative Business Analysis II	3
BUS 230 - Excel for Ethical Decision Making	3
MKT 230 - Principles of Marketing	3
FIN 285 - Business Finance I	3
BUS 288 - Professional Development (DEI Bridge)	3
BUS 321 - Business Law I	3
BUS 351 - Management Information Systems	3
BUS 451 - Business Capstone	3
BUS 488 - Business Internship	3
<b>Business Management Requirements</b>	
BUS 164 - Leadership and Supervisory Skills	3
HRM 200 - Human Resources Management	3
BUS 332 - Operations and Production Management	3
HRM 424 - Organizational Change and Development	3
BUS 309 or MKT 355 or HRM 324 or FIN 306	3

### Business Electives

Any class from: ACC, BUS, ECO, FIN, HRM, MKT 3

**Total credits for major 60**

Quantitative Literacy requirement for all business majors is BUS 220.

- Students placing above MAT 130, complete BUS 220 **ONLY** and do **NOT** take a MAT course
- Students placing in MAT 127, complete **both** MAT 127 and BUS 220, in any order
- Students placing in MAT 098/099 **OR** MAT110/111, first take either MAT 098, 099, 110, **OR** 111; followed by MAT 127 **AND** BUS 220, in any order

### SPECIAL REQUIREMENTS

Students transferring into the Business Management program from another college must complete a minimum of 18 Cabrini University Business and Technology Department credits, 15 credits of which must be 300-level or above.

### MINORS

Students can minor in related business fields (Accounting, Finance, Marketing, and International Business) or in the following:

- Business Analytics
- Economics
- Entrepreneurship
- Human Resources Management
- MBA Bridge Minor (for non-Business Majors only)
- Sports Management

### REQUIREMENTS FOR THE MINOR IN BUSINESS MANAGEMENT (for non-Business Majors Only)

Business Enterprise Core Requirements	Credits
BUS 120 - Principles of Business	3
BUS 164 - Leadership and Supervisory Skills	3
HRM 200 - Human Resource Management	3
BUS 231 - Personal Finance	3
MKT 230 - Principles of Marketing	3
BUS 351 - Management Information Systems	3
<b>Total credits for minor</b>	<b>18</b>

### REQUIREMENTS FOR THE MINOR IN HUMAN RESOURCES MANAGEMENT

Core Requirements	Credits
BUS 120 - Principles of Business	3
ECO 131 - Microeconomics	3
ACC 210 - Accounting Principles I	3
HRM 200 - Human Resource Management	3



**Human Resources Management Electives 6**

Select two from the following:

- HRM 310 - Training and Development
- HRM 319 - Compensation and Benefit Management
- HRM 415 - Staffing
- HRM 424 - Organization Change and Development

**Total credits for minor 18****REQUIREMENTS FOR THE MINOR IN BUSINESS ANALYTICS Credits****Core Requirements**

BUS 351 - Management Information Systems 3

One combination:

BUS 220 - Quantitative Business Analysis I 3

BUS 221 - Quantitative Business Analysis II 3

OR

PSY 271 - Stats for Social Sciences I 3

PSY 272 - Stats for Social Sciences II 3

In addition to the above quantitative business analysis combinations, other combinations of quantitative courses are possible to fulfill this requirement. The Chair of the Business and Technology Department will approve any suggested combinations on an individual basis.

**Analytics Requirement**

BUS 303 - Survey of Analytical Software 3

BUS 323 - Managerial Controlling 3

BUS 423 - Analytics Seminar II 3

**Total credits for minor 18****REQUIREMENTS FOR THE MINOR IN ENTREPRENEURSHIP Credits****Business Enterprise Core Requirements**

ACC 210 - Accounting I 3

MKT 230 - Principles of Marketing 3

BUS 321 - Business Law 3

**Entrepreneurship Requirements**

BUS 164 - Leadership and Supervisory Skills 3

HRM 200 - Human Resource Management 3

BUS 312 - Non-Profit Management or

BUS 315 - Small Business Management 3

BUS 425 - Entrepreneurship 3

**Total credits for minor 21****REQUIREMENTS FOR THE MBA BRIDGE MINOR (for non-Business majors only)****Business Enterprise Core Requirements Credits**

ECO 131 - Microeconomics 3

ACC 210 - Financial Accounting 3

ACC 211 - Managerial Accounting 3

BUS 221 - Quantitative Business Analysis II 3

MKT 230 - Principles of Marketing	3
FIN 285 - Finance I	3
BUS 488 - Business Internship	3
<b>Total credits for minor</b>	<b>21</b>

Students completing the requirements for the MBA Bridge Minor must complete MAT 118 as part of their general education Core requirement.

#### **REQUIREMENTS FOR THE MINOR IN SPORTS MANAGEMENT**

<b>Business Enterprise Core Requirements</b>	<b>Credits</b>
BUS 120 - Principles of Business	3
ECO 131 - Microeconomics	3
ACC 210 - Accounting Principles I	3
MKT 230 - Principles of Marketing	3
<b>Sports Management Requirements</b>	
BUS 232 - Sports Management	3
MKT 234 - Sports Marketing	3
BUS 236 - Sports Facilities Management	3
<b>Total credits for minor</b>	<b>21</b>

#### **CONCENTRATIONS**

**Nonprofit Management:** Department requirements plus three upper-division non-profit management courses (BUS 312, MKT 382, and a 3-credit course approved by the department).

**Public Administration:** Department requirements plus FIN/POL 307, POL 213 or POL 324, and SOW 402.

**Advertising:** Department requirements plus MKT 365 and two from the following: COM 360, COM 366, GRA 253, GRA 318, and GRA 319.

#### **Computer and Information Sciences**

The Computer and Information Sciences major prepares students to meet the information technology needs and challenges of the Information Age workplace and society.

Students learn concepts and skills needed for designing, programming and implementing information systems to solve real-world problems while also acquiring either a strong mathematical foundation for scientific applications or a foundation in business for management information.

The curriculum consists of a broad-based set of courses that will prepare students for careers in programming, system analysis and design, information management and system integration as well as graduate school.

#### **LEARNING OUTCOMES**

Computer and Information Sciences majors (CIS) will:

- understand and apply the major information technologies and elements of a computer-based information system (computer hardware and software, database, applications software, human-computer interface, networks, telecommunications, Internet, and others)

- understand how information technology can be used and managed to solve organizational and business problems, and to achieve strategic and competitive advantage
- understand and apply software development processes, methods, and techniques in designing computer-based information systems
- understand and apply analytical techniques for determining, obtaining, and documenting system user's requirements
- apply analytical tools to model data and information requirements of system software applications that run on private networks, intranets, and the Internet
- understand common security terminology, security design principles, basic network security issues and controls, and administrative issues in security and privacy concepts
- present and communicate work by writing reports and making oral presentations
- work collaboratively, assist in the facilitation of group goal setting and decision-making, and support efforts of group members
- develop analytical, problem-solving, and critical-thinking skills

### **SPECIAL REQUIREMENTS**

Students need to maintain a minimum GPA of 2.0 in all required courses for the major or minor.

Those students who drop below this GPA will be placed on probation with the Business and Technology Department and will have one semester to increase their GPA to the minimum standard. Failing this, the student will be dismissed from the program unless he or she gets an extension from the department chair.

### **COMPUTER AND INFORMATION SCIENCES HONORS PROGRAM**

Students who submit an application for honors and meet the following Business and Technology Department requirements will graduate with Honors in the major:

- Active membership in Sigma Zeta
- A minimum overall GPA of 3.0
- A minimum GPA of 3.5 in CIS courses taken for the major at Cabrini
- Completion of a research project under the supervision of a faculty member of the Business and Technology Department and public presentation of the work

Students completing a major in Computer and Information Sciences must complete the 42-credit CIS common courses as well as courses required for one of the following two tracks:

- Computer Science, which requires 15 credits of upper-level mathematics courses
- Management Systems, which requires 15 credits of business-related courses

Those who select the Computer Science track must take Calculus I (MAT 130) to fulfill the University's Quantitative Literacy requirement.

Those in the Management Systems track must take either Calculus I (MAT 130) or Algebra and Trigonometry (MAT 117) and Introduction to Statistics (MAT 118), depending on which level they are placed into by the chair of the Mathematics Department.

<b>REQUIREMENTS FOR THE MAJOR IN COMPUTER AND INFORMATION SCIENCES</b>	<b>Credits</b>
CIS 195 - Introduction to Programming (Writing Literacy Bridge)	3
CIS 200 - Internet Programming Languages	3
CIS 225 - Computer Information Systems	3
Select one from the following:	3
CIS 240 - Cybersecurity Foundations	
CIS 308 - Computer Organization & Assembly Language	
CIS 250 - Operating Systems	3
CIS 285 - Data Structures and Algorithms	3
CIS 295 - Object-Oriented Programming	3
CIS 300 - Database Management Systems	3
CIS 305 - Advanced Database Management Systems	3
CIS 315 - Human-Computer Interaction (DEI Bridge)	3
CIS 335 - Network Computing	3
CIS 380 - Systems Analysis and Design	3
CIS 390 - Advanced Systems Analysis and Design	3
Select one from the following:	3
CIS 400 - Internship	
CIS 420 - Capstone Project	
<b>Subtotal:</b>	<b>42</b>
<b>Computer Science Track</b>	
MAT 131 - Calculus II	4
MAT 201 - Linear Algebra	3
MAT 215 - Discrete Math (Interdisciplinarity Bridge)	3
MAT 225 - Technology in Mathematics	1
MAT 313 - Probability and Statistics	4
<b>Total credits in track</b>	<b>15</b>
<b>Total credits for major</b>	<b>57</b>
<b>Management Systems Track</b>	
BUS 120 - Principles of Business	3
BUS 351 - Management Information Systems (Interdisciplinarity Bridge)	3
ACC 210 - Accounting I	3
FIN 285 - Finance I	3
MKT 230 - Principles of Marketing	3
<b>Total credits in track</b>	<b>15</b>
<b>Total credits for major</b>	<b>57</b>

A student in the Computer Science track would need to take one additional mathematics course of at least 3 credits at the 200 level or higher, not including MAT 489, to get a minor in Mathematics.

A student in the Management Systems track would need to take BUS 164 (Leadership and Supervisory Skills), HRM 200 (Human Resource Management) and BUS 231 (Personal Finance) to complete a minor in Business Administration. Other business related minors are also available by taking additional courses.

<b>REQUIREMENTS FOR THE MINOR IN COMPUTER AND INFORMATION SCIENCES</b>	<b>Credits</b>
CIS 195 - Introduction to Programming	3
CIS 200 - Internet Programming Languages <i>OR</i>	
CIS 240 - Cybersecurity Foundations	3
CIS 225 - Computer Information Systems	3
CIS 250 - Operating Systems	3
CIS 295 - Object-Oriented Programming	3
CIS 300 - Database Management Systems	3
CIS 380 - Systems Analysis and Design	3
<b>Total credits for the minor</b>	<b>21</b>

### **Economics**

The economics minor provides students with problem solving tools that help them analyze decisions and make more informed choices for personal welfare and the greater good. Students learn more about the macro-economy, as well as applying concepts to business and policy contexts. The minor helps hone critical thinking skills and will help students interested in a broad range of careers, from private industry to government or non-profit businesses.

Students also may customize the major to meet career interests in everything from sports and recreation, to construction, to managing a family business, to new technological areas through the selection of specific elective courses or minors within and outside of the Business and Technology Department.

The Business and Technology Department is a member of the Association of Collegiate Business Schools and Programs (ACBSP).

<b>REQUIREMENTS FOR THE MINOR IN ECONOMICS</b>	<b>Credits</b>
<b>Business Enterprise Core Requirements</b>	
ECO 131 - Microeconomics	3
ECO 132 - Macroeconomics	3
BUS 220 - Business Statistics I	3
<b>Economics Requirements</b>	
ECO 212 - Environmental Economics	3
ECO 261 - Managerial Economics	3
FIN 302 - Financial Markets	3
Select one of the following:	
POL 275 - Comparative Economics	3
H-ECO 300 - Honors Business Management: The Great Depression	3

H-ECO 303 - Honors Business Management: Game Theory	3
<b>Total credits for the minor</b>	<b>21</b>

## Finance

The finance major prepares students for a professional position in a variety of areas including banking, corporate finance, investment management, commercial development, and private wealth management.

The design of the program of study is to introduce students to these areas, to provide them with the appropriate skills for employment, and to develop skills which will allow them to move professionally within their chosen career sector.

All business major programs at Cabrini include a common business core, which recognizes the 'enterprise' nature of today's business world that integrates the various strategic areas of business.

Students may find a concentration or minor useful in customizing the major to meet diverse career goals. Students should consult with their faculty advisor about the use of concentrations and minors.

Cabrini's business programs offer undergraduate business majors (accounting, business management, finance, international business and marketing) and MBA Bridge minors the opportunity to complete one to three graduate Master of Business (MBA) courses during their senior year. Students electing this option will be able to complete their graduate degree with seven to nine additional courses.

## LEARNING OUTCOMES

Finance majors will:

- demonstrate interpersonal skills that allow them to function effectively as a team leader or team member, as required in a workplace setting
- be able to solve specific financial problems that require critical analysis, evaluation, and interpretation of financial information
- be able to express orally and in writing complex financial concepts, using appropriate terminology, formats and technologies
- demonstrate basic knowledge of current domestic and global financial events
- demonstrate mastery of the basic concepts in finance at a level appropriate for graduates of an undergraduate major in the field, including Ratio Analysis, Time Value of Money, Capital Budgeting, Investment Fundamentals, Financial Markets, and International Finance
- demonstrate an understanding of the role of ethical behavior and social responsibility in business, understand and evaluate the impact of business decisions on others, and appreciate the role that business can play in societal change

## REQUIREMENTS FOR THE MAJOR IN FINANCE

<b>Business Enterprise Core Requirements</b>	<b>Credits</b>
BUS 120 - Principles of Business (Writing Literacy Bridge)	3
ECO 131 - Microeconomics (Interdisciplinarity Bridge)	3
ECO 132 - Macroeconomics	3
ACC 210 - Accounting Principles I	3

ACC 211 - Accounting Principles II	3
BUS 221 - Quantitative Business Analysis II	3
BUS 230 - Excel for Ethical Decision Making	3
MKT 230 - Principles of Marketing	3
FIN 285 - Business Finance I**	3
BUS 288 - Professional Development (DEI Bridge)	3
BUS 321 - Business Law I	3
BUS 351 - Management Information Systems	3
BUS 451 - Business Capstone	3
BUS 488 - Business Internship	3
<b>Finance Requirements</b>	
FIN 235 - Principles of Investment	3
FIN 302 - Financial Markets	3
FIN 306 - International Finance	3
FIN 371 - Business Finance II**	3
<b>Finance Elective (select one)</b>	
• FIN 238 - Special Topics in Finance	3
• FIN/POL 307 - Public Finance	3
• FIN 342/ACC 342 - Financial Statement Analysis	3
• FIN 374 - Risk Management	3
<b>Advanced Finance Elective (select one)</b>	
• FIN 403 - Mergers & Acquisitions	3
• FIN 405 - Capital Budgeting	3
• FIN 431 - Investment Portfolio Management	3
• FIN 432 - Wealth Management	3
<b>Total credits for major</b>	<b>60</b>

Quantitative Literacy requirement for all business majors is BUS 220.

- Students placing above MAT 130, complete BUS 220 **ONLY** and do **NOT** take a MAT course
- Students placing in MAT 127, complete **both** MAT 127 and BUS 220, in any order
- Students placing in MAT 098/099 **OR** MAT 110/111, first take either MAT 098, 099, 110, **OR** 111; followed by MAT 127 **AND** BUS 220, in any order

### SPECIAL REQUIREMENTS

Students transferring into the finance program from another college must complete a minimum of 18 Cabrini University Business and Technology Department credits, 15 credits of which must be 300-level or above finance courses.

REQUIREMENTS FOR THE MINOR IN FINANCE	Credits
<b>Business Enterprise Core Requirements</b>	
ECO 131 - Microeconomics	3
ECO 132 - Macroeconomics	3
ACC 210 - Accounting Principles I	3
FIN 285 - Business Finance I**	3
<b>Finance Requirements</b>	
FIN 306 - International Finance	3

FIN 371 - Business Finance II**	3
FIN 235 - Principles of Investment	3
<b>Total credits for minor</b>	<b>21</b>

\*\*Students with a major or minor in Finance must complete FIN 285 and 371 with a minimum grade of C or better.

## MINORS

Students can minor in related business fields (Accounting, Marketing, Human Resources Management, and International Business) or in the following:

- Business Analytics
- Economics
- Entrepreneurship
- MBA Bridge Minor (for non-business majors only)
- Sports Management

See Business Management for course requirements and descriptions.

## CONCENTRATIONS

**Nonprofit Management:** Department requirements plus three upper-division nonprofit management courses (BUS 312, MKT 382 and a three-credit course approved by the Department).

**Public Administration:** Department requirements plus FIN/POL 307, POL 213 or POL 324 and SOW 402.

**Advertising:** Department requirements plus MKT 365 and two from the following: COM 360, COM 366, GRA 253, GRA 318, and GRA 319.

## International Business

The International Business Major is designed to prepare students for a variety of careers working in the increasingly global, interconnected business environment.

Students will be prepared to work in a global economy mastering theory and practice in accounting, finance, marketing, and management. All business major programs at Cabrini include a common business core which recognizes the 'enterprise' nature of today's business world that integrates the various strategic areas of business.

Cabrini's business programs offer undergraduate business majors (accounting, business management, finance, international business and marketing) and MBA Bridge minors the opportunity to complete one to three graduate Master of Business (MBA) courses during their senior year. Students electing this option will be able to complete their graduate degree with seven to nine additional courses.

## LEARNING OUTCOMES

International Business majors will:

- develop and demonstrate necessary business skills to effectively work in an international environment
- demonstrate an understanding of international investment and financial strategies
- demonstrate an understanding of intercultural communication through the experience of studying abroad, international service learning, or international cooperative/internship experience.
- demonstrate an understanding of issues in international management and strategic planning



- demonstrate an understanding of the role of ethical behavior, an understanding of the impact of business decisions on others, and an understanding of the role that social justice plays in the international environment

#### REQUIREMENTS FOR THE MAJOR IN INTERNATIONAL BUSINESS

Business Core Requirements	Credits
BUS 120 - Principles of Business (Writing Literacy Bridge)	3
ECO 131 - Microeconomics (Interdisciplinarity Bridge)	3
ECO 132 - Macroeconomics	3
ACC 210 - Accounting Principles I	3
ACC 211 - Accounting Principles II	3
BUS 221 - Quantitative Business Analysis II	3
BUS 230 - Excel for Ethical Decision Making	3
MKT 230 - Principles of Marketing	3
FIN 285 - Business Finance I	3
BUS 288 - Professional Development (DEI Bridge)	3
BUS 321 - Business Law I	3
BUS 351 - Management Information Systems	3
BUS 451 - Business Capstone	3
BUS 488 - Internship	3
<b>International Business Requirements</b>	
LEAD 303 - Global Leadership	3
BUS 309 - International Business	3
HRM 324 - International Management	3
MKT 355 - International Marketing	3
FIN 306 - International Finance**	
<i>or</i>	
MACC 560 - International Accounting**	3
Intermediate Language (200 level or above)	3
CCA - International Experience Abroad***	
<b>Total credits for major</b>	<b>60</b>

Quantitative Literacy requirement for all business majors is BUS 220.

- Students placing above MAT 130, complete BUS 220 **ONLY** and do **NOT** take a MAT course
- Students placing in MAT 127, complete **both** MAT 127 and BUS 220, in any order
- Students placing in MAT 098/099 **OR** MAT 110/111, first take either MAT 098, 099, 110, **OR** 111; followed by MAT 127 **AND** BUS 220, in any order

\*\*Accounting majors/minors will take MACC 560; all other majors/minors will take FIN 306.

\*\*\*This international experience could include a short- or long-term study abroad, international service learning, or international internship.

## REQUIREMENTS FOR THE MINOR IN INTERNATIONAL BUSINESS

<b>Business Enterprise Core Requirements</b>	<b>Credits</b>
BUS 120 - Principles of Business	3
ECO 132 - Macroeconomics	3
ACC 210 - Accounting Principles I	3
MKT 230 - Principles of Marketing	3
<b>International Business Requirements</b>	
International Business Requirements	3
HRM 324 - International Management	3
MKT 355 - International Marketing	
BUS 309 - International Business (for all business majors except accounting and finance)	3 <i>or</i>
FIN 306 - International Finance (for finance majors)	3 <i>or</i>
MACC 560 - International Accounting (for accounting majors)	3
<b>Total credits for minor</b>	<b>21</b>

## SPECIAL REQUIREMENTS

Students transferring into the international business program from another college must complete a minimum of 18 Cabrini University Business and Technology Department credits, 15 credits of which must be 300-level or above.

Coupled with the international experience, students will take an intermediate language at the 200 level. This requirement serves to offer students a deeper exposure to the language.

Additionally, it is recommended that students in the major take specific electives within the core requirements that complement the international business course of study (*e.g.*, Global Ethics, etc.).

## MINORS

Students can minor in related business fields (Accounting, Finance, International Business, and Marketing) or in the following:

- Business Analytics
- Economics
- Entrepreneurship
- Human Resources Management
- MBA Bridge Minor (for non-business majors only)
- Sports Management

See Business Management, Economics, or Leadership Studies for course requirements and descriptions.

## CONCENTRATIONS

**Nonprofit Management:** Department requirements plus three upper-division nonprofit management courses (BUS 312, MKT 382 and a three-credit course approved by the Department).

**Public Administration:** Department requirements plus FIN/POL 307, POL 213 or POL 324 and SOW 402.

**Advertising:** Department requirements plus MKT 365 and two from the following: COM 360, COM 366, GRA 253, GRA 318, and GRA 319.

## Marketing

The marketing major is designed to prepare students for a variety of careers such as brand management, marketing research, advertising, sales promotion, retailing, sales management, product development, sports marketing, and international marketing.

Although most students choose this major to become marketing professionals, others do so to better prepare themselves for careers in the general field of management.

Cabrini's business programs offer undergraduate business majors (accounting, business management, finance, international business and marketing) and MBA Bridge minors the opportunity to complete one to three graduate Master of Business (MBA) courses during their senior year. Students electing this option will be able to complete their graduate degree with seven to nine additional courses.

## LEARNING OUTCOMES

Marketing majors will:

- demonstrate having a foundation of theory and factual knowledge in the key sub-disciplines of for-profit and not-for-profit marketing. These include product and service development and planning, consumer behavior, marketing research, advertising, pricing, promotion, distribution, global marketing, electronic commerce and promotion, sales and salesmanship, distribution, retail management, and strategic marketing planning.
- be skilled in applying marketing theory and processes in evaluating and solving business situations and problems related to marketing and synthesizing and utilizing the resources they have acquired from their course work in the core business program  
This includes a basic understanding of the general business disciplines of accounting, economics, human resource management, business management, and business law.
- demonstrate the ability to identify, collect, analyze, develop and implement research to explore business threats and opportunities, create effective marketing programs, arrive at effective solutions to marketing and general business problems, and engage in both quantitative and qualitative decision making
- demonstrate an understanding of how global and domestic economic and political issues and governmental regulations affect marketing and almost all other aspects of operating a business
- demonstrate an understanding and appreciation of ethical business practices and the ability to use that knowledge in making ethical business decisions
- be able to effectively express, both in oral and written form, marketing concepts utilizing generally accepted marketing and business concepts, terminology, and formats
- demonstrate interpersonal skills needed to make meaningful contributions as team members and leaders in the workplace and community

<b>REQUIREMENTS FOR THE MAJOR IN MARKETING</b>	<b>Credits</b>
<b>Business Enterprise Core Requirements</b>	
BUS 120 - Principles of Business (Writing Literacy Bridge)	3
ECO 131 - Microeconomics (Interdisciplinarity Bridge)	3
ECO 132 - Macroeconomics	3
ACC 210 - Accounting Principles I	3

ACC 211 - Accounting Principles II	3
BUS 221 - Quantitative Business Analysis II	3
BUS 230 - Excel for Ethical Decision Making	3
MKT 230 - Principles of Marketing	3
FIN 285 - Business Finance I	3
BUS 288 - Professional Development (DEI Bridge)	3
BUS 321 - Business Law I	3
BUS 351 - Management Information Systems	3
BUS 451 - Business Capstone	3
BUS 488 - Internship	3

**Marketing Requirements**

MKT 290 - Consumer Behavior	3
MKT 355 - International Marketing	3
MKT 365 - Advertising	3
MKT 370 - Marketing Analytics	3
MKT 401 - Market Research	3

Choose two electives from the following courses:

- MKT 234 - Sports Marketing 3
- MKT 375 - Professional Selling 3
- MKT 380 - Social Media Marketing 3
- MKT 382 - Development of Nonprofit Organizations 3
- MKT 406 - Retail Management & Merchandising 3

**Total credits for major 63**

Quantitative Literacy requirement for all business majors is BUS 220.

- Students placing above MAT130, complete BUS 220 **ONLY** and do **NOT** take a MAT course
- Students placing in MAT 127, complete **both** MAT 127 and BUS 220, in any order
- Students placing in MAT 098/099 **OR** MAT 110/111, first take either MAT 098, 099, 110, **OR** 111; followed by MAT 127 **AND** BUS 220, in any order

**REQUIREMENTS FOR THE MINOR IN MARKETING Credits**

**Business Enterprise Core Requirements**

BUS 120 - Principles of Business	3
ECO 131 - Microeconomics	3
ACC 210 - Accounting Principles I	3
MKT 230 - Principles of Marketing	3

**Marketing Electives 6**

Select two of the following courses:

- MKT 234 - Sports Marketing 3
- MKT 290 - Consumer Behavior 3
- MKT 355 - International Marketing 3
- MKT 365 - Advertising 3
- MKT 370 - Marketing Analytics 3
- MKT 375 - Professional Selling 3

- MKT 380 - Social Media Marketing 3
- MKT 382 - Marketing for Nonprofit Organizations 3
- MKT 401 - Market Research 3
- MKT 406 - Retail Management & Merchandising 3

**Total credits for minor 18**

### **SPECIAL REQUIREMENTS**

Students transferring into the marketing program from another college must complete a minimum of 18 Cabrini University Business and Technology Department credits, 15 credits of which must be 300-level or above marketing courses.

### **MINORS**

Students can minor in related business fields (Accounting, Human Resources Management, Finance, and International Business) or in the following:

- Business Analytics
- Economics
- Entrepreneurship
- MBA Bridge Minor (for non-business majors only)
- Sports Management

See Business Management for course requirements and descriptions.

### **CONCENTRATIONS**

Concentrations in skill areas allow students to further specialize in their field of study. Marketing majors and minors may find skill concentrations in advertising, public administration or non-profit management especially useful. Students may find a concentration or minor useful in customizing the major to meet diverse career goals. Students should consult with their faculty advisor about the use of concentrations and minors.

**Nonprofit Management:** Department requirements plus three upper-division non-profit management courses (BUS 312, MKT 382 and a 3-credit course approved by the department).

**Public Administration:** Department requirements plus FIN/POL 307, POL 213 or POL 324 and SOW 402.

**Advertising:** Department requirements plus MKT 365 and two from the following: COM 360, COM 366, GRA 253, GRA 318, and GRA 319.

Students may find a concentration or minor useful in customizing the major to meet diverse career goals. Students should consult with their faculty advisor about the use of concentrations and minors.

## Communication Department

### Programs of Study and Curriculum Requirements

The Communication Department offers two majors: (1) Digital Media and Communication and (2) Communication. Both majors are designed for highly motivated students who want a hands-on learning experience.

The difference between the two majors is as follows:

- The Digital Media and Communication major has more extensive degree requirements to prepare students for a broad range of communication careers in greatest demand today. It is the primary major in the department.
- The Communication major has fewer degree requirements and is designed for students (a) who want to double major with another major, or (b) who enter the major later in their college career and cannot complete the extensive degree requirements of the Digital Media and Communication major.

Note: Students interested in teaching Communication to secondary education students (grade 7-12) can combine the Secondary Education major with the Communication major.

In the two Communication Department majors, students develop the ability to research and analyze information, design and develop content, and communicate ethically and responsibly. These are essential skills for a range of communication careers, including integrated marketing communication, social media marketing, public relations, advertising, event management, journalism, media production, podcasting, sports communication, and more.

A unique feature of this program is its four student-run media agencies—Cavalier Radio, House 67 Productions, Loquitur News Media, and Social Nexus. Each agency is advised by a COM faculty member and places students in an immersive experience that builds their career competence, as well as their technical and transferable skills. Students in this major rotate through at least two of these agencies, building a digital portfolio of their work while gaining valuable experience creating media for internal and external clients. Students can also advance into leadership roles in each agency, learning how to manage both people and projects in preparation for the corporate workplace.

The department promotes early and sustained involvement by all students in the award-winning work of these agencies. It encourages individual development through team effort and emphasizes the responsibility students have for producing media for audiences outside of the classroom. As a result of engaging in this project-based work, students are building both skills and close relationships with their faculty and peers. These relationships translate into faculty knowing students' key strengths and aspirations, which helps them recommend high-impact internships and job opportunities to students in junior and senior year.

Note that students in this department can take an internship for COM credit, with three of those credits being eligible to apply to the degree requirements for either the Digital Media and Communication major or the Communication major. Students in these majors routinely intern both in and outside of Philadelphia in media production, marketing communication, public relations, social media, broadcast journalism, print/web journalism and other positions.

Another hallmark of this program is its four-year Professional Development curriculum that is holistic and developmental in nature (COM 103 through 403). Every semester from freshman through senior year, students

engage with this curriculum to research potential career paths, analyze industry trends, and prepare their job search tools. The curriculum is tailored to meet the needs of students in each class year and develop their ability to excel in the competitive job market.

Students, upon graduation, are prepared to enter careers in communication or may choose to go on to graduate or professional schools.

**LEARNING OUTCOMES**

Student in both majors will be able to:

- Communicate ethically and responsibly in multiple media
- Promote understanding, compassion, and action for the common good through their media products
- Demonstrate a superior level of competency in written communication
- Manage and present themselves professionally by exhibiting their industry-related technical knowledge, their emotional intelligence skills, and their executive functioning abilities
- Work as part of a project team to envision and produce digital media products that align with an identified goal and satisfy audience needs
- Gather and analyze data about media users and media content to distill insights and use them for problem solving purposes

In consultation with their Communication Department faculty advisor, students must select courses that prepare them to meet these Learning Outcomes.

**REQUIREMENTS FOR THE MAJOR IN DIGITAL MEDIA**

<b>AND COMMUNICATION</b>	<b>Credits</b>
COM 102 - Media and Society	3
COM 112 - Media Writing	3
COM 118 - Digital Media Production I: Fundamentals	3
COM 218 - Digital Media Production II: Visual & Audio Production	3
GRA 135 - Design for Digital Media	3
COM 232 - Social Media for Strategic Communication	3
COM 250* - Journalism I: Reporting and Writing	3
COM 251 - Journalism I: Beat Reporting	3
COM 290 - Podcasting: Telling Stories through Sound	3
COM/PHI 307** - Ethics & Communication	3
COM 327 - Media Analytics	3
COM 331 - Presentation Communication	3
COM 369 - Integrated Marketing Communication	3
COM 472*** - Senior Capstone: Media for Social Justice	3
COM 487 - Career Preparation and Job Search Techniques	3
COM 103-403 - Professional Development	4
Media Agencies: Choose two (1 credit each)	2
(a) COM 321 - Social Nexus	
(b) COM 379 - House 67 Productions	
(c) COM 391 - Cavalier Radio	

Communication Electives:	
(a) Visual & Audio Communication Elective	3
(b) Strategic Communication <i>OR</i> Journalism & Writing Elective	3
<b>Total credits for major</b>	<b>57</b>

<b>REQUIREMENTS FOR THE MAJOR IN COMMUNICATION</b>	<b>Credits</b>
COM 102 - Media and Society	3
COM 118 - Digital Media Production I: Fundamentals	3
COM 218 - Digital Media Production II: Visual & Audio Production	3
COM 232 - Social Media for Strategic Communication	3
COM 250* - Journalism I: Reporting and Writing	3
COM 251 - Journalism I: Beat Reporting	3
COM/PHI 307** - Ethics & Communication	3
COM 331 - Presentation Communication	3
COM 472*** - Senior Capstone: Media for Social Justice	3
COM 487 - Career Preparation and Job-Search Techniques	3
COM 103-403 - Professional Development	4
Communication Electives	6
Pick from courses in the Visual & Audio Communication, Strategic Communication, and Journalism & Writing elective categories	
<b>Total credits for major</b>	<b>40</b>

\*Satisfies Writing Literacy Major Bridge Area.

\*\*Satisfies Interdisciplinarity Major Bridge Area.

\*\*\*Satisfies Diversity, Equity, and Inclusion Major Bridge Area.

<b>REQUIREMENTS FOR THE MAJOR IN COMMUNICATION WITH SECONDARY EDUCATION CERTIFICATION IN COMMUNICATION</b>	<b>Credits</b>
COM 102 - Media and Society	3
COM 112 - Media Writing	3
COM 118 - Digital Media Production I: Fundamentals	3
COM 218 - Digital Media Production II: Visual & Audio Production	3
COM 250* - Journalism I: Reporting and Writing	3
COM 251 - Journalism I: Beat Reporting	3
COM/PHI 307** - Ethics & Communication	3
COM 331 - Presentation Communication	3
COM 472*** - Senior Capstone: Media for Social Justice	3
COM 103-403 - Professional Development Program	4
WNA 275 - Drama	3
Communication Electives	6
Pick from courses in the Visual & Audio Communication, Strategic Communication, and Journalism & Writing elective categories	



Media Agencies:	3
Complete a rotation in these three (one credit each)	
COM 321 - Social Nexus	
COM 379 - House 67 Productions	
COM 391 - Cavalier Radio	
<b>Total for the major with certification</b>	<b>43</b>

Students must realize that only the largest school systems or magnet schools support high school communication departments. A double major in Communication and Secondary Education does not qualify a student for an English teaching position.

### **MINOR IN COMMUNICATION**

The Communication Department offers a minor in communication made up of 18 credits of communication courses. Students wishing to minor in communication must consult the department chairperson to design a program.

### **INTERDISCIPLINARY MINOR IN EVENT MANAGEMENT**

Students may also select an interdisciplinary minor in Event Management made up of 18 credits from departments within the School of Business, Education, and Professional Studies, namely Communication, Business and Technology, Graphic Design, and Leadership and Organizational Development.

The Event Management Minor prepares students for meeting and event careers in profit and non-profit sectors. These careers include leading and managing medium-to-large scale events such as corporate meetings, conventions, educational programs, concerts, and ceremonies. This minor is specifically designed for undergraduate students who are interested in learning how to lead and manage event experiences that promote their company's business and marketing goals. These goals may be to increase brand awareness, introduce a new product or service to market, raise funds for a notable cause, honor donors and benefactors, and more. This minor is not intended to prepare students to work in hotel and restaurant operations, food service operations, or facilities management.

<b>REQUIREMENTS FOR THE INTERDISCIPLINARY MINOR IN EVENT MANAGEMENT</b>	<b>Credits</b>
COM 277 - Introduction to Event Management	3
BUS 250 - Event Planning and Coordination	3
LEAD 212 - Group and Team Leadership	3
GRA 135 - Design for Digital Media	3
COM 369 - Integrated Marketing Communication	3
COM 486 - Supervised Professional Experience: Event Management	3
<b>Total credits for minor</b>	<b>18</b>

### **MINOR IN SPORTS COMMUNICATION**

The Sports Communication Minor is designed for undergraduate students in various Cabrini majors who are interested in becoming communication professionals in the sports industry. Careers in this industry are varied; however, among them are positions in sports journalism, sports promotion and publicity, sports event management, sports media relations, and a wide range of others.

The hands-on curriculum in this 18-credit minor is tied to Cabrini’s mission and its liberal arts core, emphasizing the study of sports across academic disciplines, as well as its global dimensions. The minor also includes courses where students will be asked to produce sports-related media for public audiences. Moreover, the minor features co-curricular programming, such as lunch-and-learn sessions with sports industry leaders and a speaker series featuring prominent sports media professionals. The Sports Communication Minor involves students in real-world opportunities to learn by doing in Cabrini’s NCAA Division III athletics environment.

The Sports Communication Minor focuses on three main areas of instruction: (1) Sports & Sports COM Influence, (2) Sports COM Production, and (3) Sports COM Management. Sports & Sports COM Influence refers to students’ awareness of the social, cultural, economic and political nature of sports here and around the globe. Sports COM Production refers to students’ hands-on production of sports media content. Sports COM Management refers to students’ ability to think like a sports communication professional who has to lead an organization, department or team and manage people, resources and budgets.

<b>REQUIREMENTS FOR THE MINOR IN SPORTS COMMUNICATION</b>	<b>Credits</b>
COM 255 - Sports Media and Society	3
COM 257 - Sports Communication	3
COM 218 - Digital Media Production II: Visual & Audio Production*	3
COM 232 - Social Media for Strategic Communication*	3
COM 379 - House 67 Productions*	1
<b><i>Sports-focused Courses in the Humanities &amp; Social Sciences</i></b>	<b><i>3-credit courses (pick 1)</i></b>
AST 117 - Playing Like a Girl: Women & Sports	
BLK 378 - Baseball & the Negro Leagues	
PHI 225 - Philosophy of Sport	
PSY 299 - Sport Psychology	
RELS 310 - Sports and Spirituality	
<b><i>Professional Skill-building Courses</i></b>	<b><i>1-credit courses (pick 2)</i></b>
COM 391 - Cavalier Radio*	
COM 338 - Play-by-Play Sports Announcing	
COM 339 - Fan Relationship Management Through Digital Strategies	
<b>Total credits for minor</b>	<b>18</b>

\* The asterisk denotes non-sports-specific COM courses where the professor and student enrolled in the Sports Communication minor could discuss adapting assignments to be sports related, as appropriate.

### **SPECIAL REQUIREMENTS**

A minimum GPA of 2.33 is required for all Communication Department majors and minors. Students must earn a C- or higher to have the course count toward either major or any of the minors.

## **COMMUNICATION ELECTIVE CONCENTRATIONS**

A Communication Department faculty advisor will assist students in selecting elective courses from these concentrations. All courses are three credits except where otherwise noted.

### **VISUAL AND AUDIO COMMUNICATION**

- COM 248 - Photography for Publication
- COM 249 - Event Photography
- COM 261 - Racism in Film
- COM 275 - Multimedia Story Creation
- COM 295 - Advanced Podcasting
- COM 338 - Play-by-Play Sports Broadcasting (1 credit)
- COM 372 - In-Studio Video Producing/Directing
- COM 373 - Remote Video Production
- COM 376 - Advanced Video Editing
- COM 377 - Video Documentary Production
- COM 378 - Short Narrative Filmmaking

### **STRATEGIC COMMUNICATION**

- COM 244 - Influencer Marketing
- COM 277 - Introduction to Event Management
- COM 309 - Paid Social Advertising
- COM 325 - Social Media Evaluation and Analytics
- COM 339 - Fan Engagement Through Digital Strategies (1 credit)
- COM 360 - Public Relations
- COM 361 - Public Relations Case Studies
- COM 362 - Public Relations Campaigns
- COM 365 - Advertising
- COM 486 - Supervised Professional Experience: Event Management

### **JOURNALISM AND WRITING**

- COM 252 - Comics Journalism
- COM 255 - Sports Media and Society
- COM 257 - Sports Communication
- H-COM 301 - Honors Communication: Applied Mass Communication Theory
- COM 333 - Research for Communication

### **MEDIA AGENCY LEADERSHIP**

- COM 329 - Social Nexus Leadership (2 credits)
- COM 356 - Loquitur News Media Leadership
- COM 383 - House 67 Productions Leadership (2 credits)
- COM 393 - Cavalier Radio Leadership (2 credits)

## Leadership and Organization Development and Change Department

### Programs of Study and Curriculum Requirements

#### LEADERSHIP STUDIES MINOR

The Leadership Studies Minor is designed for students from all majors and disciplines. The curriculum enables students to reflect on their personal style of ethical leadership and prepares them for leadership positions in their future profession and community involvement. Leadership involves a complex (and complementary) set of traits or skills that an individual or group of people possess or acquire. At Cabrini, leadership is not simply leading others, or making others achieve a certain outcome, but instead focuses on a strong sense of self-awareness, personal relations and justice, fairness and solidarity with those that are marginalized. Students can customize this interdisciplinary minor with their major to meet career interests through the internship experience.

#### REQUIREMENTS FOR THE MINOR IN LEADERSHIP STUDIES

Leadership Core Requirements	Credits
LEAD 101 - Foundations of Leadership	3
LEAD 201/PSY 201 - Metacognition for Leaders	3
LEAD 212 - Group and Team Leadership	3
LEAD 303 - Global Leadership	3
LEAD 301 - Capstone Experience	3

#### Gateway Course Requirements

3

Select one of the following, designated as “LD” courses:

- COM 101 - Intro to Media Communication
- WNA 234 - Writing for Leadership
- BUS 164 - Leadership & Supervisory Skills
- HIS 106 - Europe in the Twentieth Century
- HIS 206 - Leaders in the History of Alchemy
- ECG 200 - Our Interconnected Hemisphere
- PHI 102 - Critical Thinking
- H-BUS 304 - Business Ethics
- ECG 100 - Courses utilizing Reacting to the Past Pedagogy
- Successful completion of LEADStrong Program

**Total credits for the minor**

**18**

#### CERTIFICATE

The Leadership Studies Certificate is designed for students from all majors and disciplines who have successfully completed the LEADStrong co-curricular program by providing them with the opportunity to study leadership theories for academic credit.

Students will have the benefit of “Certificate of Leadership Studies” on their academic transcript when they graduate.

<b>REQUIREMENTS FOR THE CERTIFICATE IN LEADERSHIP STUDIES</b>	<b>Credits</b>
<b>Leadership Core Requirements</b>	
LEAD 101 - Foundations of Leadership	3
LEAD 201/PSY 201 - Metacognition for Leaders or	
LEAD 303 - Global Leadership	3
Successful completion of LEADStrong Program	
<b>Total Credits for Certificate</b>	<b>6</b>

## Teacher Education Department

### Programs of Study and Curriculum Requirements

“It is in your hands [the teachers’] to form new generations, to lead them in the right direction, to instill into them those principles which are the seeds of good works.”

— Saint Frances Xavier Cabrini

In this light, the Cabrini University Teacher Education programs provide majors with the knowledge and skills needed to support the learning of diverse students and encourages the development of a philosophy of education consistent with American democratic ideals and traditions. The programs offer majors in Educational Studies; Pre-K-4 Education; Pre-K-4 with Special Education Pre-K-12; Middle-level Education (4-8); Secondary Education.

#### Disposition Statement

Cabrini University has a responsibility to the educational community to ensure that individuals whom the University recommends to the Commonwealth of Pennsylvania for certification are qualified to join the teaching profession. Teaching and other Pre-K-12 and community education-related professions require strong academic preparation, mastery of pedagogy and other professional competencies, such as communication and interpersonal skills, cultural awareness, and professional ethics.

These professional competencies or dispositions are as critical to success as those in the academic domain. Dispositions are defined as the professional and personal characteristics expected of professional educators as delineated in professional, state, and institutional standards. All candidates are expected to demonstrate the dispositions expected of educators in college coursework and field/internships experiences, as evaluated on a disposition rubric described in the *Teacher Education Handbook*. Failure to meet disposition expectations may result in not being allowed to continue in a certification track Education major and/or being placed in school settings.

#### CERTIFICATION PROGRAMS

Cabrini University’s Teacher Preparation programs are approved by the Pennsylvania Department of Education, the Pennsylvania State Board of Education, and the National Association of School Directors for Teacher Education Certification. Cabrini University is a member of the American Association of Colleges for Teacher Education (AACTE) and the Pennsylvania Association of Colleges and Teacher Education (PAC-TE).

Graduates of Pennsylvania-approved programs legally qualify for certification in all states party to the Interstate Certification Compact (contact the Teacher Education Department for a list of states).

Cabrini offers programs leading to teaching certification in Pennsylvania and reciprocating states in the following areas:

- Middle-Level (4-8) Education with Concentration in English/Reading and Language Arts
- Pre-K-4
- Pre-K-4 with Special Education Pre-K-12
- Secondary Education (Communication, English, Mathematics, Social Studies with a concentration in History)

Cabrini University's 4 + 1 M.Ed. Program in English as a Second Language allow students to complete a master's degree within one year following graduation (including summer courses) and recommendation for certification in English as a Second Language.

### **ADMISSION TO THE DEPARTMENT**

Students may major in one of the certification tracks listed above or in Educational Studies. Acceptance into Cabrini University does not guarantee admission to a specific certification track. Students are encouraged to consult their education advisor, individual program coordinators or the Department Chair to discuss certification requirements. The selection of a certification major helps to plan a course of study but does not mean you are a candidate for certification. To be accepted in the certification major, a student must have earned a 3.0 GPA or higher.

Students wishing to transfer credits from other institutions into the major which were taken eight (8) or more years prior to transferring to Cabrini, must be reviewed by the Department Chair to determine if they meet PDE requirements. Students must complete a minimum of 12 credits at Cabrini before student teaching. When a student enrolls in a teacher certification program, all courses required for the teaching certificate must be completed at Cabrini University.

To enroll in 300- or 400-level education courses, students must be admitted to the Teacher Education Department.

To be considered a candidate for certification, a student must have completed the following requirements:

1. Completed 6 credits of Mathematics or its equivalent (e.g., MAT 130).
2. Completed 6 credits of English or its equivalent (e.g., ECG and WNA)
3. Successfully completed/earned 60 credits of college coursework.
4. Recommendation from the faculty based on displaying a disposition for the profession.

A student is not considered a candidate for certification until they have met the four requirements listed. Students may consider pursuing their degree through an educational studies program. Students who are majoring in other fields and who wish to take education courses as electives must have special permission from the Department Chair. Any student earning a "C-" or lower in a course required for certification must repeat that course. All coursework and field experiences must be completed satisfactorily before student teaching.

### **REMOVAL FROM CERTIFICATION TRACK & DUE-PROCESS PROCEDURES**

Students majoring in Pre-K-4, Pre-K-4 with Special Education Pre-K-12, Middle-Level, and Secondary Education are expected to maintain their 3.0 GPA, receive grades of "C" or better in education coursework and field experiences, and display the required dispositional skills for teaching.

- 3.0 GPA – students that fail to maintain the state required GPA will be placed in a probationary status for one semester. If the student does not improve their GPA in the probationary semester, the Teacher Education Chair will make a recommendation of change of major or move to the Educational Studies major. This will be done in consultation with the student's primary advisor.
- C or better – for coursework leading to certification, students that receive a "C-" or below will have to repeat the course. As a result, this may delay one's ability to student teach and graduate within the traditional four-year timeframe.

- Dispositional issues – students may excel in coursework, but still may not display the skills required for teaching (e.g., argumentative, lack of patience, and others; see the dispositional skill rubric). When issues of disposition arise, they will be documented and require a meeting with the Teacher Education Department Chair. If it is deemed that a student should move out of the certification track, they will be recommended to another major and/or possibly pursue educational studies.

If certification is not recommended, the student may appeal in writing to the Chair for a review of the application. The applicant will receive a written statement from the Chair clearly defining the reason(s) for refusal to recommend certification. A copy of the chair’s letter will be forwarded to the Associate Dean for Business, Education, and Professional Studies. The applicant will have the right of appeal to the Associate Dean for Business, Education, and Professional Studies.

### **FIELD EXPERIENCES AND STUDENT TEACHING**

Beginning with the sophomore year, students in the majors leading to certification participate in a full-day field experience in local schools. Carpools are encouraged for travel to area schools. Students will be placed in a variety of settings to experience the breadth of their grade spans. Only students in good standing with their program are permitted to partake in field experiences. Students work primarily with the Director of Student Teaching & Field Experiences regarding clearances, placements, and other items related to this certification requirement.

Student-Teaching is a minimum 12-week full-time placement in an area school completed during the senior year. Seniors must arrange their own transportation during their student teaching or internship semester. Students must apply for student-teaching. Students work primarily with the Director of Student Teaching & Field Experiences for everything related to student-teaching and/or internships.

### **THE CHILDREN’S SCHOOL**

The preschool/kindergarten school is part of the Education Department and is staffed by certified teachers in early childhood education. The Children’s School provides Cabrini University education students with the opportunity for observation. In addition, Pre-K-4 majors are often assigned to the school for student teaching and fieldwork experiences.

### **MASTER OF EDUCATION DEGREE**

The Pennsylvania Department of Education granted Cabrini University approval to offer a Master of Education degree in 1982. Cabrini’s M.Ed. degree may be combined with teacher certification in Pre-K-4, Special Education Pre-K-12 and Secondary Education (7-12). The University also offers Reading Specialist and English as a Second Language (ESL) certification for Pre-K-12. The program, approved by the Pennsylvania Department of Education, offers required and elected courses in education.

For additional information, consult the Graduate Catalog or contact the University’s Office of Graduate Admissions at 610.902.8291.

### **4+1 MASTER OF EDUCATION PROGRAMS**

In a 4+1 program, a student can complete a Master of Education within the year following graduation, including the summer following graduation. A benefit of a 4+1 program is that students can begin taking graduate courses as undergraduate students. Two courses (6 credits) can be counted toward a student’s undergraduate and counted again toward a graduate degree (double-counted).



Cabrini offers a 4+1 program in English as a Second Language. A student may apply to a 4+1 program in the first semester of their junior year by contacting their primary advisor or the Department Chair. After the junior year, a student cannot complete the 4+1, but the ability to graduate within the year after graduation in one of Cabrini's M.Ed. programs is a possibility (students should talk with their advisor).

### Educational Studies

The educational studies major is designed for students who may be interested in working in community education, advocacy roles or educational policy, or in being recommended for certification at the post-baccalaureate level. Students may complete an internship in a school or community setting or may seek approval for a research-based capstone experience. Students must have a minimum GPA of 2.50. If students fall beneath this GPA requirement, they may need to switch majors, after meeting with their advisor and Department Chair.

<b>REQUIREMENTS FOR THE MAJOR IN EDUCATIONAL STUDIES</b>	<b>Credits</b>
EDU 171 - Reading and Language Arts I	3
EDU 172 - Reading and Language Arts II	3
EDU 304 - Foundations of Education	3
EDU 308 - Classroom Management Techniques	3
EDU 380 - Theories and Activities for Early Childhood Education	3
EDU 390^ - Culturally Responsive Pedagogy: Theory to Practice	3
EDU 406 - Family, School, and Community	3
EDU 488/489^^ - Internship	1 - 6
ELE 281 - Teaching Social Studies and Social Justice	3
ELE 381 - Curriculum Methods in Science and Health	3
SPE 110 - Introduction to Developmental Psychology and Learning Theory	3
SPE 302 - Assessment I	3
SPE 320 - Instructional Strategies for Learners with Diverse Needs	3
SPE 406 - Assessment II & Professionalism	3
<b>Total Credits for the Major</b>	<b>40 - 45</b>

^EDU 390 will serve as the course to meet the Diversity, Equity, and Inclusion major bridge area.

^^EDU 488/489 will be used to meet the Writing Literacy and Interdisciplinarity major bridge areas.

### ***Related Content requirements for BS in Education***

*It is recommended that a student take:*

BIO 121** - Life Science and Health for Teachers	3
HIS 107 - Survey of United States History I <b>OR</b>	
HIS 108 - Survey of United States History II	3
Electives - (4 courses)	12
<b>Total Credits for related content requirements</b>	<b>18</b>

\*\*Course will satisfy Scientific Literacy requirement.

*Quantitative Literacy for Education majors:* students should take MAT 107 (Quantitative Methods) as part of their core requirements unless they place into MAT 130 (Calculus I) or another appropriate math course.

Students who plan to teach in a classroom setting are encouraged to complete the following courses:

- ELE 471 - Reading and Language Arts III (3 credits)
- ELE 481 - Math Discoveries (3 credits)

A major in Educational Studies does not qualify the student for a Pennsylvania Instructional I Teaching Certificate. Educational Studies majors interested in certification are encouraged to apply to the 4+1 Program at Cabrini University or create a plan of study with their advisor to achieve this at the Post-Baccalaureate level.

### **Middle-Level (4-8) Education with Concentration in English/Reading and Language Arts**

The middle-level education program provides the student with opportunities to acquire the skills, knowledge, and attitudes appropriate for teaching Mathematics, Science, Social Studies and a concentration in English/Reading and Language Arts in fourth through eighth grade.

Experiences are designed to develop students' understanding of human development and the teacher-student learning process, as well as the acquisition of skills necessary for utilizing technology in the planning of effective instruction. Attention is also given to the evaluation and preparation of curriculum materials during the field experience and student teaching assignment.

- Beginning in the sophomore year, students participate in field experiences each Wednesday. All coursework in education and related fields must be completed before beginning student teaching.
- *Quantitative Literacy for Education majors*: students should take MAT 107 (Quantitative Methods) as part of their core requirements unless they place into MAT 130 (Calculus I).
- *Candidacy for Certification* requires that students maintain a 3.0 GPA, display disposition for teaching, and successful completion of coursework.
- All coursework in education and related fields must be completed before beginning student teaching. No other courses may be taken with the student teaching semester without special permission.

<b>REQUIREMENTS FOR THE MAJOR IN MIDDLE-LEVEL (4-8) EDUCATION IN ENGLISH/READING AND LANGUAGE ARTS</b>	<b>Credits</b>
EDF 290 - Education Field Experience	1
EDF 291 - Additional Field Experience	1
EDF 390 - English Language Learner Field Experience	1
EDF 391 - Inclusion/Special Education Field Experience	1
EDU 171 - Reading and Language Arts I	3
EDU 172 - Reading and Language Arts II	3
EDU 304 - Foundations of Education	3
EDU 308 - Classroom Management Techniques	3
EDU 390^ - Culturally Responsive Pedagogy: Theory to Practice	3
EDU 402 - Pre-Student Teaching	2
ELE 281 - Teaching Social Studies and Social Justice	3
ELE 381 - Curriculum Methods in Science & Health	3
ELE 471 - Reading and Language Arts III	3
ELE 481 - Math Discoveries	3
SEC 303 - Reading and Writing in Content Areas	3
SEC 389 - Seminar in Secondary Education	3
SPE 110 - Introduction to Developmental Psychology and Learning Theory	3
SPE 302 - Assessment I	3

SPE 320 - Instructional Strategies for Learners with Diverse Needs	3
EDU 490^^ - Student Teaching	12
<b>Total Credits for the Major</b>	<b>60</b>

^ EDU 390 will serve as the course to meet the Diversity, Equity, and Inclusion major bridge area.

^^ EDU 490 will be used to meet the Writing Literacy and Interdisciplinarity major bridge areas.

**Related Content requirements for BS in Education**

*It is recommended that a student take:*

BIO 121** - Life Science and Health for Teachers	3
BIO 171 - Biological Perspectives of Environmental Science	3
WNA Electives (4 courses)	12
HIS 107 - Survey of United States History I	3
HIS 108 - Survey of United States History II	3
MAT 117 - Algebra and Trigonometry	3
POL 206 - Comparative Government	3

<b>Total Credits for related content requirements</b>	<b>30</b>
---	-----------

\*\*Course will satisfy Scientific Literacy requirement.

**Pre-K-4 Education**

The Pre-K-4 program is designed to prepare students to make sound judgments concerning the needs, abilities, and behavior of young children and to plan curriculum, materials, and teaching strategies conducive for an effective learning environment in grades Pre-K-4. The program meets the requirements for the Pennsylvania Department of Education Instructional Level One Certificate, Pre-K-4 Education.

- Beginning in the sophomore year, students participate in field experiences each Wednesday. All coursework in education and related fields must be completed before beginning student teaching.
- *Quantitative Literacy for Education majors:* students should take MAT 107 (Quantitative Methods) as part of their core requirements unless they place into MAT 130 (Calculus I) or any other appropriate math placement.
- *Candidacy for Certification* requires that students maintain a 3.0 GPA, display disposition for teaching, and successful completion of coursework.
- All coursework in education and related fields must be completed before beginning student teaching. No other courses may be taken with the student teaching semester without special permission.

<b>REQUIREMENTS FOR THE PRE-K-4 EDUCATION PROGRAM</b>	<b>Credits</b>
EDF 290 - Education Field Experience	1
EDF 291 - Additional Education Field Experience	1
EDF 390 - English Language Learner Field Experience	1
EDF 391 - Inclusion/Special Education Field Experience	1
EDU 171 - Reading and Language Arts I	3
EDU 172 - Reading and Language Arts II	3
EDU 304 - Foundations of Education	3
EDU 308 - Classroom Management Techniques	3

EDU 380 - Theories and Activities (Early Childhood)	3
EDU 390^ - Culturally Responsive Pedagogy: Theory to Practice	3
EDU 393 - Advocacy for Well-Being Seminar	1
EDU 402 - Pre-Student Teaching	2
EDU 406 - Family, School, and Community	3
ELE 281 - Teaching Social Studies and Social Justice	3
ELE 381 - Curriculum Methods in Science & Health	3
ELE 471 - Reading and Language Arts III	3
ELE 481 - Math Discoveries with Young Children	3
SPE 110 - Introduction to Developmental Psychology and Learning Theory	3
SPE 302 - Assessment I	3
SPE 320 - Instructional Strategies for Learners with Diverse Needs	3
SPE 406 - Assessment II & Professionalism	3
EDU 490^^ - Student Teaching	12
<b>Total Credits for the Major</b>	<b>64</b>

^ EDU 390 will serve as the course to meet the Diversity, Equity, and Inclusion major bridge area.

^^ EDU 490 will be used to meet the Writing Literacy and Interdisciplinarity major bridge areas.

#### ***Related Content requirements for BS in Education***

*It is recommended that a student take:*

BIO 121** - Life Science and Health for Teachers	3
HIS 107 - Survey of United States History I	3
HIS 108 - Survey of United States History II	3

**Total Credits for related content requirements** **9**

\*\*Course will satisfy Scientific Literacy requirement.

#### **Pre-K-4 Education with Special Education Pre-K-12**

The special education Pre-K-12 curriculum prepares teachers to understand their professional roles, including the history and legal implications, and the nature of students with special needs. The program provides techniques for creating an educational environment where all students have equal opportunity to develop academically as well as socially. The curriculum stresses assessment, planning, including IEP development and implementation, evaluation, and instructional methods in relation to theories of growth, development, and basic learning theory. Teachers also learn to consider affective needs, to implement behavior management principles and to manage the learning environment. The program meets the requirements for the Pennsylvania Department of Education Certificate, Teacher of the Mentally and/or Physically Handicapped. Special Education Pre-K-12 is completed in conjunction with a Pre-K-4 Education certification.

- Beginning in the sophomore year, students participate in field experiences each Wednesday. All coursework in education and related fields must be completed before beginning student teaching. Because of the special education major, students will participate in at least two settings that focus on exceptional children and adults.
- *Quantitative Literacy for Education majors:* students should take MAT 107 (Quantitative Methods) as part of their core requirements unless they place into MAT 130 (Calculus I) or any other appropriate math placement.

- *Candidacy for Certification* requires that students maintain a 3.0 GPA, display disposition for teaching, and successful completion of coursework.
- It is recommended that students complete two 7-week student teaching placements; however, it is possible for a student to elect to complete student teaching in one 14-week placement but must be in a full inclusion classroom.
- All coursework in education and related fields must be completed before beginning student teaching. No other courses may be taken with the student teaching semester without special permission.
- Special note: Some courses are offered only in evening or the late afternoon. Most special education courses are offered only once in an academic year. Consider the sequence of course offerings when planning a complete program.

<b>REQUIREMENTS FOR PRE-K-4 EDUCATION WITH PRE-K-12 SPECIAL EDUCATION PROGRAM</b>	<b>Credits</b>
EDF 290 - Field Experience for Education Majors	1
EDF 390 - English Language Learner Field Experience	1
EDF 391 - Inclusion/Special Education Field Experience	1
EDF 392 - Low Incidence Field Experience	1
EDU 171 - Reading and Language Arts I	3
EDU 172 - Reading and Language Arts II	3
EDU 304 -Foundations of Education	3
EDU 308 - Classroom Management Techniques	3
EDU 380 - Theories and Activities (Early Childhood)	3
EDU 390^ - Culturally Responsive Pedagogy: Theory to Practice	3
EDU 393 - Advocacy for Well-Being Seminar	1
EDU 402 - Pre-Student Teaching	2
EDU 406 - Family, School, and Community	3
EDU 490^^ - Student Teaching	6
ELE 281 - Teaching Social Studies and Social Justice	3
ELE 381 - Curriculum Methods in Science & Health	3
ELE 471 - Reading and Language Arts III	3
ELE 481 - Math Discoveries with Young Children	3
SPE 110 - Introduction to Developmental Psychology and Learning Theory	3
SPE 205 - Legal and Ethical Issues	3
SPE 221 - High Incidence Disabilities	3
SPE 302 - Assessment I	3
SPE 312 - Autism, Spectrum Disorders, and Other Issues and Trends	3
SPE 320 - Instructional Strategies for Learners with Diverse Needs	3
SPE 360 - Low Incidence Disabilities	3
SPE 406 - Assessment II & Professionalism	3
SPE 491 - Student Teaching	6
<b>Total Credits for the Major</b>	<b>76</b>

^ EDU 390 will serve as the course to meet the Diversity, Equity, and Inclusion major bridge area.

^^ EDU 490 will be used to meet the Writing Literacy and Interdisciplinarity major bridge areas.

### **Related Content requirements for BS in Education**

*It is recommended that a student take:*

BIO 121** - Life Science and Health for Teachers	3
HIS 107 - Survey of United States History I	3
HIS 108 - Survey of United States History II	3
<b>Total Credits for related content requirements</b>	<b>9</b>

\*\*Course will satisfy Scientific Literacy requirement.

### **Secondary Education**

In cooperation with other academic departments, students can prepare to teach a content area at the secondary level (grades 7-12). Majors include Communication, Secondary Education with English, Mathematics and Social Studies (with a concentration in history). Students major in their selected content area and declare secondary education as a second major.

- Beginning in the sophomore year, students participate in field experiences each Wednesday. All coursework in education and related fields must be completed before beginning student teaching.
- *Quantitative Literacy for Education majors:* students should take MAT 107 (Quantitative Methods) as part of their core requirements unless they place into MAT 130 (Calculus I) or any appropriate math placement.
- *Candidacy for Certification* requires that students maintain a 3.0 GPA, display disposition for teaching, and successful completion of coursework.
- All coursework in education and related fields must be completed before beginning student teaching. No other courses may be taken with the student teaching semester without special permission.

<b>REQUIREMENTS FOR THE SECONDARY EDUCATION CERTIFICATION</b>	<b>Credits</b>
EDF 290 - Education Field Experience	1
EDF 390 - English Language Learner Field Experience	1
EDF 391 - Inclusion/Special Education Field Experience	1
EDU 304 - Foundations of Education	3
EDU 390^ - Culturally Responsive Pedagogy	3
EDU 393 - Advocacy for Well-Being	1
SEC 303 - Reading and Communication in the Content Areas	3
SEC 389 - Seminar in Secondary Education	3
EDU/SEC 402 - Pre-Student Teaching	2
SEC 490^^ - Student Teaching and Practicum	12
SPE 110 - Introduction to Developmental Psychology and Learning Theory	3
SPE 302 - Assessment I	3
SPE 320 - Instructional Strategies for Learners with Diverse Needs	3
<b>Total Credits for the Major</b>	<b>39</b>

Students seeking English (7-12) certification, will complete the following courses in addition to the requirements listed above:

<b>ADDITIONAL ENGLISH CERTIFICATION REQUIREMENTS</b>	<b>Credits</b>
GESL 510 - Language Learning and Linguistics	3
GESL 520 - Language, Culture, and Community	3
R-EDU 466 - Undergraduate Research	3
WNA 207 - The Creative Eye: Writing with Style	3
WNA 209 - Introduction to Writing and Narrative Arts	3
WNA 221 - The Writing Process: Theory and Tutoring	3
WNA 229 - Immigrant Authors: The Literature of Transition	3
WNA 274 - Short Story Writing and Traditions	3
WNA 276 - Poetry Writing and Traditions	3
<b>Total Credits for the Secondary Education (English Cert) Major</b>	<b>66</b>

^EDU390 will serve as the course to meet the Diversity, Equity, and Inclusion major bridge area.

^^SEC 490 will be used to meet the Writing Literacy and Interdisciplinarity major bridge areas.

**Note:** Certification credit hour requirements may cause a student to exceed degree credit hour requirements. A Secondary Education major should consult with their education advisor and content-area academic advisor each semester.

## Visual and Performing Arts Department

### Programs of Study and Curriculum Requirements

#### Design Management

The Design Management major focuses on the business of design by connecting graphic design with applied marketing skills. The Design Management major will prepare students for future careers in design studios, advertising agencies, and in-house creative departments as: account executives, digital asset managers, marketing coordinators, production artists, production coordinators, project managers, or traffic coordinator. The Design Management major is an ideal choice for students who are interested in collaborating with clients on the development of their creative needs.

Students in the Design Management degree will learn the software and foundational graphic design skills as well as comprehensive marketing skills to succeed in today's competitive business landscape.

Internships provide an opportunity for design management students to explore career options, obtain work experience, and gain college credit for experiential learning.

#### SPECIAL REQUIREMENTS

Students must declare their major/minor no later than the beginning of the sophomore year. No course with a grade lower than "C-" will count toward the major.

#### LEARNING OUTCOMES

Design Management majors will:

- Demonstrate the ability to use the appropriate computer technology in the creation of design projects.
- Understand the principles and elements of design and demonstrate the ability of specific areas of design, layout, typography, pre-press, and printing.
- Identify and critically evaluate implications of business decisions for organizational stakeholders and the natural environment.
- Communicate effectively orally and in writing in a wide variety of business settings employing multiple media of communications.
- Evaluate and make business decisions taking into account the interdependent relationships among competitive and environmental conditions, organizational resources, sustainability and the major functional areas of business.

REQUIREMENTS FOR THE DESIGN MANAGEMENT MAJOR	Credits
<b>Design Related Requirements</b>	
FNA 205 - Twentieth Century Western Art	3
GRA 105 - Computer Graphics	3
GRA 110 - Digital Imaging	3
GRA 215 - Typography	3
GRA 225 - User Interface Design & Prototyping	3
GRA 250 - Design Career Development	1
GRA 253 - Publication Design	3
GRA 305 - Digital Color Theory	3
GRA 330 - Business of Graphic Design (Core Bridge – Writing Literacy)	3
GRA 488 - Design Internship	2



### Marketing Related Requirements

BUS 120 - Principles of Business	3
BUS 231 - Personal Finance (Core Bridge – Interdisciplinarity)	3
MKT 230 - Principles of Marketing (Core Bridge – DEI)	3
MKT 290 - Consumer Buyer Behavior	3
MKT 355 - International Marketing	3
MKT 365 - Advertising	3
COM 369 - Integrated Marketing Communication	3
Marketing Elective ( <i>choose any three-credit Marketing course</i> )	3
<b>Total credits for major</b>	<b>51</b>

### Graphic Design

The graphic design major at Cabrini University is designed to prepare today's students for the graphic design workplace of tomorrow. The professional Mac computer labs allow students hands-on experience using the same equipment and software found in professional design studios around the world.

The combination of print and web design courses provide our students the unique opportunity to explore the future of graphic design utilizing the latest technology.

Internships provide an opportunity for graphic design students to explore career options, obtain work experience, and gain college credit for experiential learning. Design theory and technology balanced with Cabrini's liberal arts education prepare students to compete in a competitive business environment.

### SPECIAL REQUIREMENTS

Students must declare their major/minor no later than the beginning of the sophomore year. No course with a grade lower than "C-" will count toward the major.

### LEARNING OUTCOMES

Graphic Design majors will:

- demonstrate critical thinking and research techniques as a part of the visual problem solving method of creativity
- understand the elements and principles of design and demonstrate the ability to integrate typography and layout in print and digital applications
- demonstrate the ability to use the appropriate computer technology in the creation of design projects
- create a professional graphic design portfolio of eight to ten projects that demonstrate effective design solutions
- demonstrate the ability to articulate concept intention and construction of meaningful images through written or oral communication
- understand relevant and ethical practices as they apply to the graphic design profession

### REQUIREMENTS FOR THE MAJOR IN GRAPHIC DESIGN

	Credits
GRA 105 - Computer Graphics	3
GRA 110 - Digital Imaging	3
GRA 215 - Typography	3

GRA 250 - Design Career Development	1
GRA 253 - Publication Design	3
GRA 305 - Digital Color Theory	3
GRA 225 - User Interface Design & Prototyping	3
GRA 275 - Interactive Design	3
GRA 312 - Advanced Interactive Design	3
GRA 318 - Graphic Design Principles	3
GRA 319 - Advanced Typography	3
GRA 325 - Content Management Systems	3
GRA 405 - Responsive Design Systems	3
GRA 408 - Visual Branding	3
GRA 409 - Integrated Campaign Design (Core Bridge - Writing & DEI)	3
GRA 475 - Portfolio Seminar	3
GRA 488 - Design Internship	2
Related Field Requirements	
FNA 100 - Introduction to Studio Art	3
FNA 105 - Drawing Techniques	3
FNA 202 - Survey of Art History	3
FNA 220 - History of Graphic Design	3
MKT 230 - Principles of Marketing (Core Bridge – Interdisciplinarity)	3
<b>Total credits for major</b>	<b>63</b>

### Graphic Design Minor

The graphic design minor provides students with the knowledge of industry software as well as foundation design skills and image-making techniques. Students will also develop their ability to creatively conceptualization.

### SPECIAL REQUIREMENTS

Students must declare a minor in graphic design no later than the beginning of the sophomore year. Students choosing a minor in graphic design can complete the requirements in as little as five semesters. Courses must be taken in sequence. A grade lower than 'C-' does not count toward the minor. All classes must be completed to receive credit for the minor.\*

<b>REQUIREMENTS FOR THE MINOR IN GRAPHIC DESIGN</b>	<b>Credits</b>
GRA 105 - Computer Graphics	3
GRA 110 - Digital Imaging	3
GRA 215 - Typography	3
GRA 253 - Publication Design	3
GRA 305 - Digital Color Theory	3
GRA 318 - Graphic Design Principles	3
<b>Total credits for minor</b>	<b>18</b>

## Web Design Minor

The web design minor is intended to provide the design and analytical skills needed for students to gain a competitive professional edge in web-based industries. Student will learn the front-end web development skills responsible for the website's user-facing code and architecture of user experiences.

### SPECIAL REQUIREMENTS

Students must declare a minor in web design no later than the beginning of the sophomore year. Students choosing a minor in web design can complete the requirements in as little as five semesters. Courses must be taken in sequence. A grade lower than 'C-' does not count toward the minor. All classes must be completed to receive credit for the minor.\*

REQUIREMENTS FOR THE MINOR IN WEB DESIGN	Credits
GRA 110 - Digital Imaging	3
GRA 225 - User Interface Design & Prototyping	3
GRA 275 - Interactive Design*	3
GRA 312 - Advanced Interactive Design	3
GRA 325 - Content Management Systems	3
GRA 405 - Responsive Design Systems	3
<b>Total credits for minor</b>	<b>18</b>

\* Computer and Information Sciences majors choosing to minor in Web Design may substitute CIS 200 Internet Programming Languages for GRA 275 Web Design, however CIS students must take GRA 105 to complete the minor.

## Music Industry

The Bachelor of Arts in Music Industry program is a multidisciplinary program that helps prepare students for future careers such as a music producer, promoter, artist representative or manager, booking agent, studio manager, concert manager, and freelancing skills with particular focus on today's music production and music business practices for a wide variety of genres of music from Hip-Hop to Classical. Students in the Music Industry degree receive hands-on, high-impact practices including comprehensive musicianship skills, to succeed in today's competitive and changing music industry.

### SPECIAL REQUIREMENTS

Students must complete all MUS and MUSP courses with a grade of C- or Higher.

### LEARNING OUTCOMES

Music Industry Majors will:

- Demonstrate competency with fundamental musicianship skills.
- Demonstrate proficiency in Music Technology and media.
- Demonstrate competency with aspects of the music industry including finances, marketing, and entrepreneurship.
- Demonstrate an understanding of historical musical styles from antiquity to the present.
- Demonstrate an ability to write and speak intelligently about music from score study and from actively listening.
- Demonstrate in both academic and performance venues critical thinking and be well-rounded musicians.
- Develop the capacity to evolve into self-sufficient and life-long learners in music and musical studies.

**REQUIREMENTS FOR THE MAJOR IN MUSIC INDUSTRY** **Credits**Music Theory/Composition

MUS 110 - Music Theory & Composition I	3
MUS 211 - Music Theory & Composition II	3
MUS 312 - Music Theory & Composition III	3

Music Technology

MUS 160 - Music Technology & Media Scoring I	3
MUS 360 - Advanced Music Technology & Sound Recording	3

Music History

MUS 202 - Survey of Music (Core Bridge – DEI)	3
---	---

Musicianship 16

Students must complete a total of 16 credit hours of applied lessons and/or performing ensembles. These courses are listed in the University Catalog under the MUS/MUSP prefix such as University Chorus, Concert Ensemble, and private lessons in Composition, Guitar, Piano, and Voice. Other instruments and or ensembles are available according to availability.

Music Industry

BUS 120 - Principles of Business	3
BUS 231 - Personal Finance (Core Bridge – Interdisciplinarity)	3
COM Electives	6
<i>Choose any TWO three-credit Communication Courses</i>	
GRA 105 - Computer Graphics <i>or</i>	3
GRA 110 - Digital Imaging <i>or</i>	
GRA 130 - Visual Design for Non-Designers	
MUS 190 - Music/Performing Arts Management	3
MUS 451 - Music Practicum <i>or</i>	1-3
MUS 488- Music Internship	
MUS 490 - Music Industry (Capstone/Core Bridge – Writing)	1

**Total credits for the major** **54-56**

**Music Minor**

The music minor is designed to provide the student with a broader base of knowledge and experiences that are built upon music fundamentals, composition and technology, music history, and music performance skills.

Private music lessons are available for students at varying levels of proficiency. All courses may also be transferred to the Bachelor of Music Industry degree.

**REQUIREMENTS FOR THE MINOR IN MUSIC** **Credits****Music Theory/Composition**

MUS 110 - Music Theory & Composition I	3
--	---

**Music Technology**

MUS 160 - Music Technology & Media Scoring I	3
--	---

**Music History**

MUS 202 - Survey of Music	3
---------------------------	---

**Musicianship**

	3
--	---

Students must complete a total of 3 credit hours of applied lessons and/or performing ensemble. These courses are listed in the University Catalog under the MUS/MUSP prefix such as University Chorus, Concert Ensemble and private lessons in Composition, Guitar, Piano, and Voice. Other instruments and/or ensembles are available according to availability.

**Music Electives**

	6
--	---

Cabrini University offers a wide variety of music classes that are designed to prepare students for a solid and relevant understanding of music. Students must complete 6 total credits of music electives in MUS or MUSP. These electives are open music electives to provide the student with the flexibility to gain a deeper understanding that best fits with the student's overall learning objectives and career aspirations.

**Total credits for minor**

	<b>18</b>
--	-----------

The Visual and Performing Arts Department enriches the life of the student body by offering elective courses in music and the performing arts; by providing the opportunity for vocal, dance, and instrumental instruction; and by presenting a variety of cultural programs in the arts for the campus and the surrounding community.

**CLASSES AND PRIVATE LESSONS: APPLIED MUSIC**

The Visual and Performing Arts Department offers individual instruction for students at varying levels of proficiency. See Program Coordinator for details.

**Studio Art**

The studio art minor provides students with visual means of creative expression necessary to expand, enhance, and refine the skills and knowledge essential for the professional fine artist. Students will also develop the powers to critically analyze a variety of creative work.

**SPECIAL REQUIREMENTS**

Students must declare a minor in studio art no later than the beginning of the sophomore year. Students must obtain art supplies for all studio courses. An art fee is charged where noted. A grade lower than "C-" does not count towards the minor.

**REQUIREMENTS FOR THE MINOR IN STUDIO ART**

	<b>Credits</b>
FNA 100 - Introduction to Studio Art*	3
FNA 105 - Drawing Techniques*	3
FNA 202 - Survey of Art History*	3
FNA 250 - Oil Painting	3
FNA 254 - Printmaking	3
FNA 256 - Sculpture	3
<b>Total credits for minor</b>	<b>18</b>

\*Graphic Design majors choosing to minor in studio art must take six credits of studio art or graphic design electives and three credits of an art history elective instead of FNA 100, FNA 105, and FNA 202 which are required for the major.

## School of Arts and Sciences

The School of Arts and Sciences consists of seven academic departments offering numerous academic majors and minors that are designed to help students develop a broad array of skills and content knowledge associated with career and life success.

Our undergraduate programs allow students to participate in transformative educational experiences, such as study abroad, student-faculty research, working with state-of-the-art equipment, internships and service learning.

Undergraduate students completing our programs are well prepared for life after college, whether that involves entering the workforce or entering a graduate or professional school. Students also have the ability to advance their careers through affiliations leading to professional degrees in pharmacy, physical therapy, occupational therapy, public health, mental health counseling, osteopathic medicine, podiatric medicine, athletic training, and law.

Please see the department sections of the catalog for more detail about our programs.

The office for the School of Arts and Sciences is located in the Iadorala Center, Room 312, and can be reached at [SchoolofAS@cabrini.edu](mailto:SchoolofAS@cabrini.edu) or 610.902.8213.

Melissa S. Terlecki, Ph.D.  
Associate Dean, School of Arts and Sciences

### Departments

Health and Exercise Sciences  
History and Political Science  
Mathematics  
Psychology and Social Work  
Science  
Sociology, Criminology, and Justice  
Writing and Narrative Arts

### Program Offerings

#### Majors

Health and Exercise Sciences	Exercise Science & Health Promotion (Tracks in Health & Wellness Management and in Sports Science) Health Science Public Health
History and Political Science	History (Tracks in U.S. History or World History) Political Science
Mathematics	Mathematics

Psychology and Social Work	Psychology Social Work
Science	Biochemistry Biology (Tracks in Biological Sciences, Pre-Dentistry, or Pre-Medicine) Chemistry
Sociology, Criminology, and Justice	Criminology and Criminal Justice Sociology
Writing and Narrative Arts	Writing
Interdisciplinary	Individualized Major

Minors

Health and Exercise Sciences	Exercise Science and Health Promotion Public Health
History and Political Science	American Studies Black Studies Environmental Studies Gender and Body Studies History Philosophy Political Science Religious Studies Social Justice
Mathematics	Mathematics
Psychology and Social Work	Neuroscience Psychology
Science	Biochemistry Biology Chemistry Environmental Science Neuroscience
Sociology, Criminology, and Justice	Criminology and Criminal Justice Latin American Studies Sociology Spanish
Writing and Narrative Arts	Theater Writing and Narrative Arts
Interdisciplinary	Individualized Minor

Certificates

Sociology, Criminology and Justice

Spanish with a Professional Focus

Psychology and Social Work

Trauma & Trauma-Informed Care

Certifications

History and Political Science

Secondary Education - Social Studies (conc. -  
History)

Mathematics

Secondary Education - Mathematics

Writing and Narrative Arts

Secondary Education - English



## Health and Exercise Sciences Department

### Programs of Study and Curriculum Requirements

#### Exercise Science and Health Promotion

This major is science-based and provides students with training for careers that follow the present and future health and fitness trends. Students can declare this major upon successful completion of BIO 101. On occasion, the student can declare the major if currently enrolled in BIO 101. ESH students cannot double major in Health Science or Public Health but can minor in Public Health.

This program's content focuses on physical activity as a preventative discipline in maintaining cardiovascular health, muscular strength and endurance, flexibility, and athletic performance. A secondary focus of the program is to assess the role of lifetime physical activity in offsetting the aging process, in the prevention and management of disease, and in maintaining the quality of one's life.

The major has a choice between two tracks of study (Sports Science or Health and Wellness Management). In addition to the required courses, all majors must select one of the tracks.

The Sports Science track helps prepare students for future careers in various health science professions and provides some of the prerequisites for post-graduate studies in Physical Therapy, Athletic Training, Occupational Therapy, Nursing, Cardiac Rehabilitation, Physician's Assistant, and Exercise Physiology.

The Health and Wellness Management track prepares the student for careers in the ever-growing fields of older adult wellness, fitness and health, community health promotion and the competitive fitness industry. This track would prepare students for graduate studies in Community/Public Health, Health Education, Occupational Therapy, Exercise Physiology, and Sports and Fitness Management.

A signature component of the Exercise Science and Health Promotion program has been integrating the academic curriculum with the daily operations of The Dixon Center (Cabrini's sports and recreation center). The integration of academics with the fitness, recreation, athletics, and sports conditioning programs of the Dixon Center provides an excellent model of preparation for the future workplace.

#### LEARNING OUTCOMES

Exercise Science and Health Promotion majors will:

- Demonstrate competency to administer various physiological assessments.
- Demonstrate competence in analyzing client's physiological needs and prescribing appropriate strategies for improvement.
- Demonstrate the ability to communicate clearly and effectively in both one-on-one and group settings.
- Demonstrate scientific or business writing skills appropriate to the exercise science/health promotion discipline.
- Demonstrate a level of information literacy and resourcefulness necessary to remain current in the discipline.
- Demonstrate appropriate professional behavior necessary for success.

## REQUIREMENTS FOR THE MAJOR IN EXERCISE SCIENCE & HEALTH PROMOTION

### Literacy Requirements:

Quantitative Literacy - MAT 118 - Introduction to Statistics

Science Literacy course - BIO 101 - Biological Science I

*Students interested in pursuing a DPT or MSAT after graduation should consider taking BIO 102 and Physics I and II as electives. MAT 117 is required for Physics I.*

<b>Major requirements:</b>	<b>Credits</b>
BIO 230 - Human Anatomy and Physiology I**	4
BIO 231 - Human Anatomy and Physiology II	4
ESH 110 - Exercise Science & Health Promotion Seminar	1
ESH 201 - Aging, Physical Activity, and Health	3
ESH 220 - Health Promotion/Disease Prevention	3
ESH 225 - Fundamentals of Exercise Physiology	3
ESH 319 - Personal Training and Group Exercise Instruction	2
ESH 360 - Body Composition and Nutrition	3
ESH 370 - Laboratory Methods in Exercise Science	3
ESH 410 - Kinesiology	3
ESH 440 - Care and Prevention of Athletic Injury	3
ESH 450 - Research Methods and Statistics	3
ESH 470 - Methods of Exercise Testing and Exercise Prescription	3
ESH 388 - Senior Internship*	3
ESH 488 - Senior Internship*	4
PED 111 - First Aid and CPR	1
<b>Subtotal</b>	<b>46</b>
<b>REQUIRED COURSES FOR SPORTS SCIENCE TRACK</b>	<b>Credits</b>
ESH 340 - Metabolic and Biochemical Aspects of Physical Activity	3
ESH 350 - Cardiovascular Physiology/PathoPhysiology	3
CHE 111 - General Chemistry I	4
CHE 112 - General Chemistry II <i>OR</i>	4
PHY 101 - General Physics I	
BUS 120 - Principles of Business <i>OR</i>	3
MKT 230 - Principles of Marketing	
MAT 117 - Algebra and Trigonometry	3
<b>Total for Sports Science track</b>	<b>20</b>
<b>Total credits for major</b>	<b>66</b>

**REQUIRED COURSES FOR HEALTH AND WELLNESS MANAGEMENT TRACK** **Credits**

BUS 120 - Principles of Business	3
ESH 465 - Health and Wellness Programming	3
MKT 230 - Principles of Marketing	3
HSC/PBH 220 - Communication for Healthcare Professionals <i>OR</i>	
WNA 340 - Public Speaking	3

Three of the following five courses:

- BUS 164 - Leadership and Supervisory Skills 3
- BUS 232 - Sports Management 3
- BUS 236 - Sports Facilities Management 3
- HRM 310 - Training and Development 3
- PSY 316 - Health Psychology 3

**Total for Health and Wellness Management track** **21**

**Total credits for major** **67**

\*Satisfies Writing Literacy and Diversity, Equity, and Inclusion Major Bridge Areas.

\*\*Satisfies Interdisciplinarity Major Bridge Area.

**REQUIREMENTS FOR THE MINOR IN EXERCISE SCIENCE & HEALTH PROMOTION** **Credits**

ESH 220 - Health Promotion/Disease Prevention	3
ESH 225 - Fundamentals of Exercise Physiology	3
ESH 201 - Aging, Physical Activity, and Health	3
ESH 360 - Body Composition and Nutrition	3
ESH 370 - Laboratory Methods in Exercise Science	3
ESH 465 - Health and Wellness Programming	3

**Total credits for minor** **18**

**SENIOR INTERNSHIPS**

All students majoring in Exercise Science and Health Promotion will complete ESH 388 (3 credits) and EHS 488 (4 credits) internship classes senior year. Seniors can register for internship classes in two separate experiences of 120 and 160 hours per semester or register for both internship classes together for one experience of 280 hours in that semester. This experience is designed to be practical, providing students the opportunity to use the concepts, techniques, and theories learned in the classroom in a professional setting unique from previous or current employment. To be eligible for an off-campus internship in Exercise Science and Health Promotion, students must have a 2.5 minimum GPA in the major at the conclusion of the semester prior to the semester interviews being completed. Internship(s) must be completed at the end of the student’s degree requirements. It should be among the last course the student completes before graduation. No classes can be completed after the internship. If internships are split over two semesters, then it should be completed during the last two consecutive semesters. Students are not permitted to pursue an internship at a current or previous employment place. If an intern is terminated from their internship by the site supervisor, the student will earn an “F” for the internship grade.

- For spring placements (January-May), internship interviews for a spring placement are conducted in the previous fall semester.
- For fall placements (September-December), internship interviews for a fall placement are conducted during the previous spring semester.
- For summer placements (May-August), internship interviews for a summer placement are conducted in the previous spring semester.

### **ARTICULATION AGREEMENTS WITH PROFESSIONAL PROGRAMS**

Please consult the Department Chair for more information on admission and academic criteria to participate in these programs.

#### **Physical Therapy (D.P.T.)**

Cabrini University and Widener University have an articulation agreement that facilitates the transfer of qualified Cabrini students in the Sports Science Track of the Exercise Science and Health Promotion major to the Physical Therapy doctoral program at Widener University. These students spend three years at Cabrini and three years at Widener and earn joint 3+3 B.S./D.P.T. degrees (Bachelor of Science in Exercise Science and Health Promotion and Doctor of Physical Therapy).

#### **Master of Science in Athletic Training**

Cabrini University and Jefferson University have an articulation agreement that facilitates the transfer of qualified Cabrini students in the Sports Science Track of the Exercise Science and Health Promotion major to the Master of Science in Athletic Training at Jefferson University. These students spend three years at Cabrini and two years at Jefferson University and earn joint 3+2 B.S./M.S. degrees (Bachelor of Science in Exercise Science and Health Promotion and Master of Science in Athletic Training).

Cabrini University and Neumann University have a preferred acceptance agreement that facilitates the transfer of qualified Cabrini students in the Sports Science Track of the Exercise Science and Health Promotion major to the Master of Science in Athletic Training at Neumann University.

#### **Master of Science in Occupational Therapy**

Cabrini University and Gwynedd Mercy University have an articulation agreement that facilitates the matriculation of qualified Cabrini students into the Master's in Occupational Therapy program at Gwynedd Mercy University. As part of this agreement, Gwynedd Mercy will guarantee an interview for the top three MSOT applicants from Cabrini University who meet the admissions criteria each year.

### **Health Science**

The Health Science curriculum emphasizes foundational coursework in biology, chemistry, mathematics, and the social sciences, coursework in the applied health sciences, and course content that introduces students to specialty topics such as health care ethics, politics, and management. Students can declare this major upon successful completion of BIO 101. On occasion, the student can declare the major if currently enrolled in BIO 101. HSC students cannot double in ESH or PBH but can minor in either.

The Health Science major is designed to be interdisciplinary, with coursework coming from areas outside the natural sciences, such as psychology and sociology. There is opportunity to tailor the program using the approved list of electives to achieve the desired post-bachelor's goal that could include graduate school in physical therapy,

occupational therapy, physician assistant, nursing, optometry, and pharmacy, among other areas. It also prepares students for entry-level career opportunities in a variety of health and medical settings including hospitals, community agencies, social services, and the medical insurance industry.

The major includes a senior capstone experience and a health professions internship. Requirements, procedures and other details pertaining to these experiences will be provided to declared majors.

### LEARNING OUTCOMES

Health Science majors will:

- Demonstrate an understanding of foundational biological, chemical, and pathophysiological concepts necessary for success in application based health science courses.
- Effectively apply health care models, theories, and tools to issues impacting health care delivery, financing, quality and management challenges.
- Demonstrate an understanding of the multiple determinants of health, health principles, and the core functions of health, including the roles of federal, state and local governments necessary to deliver equitable health care.
- Communicate effectively and appropriately current health-related and medical ideas, arguments, and conclusions to a wide range of audiences, from providers, patients, families, caregivers, to diverse communities via health strategies.
- Develop strategies for initiating and/or maintaining activities that promote health through individual behavior, civic community engagement, and/or environmental stewardship.

### REQUIREMENTS FOR THE MAJOR IN HEALTH SCIENCE

Students in the Health Science major may not double major with any other program in the Department due to the overlapping nature of this program's curriculum. Students may earn minors in other programs in the department if at least 3 courses (9+ credits) they take to complete the minor are unique from their major course requirements.

#### Literacy Requirements:

Quantitative Literacy - MAT 118- Introduction to Statistics

Science Literacy courses - BIO 101 - Biological Science I

<b>Degree Requirements</b>	<b>Credits</b>
HSC 101, 201, 301 - Health Professions Seminar	3
BIO 102 - Biological Science II	4
BIO 230*** & BIO 231 - Anatomy and Physiology I & II	8
CHE 111 & 112 - General Chemistry I & II	8
MAT 117 - Algebra and Trigonometry	3
ESH 220 - Health Promotion and Disease Prevention	3
HSC 220 - Communication for Health Care Professionals	3
HSC 230 - Medical Terminology	3
HSC 320 - Health Systems Organizations **	3
HSC 330 - Pathophysiology and Treatment of Disease	4
HSC 400 - Health Professions Capstone *	3
HSC 488 - Health Professions Internship	3
PED 111 - First Aid and CPR	1
HSC Electives^	9 - 12
<b>Total credits for major</b>	<b>58-61</b>

^Health Science Major List of approved electives

Electives must be selected from at least two disciplines.

BIO 173 or BIO 263 - Genetics

BIO 308 - General Microbiology

BIO 318 - Virology

BIO 331 - Neuroscience

BIO 350 - Topics in Biology: Environmental Health, Diseases of the Human Body, etc.

BIO 351 - Biochemistry of Cancer

BIO 420 - Immunology

BIO 430 - Developmental Biology

BIO/CHE 440 - Biochemistry I

BIO/CHE 441 - Biochemistry II

CHE 211 - Organic Chemistry I

CHE 212 - Organic Chemistry II

NTR 250 - Introduction to Nutrition

PBH 270 - Introduction to Public Health

PHY 101 - General Physics I

PHY 102 – General Physics II

PSY 203 - Developmental Psychology I

PSY 204 – Developmental Psychology II

PSY 316 - Health Psychology

SOC 215 - Introduction to Sociology: Race, Class and Gender

SOC 334 - Special Topics, Sociology of Health

\*Satisfies Writing Literacy Major Bridge Area.

\*\*Satisfies Diversity, Equity, and Inclusion Major Bridge Area.

\*\*\*Satisfies Interdisciplinarity Major Bridge Area.

## **SENIOR INTERNSHIPS**

All students majoring in Health Science complete HSC 488 (3) internship class senior year, which includes a total of 120 hours for the semester. This experience is designed to be practical, providing students the opportunity to use the concepts, techniques, and theories learned in the classroom in a professional setting unique from previous or current employment. To be eligible for an off-campus internship in Health Science students must have a 2.5 minimum GPA in the major at the conclusion of the semester prior to the semester interviews are completed. Internship(s) must be completed at the end of the student's degree requirements. It should be among the last course the student completes before graduation. No classes can be completed after the internship. Students are not permitted to pursue an internship at a previous or current employment place. If an intern is terminated from their internship by the site supervisor, the student will earn an "F" for the internship grade.

## **Public Health**

The Centers for Disease Control defines public health as the science of protecting and improving the health of families and communities through promotion of healthy behaviors, research for disease and injury prevention, and detection and control of infectious diseases. Overall, public health is concerned with protecting the health of entire populations that can be as small as a local neighborhood or as big as an entire country or region of the world. Public health professionals strive to prevent problems from happening or recurring through implementing educational programs, recommending policies, administering services, and conducting research-

in contrast to clinical professionals like doctors and nurses, who focus primarily on treating individuals after they become sick or injured. Public health also works to limit health disparities. A large part of public health is promoting healthcare equity, quality, and accessibility. Students can declare this major upon successful completion of BIO 101. On occasion, the student can declare the major if currently enrolled in BIO 101. PBH students cannot double major in HSC or ESH but can minor in the ESH.

The five core public health disciplines include 1) biostatistics, 2) epidemiology, 3) health policy, 4) the social and behavioral sciences, and 5) environmental health sciences. Using an interdisciplinary approach, the Public Health major has been designed to address all five core areas.

Students completing the major will be well prepared to enter professional/graduate programs, such as ones leading to a Master's in Public Health (MPH) certification. Students will be equally prepared to enter the workforce, with job prospects in public and community health, health management or administration, health education, medicine, health programming, epidemiology, or other types of health-related research.

### **Skills Learned**

The following 11 learning outcomes are identified for bachelor's level programs in Public Health and will be met through completion of a combination of courses at Cabrini.

Students will understand:

- The history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
- The basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice
- The concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations
- The underlying science of human health and disease including opportunities for promoting and protecting health across the life course
- The socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
- The fundamental concepts and features of project implementation, including planning, assessment, and evaluation
- The fundamental characteristics and organizational structures of the U.S. health system, as well as the differences in systems in other countries
- The basic concepts of legal, ethical, economic, and regulatory dimensions of healthcare and public health policy and the roles, influences, and responsibilities of the different agencies and branches of government
- The basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

Students will demonstrate:

- The ability to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences
- The ability to locate, use, evaluate, and synthesize public health information

## REQUIREMENTS FOR THE MAJOR IN PUBLIC HEALTH

### Literacy Requirements:

Quantitative Literacy - MAT 118 - Introduction to Statistics  
Science Literacy course - BIO 101 - Biological Science I

Degree requirements	Credits
PBH 101, 201, 301 - Health Professions Seminar Series	3
PBH 218 - Introduction to Statistics and Research in Public Health	3
PBH 220 - Communication for Health Care Professionals	3
PBH 270 - Introduction to Public Health	3
PBH 320 - Health Systems Organization**	3
PBH 360 - Health Programming and Education	3
PBH 370 - Epidemiology	3
PBH 400 - Health Professions Senior Capstone*	3
PBH 470 - Global Health Issues	3
PBH 488 - Health Professions Internship	3
BIO 171 - Environmental Health	3
ESH 220 - Health Promotion and Disease Prevention	3
POL 205 - Introduction to Political Science	3
SOC 215 - Introduction to Sociology: Race, Class and Gender***	3
^Public Health Electives	18
<b>Total credits for major</b>	<b>60</b>

^ Public Health Major Electives - As Public Health is an interdisciplinary major, students may select electives from a wide variety of departments depending on their ultimate career/graduate school goals. Courses must be approved by the Department Chairperson. Courses must be related to one of the five major public health core themes. Select courses may be chosen from the following headings: BIO, CHE, ESH, POL, PHI, PSY, SOC, SOW. The five core public health areas include 1) biostatistics, 2) epidemiology, 3) health policy, 4) the social and behavioral sciences, and 5) environmental health sciences.

\*Satisfies Writing Literacy Major Bridge Area.

\*\*Satisfies Diversity, Equity, and Inclusion Major Bridge Area.

\*\*\*Satisfies Interdisciplinarity Major Bridge Area.

## SENIOR INTERNSHIPS

All students majoring in Public Health complete PBH 488 (3) internship classes senior year, which equates to a total of 120 hours per semester. This experience is designed to be practical, providing students the opportunity to use the concepts, techniques, and theories learned in the classroom in a professional setting unique from previous or current employment. To be eligible for an off-campus internship in Public Health students must have a 2.5 minimum GPA in the major at the conclusion of the semester prior to the semester interviews are completed. Internship(s) must be completed at the end of the student's degree requirements. It should be among the last course the student completes before graduation. No classes should be completed after the internship. Students are not permitted to pursue an internship at a current or previous employment place. If an



intern is terminated from their internship by the site supervisor, the student will earn an “F” for the internship grade.

### **REQUIREMENTS FOR THE MINOR IN PUBLIC HEALTH**

Minors would be expected to complete six courses in the discipline and require 18 credits of coursework. All students would enroll in three common courses and then three PBH electives (or others with approval of the Department Chairperson), so they can tailor the minor to suit their career interests. Students would have had to complete MAT 118 (or an equivalent/higher level statistics course) as a core curriculum requirement prior to beginning the minor curriculum. The sequence of course offerings would allow students to complete the minor requirements within one year.

PBH 218 - Statistics and Research for Health Professionals (3)

PBH 220 - Communication for Health Care Professionals (3)

PBH 270 - Introduction to Public Health (3)

PBH 310 - Racism: Beyond Black and White (3)

PBH 360 - Health Programming and Education (3)

ESH 220 - Health Promotion and Disease Prevention (3) **OR**

One additional course selected from 200-level or higher coursework in ESH, PBH, POL, SOC, SOW that are approved by Department Chair or Program Coordinator. Courses must be related to one of the five major public health core themes. (3)

Overall, students may not take more than two courses in any one discipline (e.g. ESH) to earn the minor, with the exception of PBH courses. In addition, students majoring in any major within this department must take at least 3 distinct courses that are not already part of their required major coursework.

### **ARTICULATION AGREEMENTS WITH PROFESSIONAL PROGRAMS**

Please consult the Department Chair for more information on admission and academic criteria to participate in these programs.

#### **Master of Science in Occupational Therapy**

Cabrini University and Gwynedd Mercy University have an articulation agreement that facilitates the matriculation of qualified Cabrini students into the Master’s in Occupational Therapy program at Gwynedd Mercy University. As part of this agreement, Gwynedd Mercy will guarantee an interview for the top three MSOT applicants from Cabrini University who meet the admissions criteria each year.

#### **Master of Public Health**

Cabrini University and Gwynedd Mercy University have an articulation agreement that facilitates the matriculation of qualified Cabrini students into the Master’s in Public Health program at Gwynedd Mercy University. As part of this agreement, Gwynedd Mercy will provide Cabrini students an expedited review by the MPH program admission committee and guaranteed admission to the program, provided all admission criteria have been met. Students may pursue any undergraduate major at Cabrini University.

## **History and Political Science Department**

### **Programs of Study and Curriculum Requirements**

#### **American Studies**

The American Studies program explores the values of the peoples of the United States and the Americas through cultural expressions—their history, art, folklore, politics, social mores, and literatures.

In American Studies, we emphasize an interdisciplinary perspective: drawing on traditions of thought and action from the humanities and social sciences and exploring diverse peoples, theories, methods, materials, texts, and resources.

The program probes assumptions about “nationalism,” investigates what it means to be “American,” and considers how national identities are expressed.

The interdisciplinary curriculum prepares students to be creative problem-solvers by incorporating many perspectives and using multiple tools for analysis- useful skills for thinking about the contemporary world.

The variety of courses develops skills in critical thinking, research, writing across the disciplines, and the handling of diverse forms of evidence—skills vital for effective communication and decision-making in many professional contexts, including business, psychology, education, social services, science, law, medicine, research, and communications.

American Studies offers students opportunities to explore a wealth of careers as educators, historians, lawyers, doctors, politicians, business leaders, policy analysts, government and arts administrators, advocates, writers, editors, and information managers, to name but a few.

At Cabrini University, the American Studies program works especially well with majors in History, Political Science, Religious Studies, or Writing, as well as with majors in the professions of Education, Graphic Design, Communications, and Social Work.

The program includes specially designed introductory and upper-level courses taught by faculty committed to the use of wide-ranging and interdisciplinary sources in examining the American experience—the drama and diversity of America’s past and present, as well as its values, habits, character, and forms of artistic expression. The training in cultural sensitivity and awareness informs human relations in many fields and careers.

#### **LEARNING OUTCOMES**

American Studies students will:

- display an understanding of the importance of the plurality of cultural expression in the shaping of American cultures
- articulate, orally and in writing, an understanding of the theories of interdisciplinarity and interdisciplinary research
- display a working knowledge of the values and limitations of both primary and secondary sources in conducting historical research and be able to apply critical-thinking skills to discern between “legitimate” and “superfluous” sources

- demonstrate an understanding of how heritage affects the daily lives of Americans
- demonstrate an ability to discern among the major “schools of thought” used by American Studies scholars and to use a variety of schools of thought to analyze and interpret cultural data and information

<b>REQUIREMENTS FOR THE MINOR IN AMERICAN STUDIES</b>	<b>Credits</b>
AST 109 - Introduction to American Studies <i>OR</i>	
AST 205 - History of Art and Protest	3
AST 336 - Engaged Ethnography	3
Four electives from categories below (with at least three credits at 300-level or above) chosen from at least three of the four categories (see list of electives below)	12
<b>Total credits for minor</b>	<b>18</b>

### **Special Requirements**

A GPA of 2.33 (C+) is required in courses for the minor.

### **ELECTIVES**

#### **American Institutions**

- AST 310 - Introduction to Museum Studies
- BLK/AST 378 - Jackie Robinson, Race, and American Sports
- GBS 335 - Images of Women in Literature and Media
- H-HIS/PHI 309 - Honors History/Philosophy: Baseball and the American Tradition
- H-HIS 315/HIS 315 - The Civil War
- HIS 331 - Early and Antebellum Republic
- HIS 409 - American Colonial History
- HIS 410 - Twentieth Century United States History
- HIS 419 - The History of Women’s and Gender Studies
- HIS/POL 420 - United States Military and Diplomatic Studies
- PHI 232 - Criminal Justice Ethics
- POL 310 - The Judicial System and Process
- POL 330 - State and Local Government
- RELS 214 - The Catholic Church in America
- RELS 223 - Church and State: A U.S. Perspective
- SOC 215 - Introduction to Sociology: Race, Class, & Gender
- SOC 302 - Race and Ethnic Relations
- SOW 301 - History of Social Policy and Services
- SOW 402 - Social Welfare Development, Policy, and Services

#### **Cultures of the Americas**

- AST 206 - Conflict and Cooperation
- AST/HIS 250 - Capoeira and the Arts of Resistance
- AST 317 - Modern American Popular Culture
- BLK 124 - Introduction to Black Studies
- BLK/HIS 211 - African-American History from 1619 to 1877

- BLK/HIS 212 - African-American History from 1877 to the Present
- GBS 290 - Literary Theory and Cultural Studies
- HIS 251 - Latin American History from Colonization to 1800
- HIS 252 - Latin American History from 1800 to the Present
- H-LAN/ H-SPA 301 - Honors Language/Spanish: Don Quixote & the Art of Imagination (Class is taught in English)
- PHI 220 - American Political Philosophy
- RELS 306 - African-American Religions
- RELS 312 - Sects and Cults in American Religion
- SOW 211 - Skin Deep: Exposing Values in Beauty Culture
- SOW 301 - Social Structures: Historical and Practical Engagement with Difference
- SPA 303 - History of Spanish Civilization (Class is taught in Spanish)
- SPA 304 - History of Spanish American Civilization (Class is taught in Spanish)
- SPA 307 - Survey of Spanish American Literature I (Class is taught in Spanish)
- SPA 308 - Survey of Spanish American Literature II (Class is taught in Spanish)
- WNA 229 - Immigrant Authors: The Literature of Transition
- WNA 358 - Harlem Renaissance

#### **American Stories, Beliefs, and Thoughts**

- AST/SOW 203 - Values, Conflicts and Community in Popular Stories
- AST 217 - Dreams in Popular Culture
- BLK 396 - Black Folklore and Folklife
- BLK 435 - Gender and Black Protest
- BLK 436 - Black Power
- MUS 206 - American Music
- FNA 305 - American Art History
- H-PHI 310 - Honors Philosophy: American Philosophy
- PHI 225 - Philosophy of Sport
- POL 213 - Constitution of the United States
- POL 316 - The American Presidency
- POL 317 - American Political Parties
- POL 318 - The Federal Judiciary
- RELS 111 - Faith and Justice
- RELS 215 - Religion and the Civil Rights Movement
- RELS 221 - Religion in America I
- RELS 225 - Catholic Social Thought and Practice
- RELS 305 - Contemporary Issues in American Catholicism
- RELS 318 - Thomas Merton: Man, Mystic. Prophet
- SOC/RELS 330 - Sociology of Religion
- WNA 358 - Harlem Renaissance

#### **Everyday Arts and Labor**

- AST 324 - Martial Arts Experience
- BLK 321 - Media and Civil Rights
- BLK 335 - Spike Lee's America

- FNA 208 - Jazz and Its Heritage
- FNA 209 - Art of Philadelphia
- H-REL 220 - Honors Religious Studies: Religious Folklife
- SOW 210 - Introduction to Social Work
- WNA 219 - Contemporary African-American Literature
- WNA 254 - African-American Literature

## **Black Studies**

The Black Studies program evolved out of Cabrini University's mission to be welcoming to "learners of all faiths, cultures, and backgrounds." The program is also a response to student requests for coursework on the African Diaspora.

The Black Studies program expands the University's capacity to offer a more inclusive curriculum that connects with the intellectual and cultural heritage of people of African descent. Advisement and coordination of the program are conducted in the History and Political Science Department.

As an interdisciplinary field, Black Studies draws on history, political science, sociology, psychology, literature, philosophy, and critical race theory, to name a few. It examines black America's historical, as well as present social, economic, and political realities. An essential element to Black Studies is students' application of their knowledge and skills to address the issues faced by people of African descent. Thus, Black Studies is a problem-driven, and solution-oriented discipline.

Professionally, Black Studies is an especially important field of study because the knowledge, skills, and abilities that students obtain in the program are transferable to all careers, and they are desired by employers.

In Black Studies, students learn how to think critically about issues, identify problems, and think creatively about solving them. Additionally, students learn how to communicate effectively (both orally and in writing), and how to interact with other people in cross-cultural, and culturally sensitive ways.

Some of the career fields in which Black Studies graduates will be prepared to enter are:

- Management and Industry (cultural resources office/diversity office)
- Communication and Media (media relations specialist)
- Education (student affairs)
- Non-Profit/Advocacy (Peace Corps)
- Government/Politics (political analyst; civil service)

Because the Black Studies program is interdisciplinary, students will find that they may also be able to declare a major or minor in other programs, such as Communications, Education, Writing, History, Political Science, Religious Studies, and Social Work.

In the Black Studies program, students will explore a variety of subjects and concepts, such as:

- Afrocentricity
- Black Aesthetics
- Black Feminism
- Cultural Studies

- Diasporic Studies
- Demographics
- Interdisciplinary Methodology
- Intersectionality
- Movement and Performance Arts
- Pan-Africanism
- Social Construction

## LEARNING OUTCOMES

Black Studies students will:

- apply theories (including critical race theory) to their analysis and synthesis of data (primary and secondary sources)
- apply analytical skills and content knowledge to social justice causes of their choice
- display a working knowledge of various research methodologies
- develop career skills, specifically how to communicate effectively both orally, and in writing
- demonstrate an enhanced cultural awareness and cultural sensitivity of people of African descent

REQUIREMENTS FOR THE MINOR IN BLACK STUDIES	Credits
BLK 124 - Introduction to Black Studies (V)	3
BLK/HIS 427 - The Struggle for Black Equality (or some other 300- or 400-level coursework as approved by department chair, or Black Studies coordinator)	3
Electives (from at least two different prefixes)	12
<b>Total Credits for Minor</b>	<b>18</b>

See American Studies, Black Studies, Writing and Narrative Arts, Fine Arts, History, Political Science, Psychology, Sociology, and Social Work for course descriptions.

- AST/HIS 250 - Capoeira and the Art of Resistance
- AST 324 - Martial Arts Experience
- BLK 335 - Spike Lee's America (A)
- BLK 378 - Jackie Robinson, Race, and American Sports
- BLK 396 - Black Folklore and Folklife
- CRM 330 - Class, Race, Gender, and Crime
- FNA 133 - Jazz/Hip-Hop Dance
- BLK/HIS 211 - African American History from 1619 to 1877 (H)
- BLK/HIS 212 - African American History from 1877 to the Present (I)
- HIS 251 - Survey Latin American History from Colonization to 1800 (H)
- HIS 252 - Survey Latin American History from 1800 to the Present
- BLK/HIS 261 - Introduction to African History
- BLK 321 - Media and Civil Rights
- BLK 333 - Pro-seminar: Applying Black Studies
- HIS 411 - Gloria Richardson and Freedom
- BLK/HIS 424 - Comparative Slavery
- BLK 435 - Gender and Black Protest

- BLK 436 - Black Power
- BLK/POL 202 - African Politics
- PSY 370 - African-American Psychology
- SOC 215 - Introduction to Sociology: Race, Class, and Gender (I)
- SOC 302 - Race and Ethnic Relations
- SOW 211 - Skin Deep: Exposing Values in Beauty Culture (V)
- SOW 301 - Social Structures (H)
- WNA 219 - Contemporary African-American Literature (H)
- WNA 254 - African American Literature (H)
- WNA 358 - Harlem Renaissance

Note: Students may petition the chair of History and Political Science, or the Black Studies coordinator to substitute up to six credits of relevant coursework from outside of the list of approved courses for the Black Studies minor.

### Environmental Studies

Environmental Studies is an interdisciplinary minor that provides the opportunity for students from any major to study the environmental issues that are integral to the way we live today and the impacts our actions will have on the future.

As environmental issues are inherently interdisciplinary, drawing from multiple disciplines (including the sciences, social sciences, and humanities) enable students to choose a combination of courses that fit with their interests and goals.

To fulfill the requirements of the minor, students must complete six courses from two groups of courses (for a total of 18-20 credits, depending on the courses selected); two from Group One and four from Group Two.

REQUIREMENTS FOR THE MINOR IN ENVIRONMENTAL STUDIES	Credits
<b>Required Courses Group One</b> (Select two)	
• BIO 171 - Biological Perspectives of Environmental Science	3
• BIO 348 - Ecology	4
• CHE 173 - Science and Society	3
• CHE 111 - General Chemistry I	4
<b>Required Courses Group Two</b> (select four)	
• COM 301 - Special Topics: Environmental Communication	3
• ECO 212 - Environmental Economics	3
• ECG 100 - Sustainable Communities	3
• ECG 200 - Watershed Citizenship	3
• PHI 326 - Environmental Ethics	3
• POL 272 - Environmental Politics I	3
• POL 273 - Environmental Politics II	3
• POL 499 - Independent Study (with approval of the Environmental Studies Minor Council)	3
<b>Total credits for minor</b>	<b>18-20</b>

## Gender and Body Studies

The Gender and Body Studies Minor is housed in the History and Political Science Department and aspires to ground students in the historical, political, and social experiences of women past and present. Students in this program will be versed in the history of gender, sex and/or gender as well as sexual identities in the United States as they examine the range of cultural practices and social influences that shape our perceptions of gender, sexuality, and bodies.

Through this reading and writing intensive program, students will become shrewd interpreters of culture and distinctive communicators in oral and written form. Students who pursue this minor will become critical and creative thinkers who are well-prepared for a variety of careers and graduate study.

Any student who wishes to declare a minor in Gender and Body Studies should see the Chair of the History and Political Science Department and should consult with the Chair on selecting the courses that meet the minor requirements.

### LEARNING OUTCOMES

Gender and Body Studies minors will:

- demonstrate knowledge about the ways gender and/or gender identity evolved and have shaped people's historical, political, medical, social, religious, and cultural experiences in the United States, past and present
- demonstrate knowledge of the dignity of the person in the Catholic intellectual tradition in relation to bioethics, medical ethics, and contemporary-institutional illustrations of human body
- demonstrate knowledge about the diversity of perspectives women possessed and expressed in the United States, past and present, including but not limited to Abolitionism, the Civil Rights Movement, and the Women's Rights Movement—that aspired to promote a common good
- analyze how societal institutions and power structures impact human experience based on individual sex, gender, race, and body

### REQUIREMENTS FOR THE MINOR IN GENDER AND BODY STUDIES

#### Foundational Courses (12 credits)

Required	Credits
AST 336 - Engaged Ethnography	3
GBS 250 - Introduction to Bioethics, Health-ethics, and Christian Existentialism	3
<b>Choose TWO from the following:</b>	6
HIS 107 - Survey U.S. History I	
HIS 108 - Survey U.S. History II	
BLK/HIS 211 - African-American History from 1619 to 1877	
BLK/HIS 212 - African-American History from 1877 to Present	

#### Women, Religion, Politics, Society & the Arts (6 credits)

<b>Choose TWO from the following:</b>	6
AST 205- History of Art and Protest	
AST/GBS 117 - Playing Like a Girl	
AST/GBS 217 - Dreams in Popular Culture	
BLK 411 - Gloria Richardson & Freedom	



BLK 435 - Gender & Black Protest  
 CRM 330 - Class, Race, Gender, and Crime  
 PSY 358 - Psychology of Gender  
 RELS 117 - Mother Cabrini Faith, Advocacy, & Legacy  
 RELS 123 - Social Catholicism & St. Frances Xavier Cabrini  
 SOW 203 -Values, Conflict, & Community in Popular Stories  
 SOW 212 - Family Violence  
 Or other course work selected in consultation with the Chair of the History & Political Science Department

**Total Credit for Minor** **18**

**History**

The purpose of the history major is to enrich students’ lives through a broader perspective of different times and places, an appreciation of human difficulties and accomplishments, and a realization of the underlying unity of the human experience.

Courses give meaning and integration to historical events, forming a basis for understanding contemporary issues. The curriculum helps develop habits of open inquiry, patient pursuit of truth, and objective, critical judgment. History majors offer a variety of career options in business, government at all levels, law, teaching, and archival professions.

Students must select from at least one of two tracks of study (United States History or World History).

**LEARNING OUTCOMES**

History majors will:

- demonstrate knowledge of and the ability to distinguish among various cultures as they exist and have existed around the world
- demonstrate an understanding of historical ideas, events, and people who influenced society
- display an understanding of and an aptitude in using commonly accepted historical research methodologies
- articulate the values and limitations of various historical “schools of thought” as they relate to interpreting events and phenomenon
- demonstrate a working knowledge of how “difference” (in all its forms) affects historical interpretation

**SPECIAL REQUIREMENTS**

A GPA of 2.33 (C+) is required in history courses for the major.

**REQUIREMENTS FOR THE MAJOR IN HISTORY**

<b>Required Courses for United States History Track</b>	<b>Credits</b>
Both US Survey Courses:	6
HIS 107 - Survey of United States History I	
HIS 108 - Survey of United States History II	

One Additional Survey Course to meet the Diversity, Equity,  
and Inclusion Major Bridge Requirement: 3  
 BLK/HIS 211 - African American History 1619 to 1877  
 BLK/HIS 212 - African American History 1877 to Present  
 HIS 251 - Survey of Latin American History from Colonization to 1800  
 HIS 252 - Survey of Latin American History from 1800 to the Present

Interdisciplinarity Major Bridge Requirement: 3  
 SPA XXX - Determined by Placement Results  
 Another Course Selected with Consultation of Department Chair

Writing Literacy Major Bridge Requirement: 3  
 HIS 487 - Historiography Seminar

HIS Electives: 15  
 At least six credits at the 300-level  
 At least three credits at the 400-level

**Total credits for major 30**

**Required Courses for World History Track Credits**

Both World Survey Courses: 6  
 HIS 198 - Survey World History I  
 HIS 199 - Survey World History II

One US Survey OR One European Survey Course: 3  
 HIS 106 - European History in the 20<sup>th</sup> Century  
 HIS 107 - Survey of United States History I  
 HIS 108 - Survey of United States History II

One Latin American Survey Course to meet the Diversity, Equity,  
and Inclusion Major Bridge Requirement: 3  
 HIS 251 - Survey of Latin American History from Colonization to 1800  
 HIS 252 - Survey of Latin American History from 1800 to the Present

Interdisciplinarity Major Bridge Requirement: 3  
 SPA XXX - Determined by Placement Results  
 Another Course Selected with Consultation of Department Chair

Writing Literacy Major Bridge Requirement: 3  
 HIS 487 - Historiography Seminar

HIS Electives: 12  
 At least six credits at the 300-level  
 At least three credits at the 400-level

**Total credits for major 30**

Note: Students may substitute up to six credits of relevant coursework from outside of the major.

## MINOR IN HISTORY

The history and political science department offers a minor in history made up of 18 credits of history courses. Students wishing to minor in history should consult the department chair.

## TEACHING CERTIFICATION

For teaching certification, 34-35 credits are required in professional education courses (specific requirements listed in the secondary education section). Students interested in secondary education certification in social studies (with a concentration in history) are required to take AST 336, HIS 107, HIS 108, HIS 251, HIS 252, HIS 489. The following additional courses are added to the list of history requirements: POL 206, POL 230, and POL 275.

## Political Science

The political science major provides a solid background in the theoretical and analytical concepts of political science and stimulates thought and action so the student can understand, if not control, the political factors that shape destiny.

The study of political science is not viewed as an end, but as a tool, to further the objectives of a humane community. Coursework develops sound research, writing principles, and the impetus to pursue objectively, methods of understanding. Political science majors find a variety of career options in business, government at all levels, law, and teaching.

## LEARNING OUTCOMES

Political Science majors will:

- demonstrate the ability to identify and classify various types of political and economic systems used around the world in the past as well as those being used currently
- apply to a political issue the various patterns and tools of foreign policy as well as the various theories of decision-making
- display a well-founded perspective on contemporary intra- and inter-governmental issues and problems at the domestic and global level
- articulate a critical understanding of the political ideas, theories, and ideologies that brought governmental institutions into being and sustain their existence
- define and analyze the various methods and procedures used by the political system to meet the demands of its citizens

<b>REQUIREMENTS FOR THE MAJOR IN POLITICAL SCIENCE</b>	<b>Credits</b>
Foundations of Political Science:	9
POL 205 - Introduction to Political Science	
POL 261 - Political Ideologies	
POL 315 - Introduction to International Relations	
Diversity, Equity, and Inclusion Major Bridge Requirement:	3
POL 206 - Comparative Government	
Interdisciplinarity Major Bridge Requirement:	3
ECO 131 - Microeconomics	
ECO 132 - Macroeconomics	
PHI 320 - Political Philosophy	
SPA XXX - Determined by Placement Results	

Writing Literacy Major Bridge Requirement: POL 487 - Political Science Methods	3
Political Science Electives:	9
<b>Total credits for major</b>	<b>27</b>

### **SPECIAL REQUIREMENTS**

A GPA of 2.33 (C+) is required in political science courses for the major.

### **MINOR IN POLITICAL SCIENCE**

The history and political science department offers a minor made up of 18 credits in political science. Students wishing to minor in political science should consult the department chair.

### **REQUIREMENTS FOR THE MINOR IN BUSINESS ADMINISTRATION WITH A CONCENTRATION IN PUBLIC ADMINISTRATION**

Departmental requirements for the minor in business administration with a concentration in public administration include POL 213, POL 324, and SOW 402.

### **Articulation Agreement with Widener University- Pre-Law**

Cabrini University and Widener University have an articulation agreement that grants guaranteed admission for the transfer of qualified Cabrini students to either of Widener University's two law schools, Widener University Delaware Law School or Widener University Commonwealth Law School.

Cabrini University students have two options. Students may apply for the 3+3 option in which students spend three years (90+ credits) at Cabrini and three years at one of the Widener Law schools and earn a J.D. (Doctorate of Jurisprudence) degree.

Students may earn a B.A. or a B.S. in their declared major at Cabrini University after completion of the first year at the Widener University Law School by completing specific general education and major courses while at Cabrini.

The University's general fees charge applied to the professional study year provides students with access to campus facilities and activities. Any tuition for the professional study year is payable to Widener University.

Students may apply for this 3+3 program after the completion of one semester at Cabrini University. In order to be eligible, students must maintain a 3.0 cumulative G.P.A. (Grade Point Average), achieve a median score on their LSATs (Law School Admission Test), and receive a letter of recommendation from the Cabrini University's Coordinator of the Widener Law program. Coordination of this program and pre-law advising is housed in the History and Political Science Department.

Students from any major may apply for this program, but they must complete all general education and major coursework during their first three years at Cabrini University, or, for transfer students, a combination of their time at their previous institution(s) and Cabrini University.

Cabrini University also offers guaranteed admission for a traditional 4+3 program at either of Widener University's two law schools.

Students applying for the 4+3 program must meet the same admission criteria as those applying for the 3+3 program. However, these students will complete all of their coursework at Cabrini University (123+ credits) before moving on to law school.

### **Philosophy Minor**

The philosophy minor helps students respond to every person's primary task: becoming the person he or she would like to be.

Philosophy students develop their own morally coherent identity by studying and questioning what great and wise people before them have said about the nature of the good life. At the same time, they develop critical thinking skills useful in a wide range of careers from law to teaching.

Students minoring in philosophy study historical and contemporary answers to life's fundamental questions and formulate their own answers. This active learning encourages them to become life-long learners and many will go on to graduate school, in philosophy, law, business, public administration and even medicine.

### **LEARNING OUTCOMES**

Philosophy minors will:

- demonstrate an awareness of the power and limits of language to create a difference between appearance and reality by describing and critiquing alternate conceptions of the world, from the ancients through the early moderns to the contemporary
- demonstrate knowledge of major moral theories of Western thought, make clear distinctions between them, and apply them to cases
- use philosophical argument to clarify and move toward resolution of issues of applied ethics and social justice
- demonstrate relevant critical-thinking skills

The **Philosophy minor** is made up of 18 credits in philosophy. Students wishing to minor in philosophy should consult the Religious Studies and Philosophy Program Coordinator.

### **Religious Studies and Social Justice Minors**

#### **Religious Studies**

A minor in Religious Studies is excellent preparation for work in a number of fields in which knowledge of religion is beneficial

<b>REQUIREMENTS FOR THE MINOR IN RELIGIOUS STUDIES</b>	<b>Credits</b>
--	----------------

<b>Developmental Courses</b>	
------------------------------	--

(Choose two of the following)	6
-------------------------------	---

RELS 109 - Morality Matters	
-----------------------------	--

RELS 110 - The Search for Meaning	
-----------------------------------	--

RELS 121 - Introduction to the Christian Tradition	
--	--

RELS 214 - The Catholic Church in America	
---	--

**The Catholic Social Justice Tradition**

(Choose one of the following)	3
RELS 111 - Faith and Justice	
RELS 225 - Catholic Social Thought and Practice	
H-REL 301 - Honors Religious Studies: Heroes of Conscience	
RELS 316 - Liberation Theologies	

**Religion in America**

(Choose one of the following)	3
H-REL 220 - Honors Religious Studies: Religious Folklife	
RELS 221 - Religion in America	
RELS 223 - Church and State: A U.S. Perspective	
H-REL 312 - Honors Religious Studies: Sects and Cults in American Religion	

Religious Studies Electives	6
-----------------------------	---

**Total credits for minor** **18**

**SPECIAL REQUIREMENTS**

No courses in the minor may be taken under the pass/fail option.

The program requires that an average of “C+” or better be maintained by all Religious Studies minors. No Religious Studies course with a grade of “C” or below can be credited to the minor.

**Social Justice**

The social justice minor at Cabrini University is an interdisciplinary program designed to invite students of all majors to explore the principles and structures that promote the common good.

Students study an array of ideas about the meaning and pursuit of social justice as well as the various people and groups who are engaged in projects that are geared to promote justice in local, regional, national, and even global communities.

Many courses in the social justice minor include components that invite students to apply classroom learning to settings in the broader community through direct service, advocacy, and empowerment.

This program takes place in light of the dignity, rights, and responsibilities of all people as affirmed by many faith traditions in the context of the American democratic system and an increasingly interconnected world.

The minor reflects the legacy of Saint Frances Xavier Cabrini, who formed institutions to serve the poor and outcast by drawing upon the resources of the Catholic intellectual and social traditions as well as the resources available within American society.

**Learning Outcomes**

Participation in the social justice minor will foster:

- critical thinking skills that allow students to explore the causes and effects of human suffering
- exposure to principles of faith and civil society that help them interpret these situations

- communication and organizing skills that enable them to act upon that knowledge as members of the campus community and eventually as professionals in their chosen fields

Students will learn the theory and practice that has emerged out of the rich intellectual tradition and the varied practices of the Catholic commitment to social justice that has developed over two millennia. Furthermore, students gain interfaith literacy and interfaith competency through specialized training in these areas.

Course content includes examination of global and domestic application of Catholic Social Teaching, interfaith cooperation for the common good, and student action in the community.

Additionally, students will learn the connection between “faith,” broadly conceived, and “justice,” variously defined, in order to begin to see patterns across diverse groups of people who engage in justice. By studying the rich history of the various motivations and practices of such groups, students will be prepared to think critically and to engage in collaborative work for social justice with an intellectual and scholarly foundation upon graduation from Cabrini University.

Students in this program will gain knowledge, experience, and training to enter into professional service that is already directly related to social justice. They also will see the ways in which their involvement and contribution to society—whatever their vocation according to their discipline—can be oriented toward social justice.

This revised social justice minor has been designed to complement and extend students’ Engagement with the Common Good in the General Education Program and coursework in their major field of study.

<b>REQUIREMENTS FOR THE MINOR IN SOCIAL JUSTICE</b>	<b>Credits</b>
SOJ 150 - Social Justice in Theory and Action	3
SOJ 250 - Social Justice in the Field	3
SOJ 400 - Social Justice in the Academy	3
REL 225 - Catholic Social Thought and Practice	3
REL 111 - Faith and Justice	3
SOJ 401 - Social Justice Seminar	3
<b>Total credits for minor</b>	<b>18</b>

## Mathematics Department

### Programs of Study and Curriculum Requirements

The Mathematics curriculum provides the majors with a solid foundation in both applied and theoretical mathematics. It develops in students, correct and effective reasoning and problem-solving skills for use in business, industry, teaching, or graduate work in Mathematics.

The Mathematics Department offers a Bachelor of Science in Mathematics. Students may opt to pursue a second major in Secondary Education.

### LEARNING OUTCOMES

Mathematics majors will demonstrate:

- a firm understanding of single and multivariable calculus, the foundation courses for higher-level mathematics
- an understanding of mathematical structures and operations and their properties
- the ability to construct clear and concise proofs and possess an understanding of the theoretical underpinnings of mathematical concepts
- an awareness of the many areas of applications of mathematics and an ability to use mathematics as a tool in problem solving and the modeling of physical phenomena
- an ability to analyze numerical data and draw logical conclusions
- an ability to solve multistep problems using sequential reasoning and critical thinking.
- an ability to communicate mathematical ideas in written form clearly to others
- a familiarity with technological tools used in mathematics

REQUIREMENTS FOR THE MAJOR IN MATHEMATICS	Credits
MAT 131 - Calculus II	4
MAT 201 - Introduction to Linear Algebra	3
MAT 215 - Discrete Mathematics	3
MAT 221 - Introduction to Mathematical Proofs <sup>1</sup>	3
MAT 222 - History of Mathematics <sup>2</sup>	3
MAT 225 - Introduction to Technology in Mathematics	1
MAT 230 - Calculus III	4
MAT 231 - Differential Equations	4
MAT 301 - Abstract Algebra	3
MAT 313 - Probability and Statistics	4
MAT 410 - Real Analysis	3
MAT 470 - Capstone	3
CIS 195 - Introduction to Programming	3
PHY 112 - University Physics II <sup>3</sup>	4
Mathematics Elective*	3
<b>Total credits for major</b>	<b>48</b>

Students must take MAT 130 as their Quantitative Literacy requirement unless they place into a higher-level course.

Students majoring in mathematics must take PHY 111 as their Scientific Literacy core course.



\*Students majoring in mathematics must take a mathematics courses of at least three credits at the 200-level or higher.

<sup>1</sup> Fulfills the Writing Literacy Bridge area

<sup>2</sup> Fulfills the Diversity, Equity, and Inclusion bridge area

<sup>3</sup> Fulfills the Interdisciplinarity bridge area

## **MATHEMATICS WITH SECONDARY EDUCATION**

See the Secondary Education major for course requirements for the dual majors in Mathematics and Secondary Education.

Students must take MAT 130 as their Quantitative Literacy requirement unless they place into a higher-level course.

Students majoring in Mathematics must take PHY 111 as their Scientific Literacy core course.

For teaching certification, 39 credits are required in professional education courses. Specific requirements are found in the Secondary Education section.

<b>REQUIREMENTS FOR THE MAJOR IN MATHEMATICS WITH SECONDARY EDUCATION CERTIFICATION</b>	<b>Credits</b>
MAT 131 - Calculus II	4
MAT 201 - Introduction to Linear Algebra	3
MAT 215 - Discrete Mathematics	3
MAT 221 - Introduction to Mathematical Proofs <sup>4</sup>	3
MAT 222 - History of Mathematics <sup>5</sup>	3
MAT 225 - Introduction to Technology in Mathematics	1
MAT 230 - Calculus III	4
MAT 231 - Differential Equations	4
MAT 301 - Abstract Algebra	3
MAT 313 - Probability and Statistics	4
MAT 407 - Geometry	3
MAT 470 - Capstone	3
Mathematics Elective *	3
CIS 195 - Introduction to Programming	3
PHY 112 - University Physics II <sup>6</sup>	4
<b>Total credits for major seeking certification</b>	<b>48</b>

\*Students double-majoring in Mathematics and Secondary Education must take one mathematics course of at least three credits at the 200-level or higher.

<sup>4</sup> Fulfills the Writing Literacy Bridge area

<sup>5</sup> Fulfills the Diversity, Equity, and Inclusion bridge area

<sup>6</sup> Fulfills the Interdisciplinarity bridge area

<b>REQUIREMENTS FOR THE MINOR IN MATHEMATICS</b>	<b>Credits</b>
MAT 130 - Calculus I	4
MAT 131 - Calculus II	4
Mathematics Electives (four mathematics courses, at least 3 credits each, 200 level or higher)	12
<b>Total credits for minor</b>	<b>20</b>

### **SPECIAL REQUIREMENTS**

- A student must maintain an overall GPA of 2.0 in all required courses for the major or minor.
- If the GPA falls below this, the student is placed on probation by the department and has one semester to increase the GPA to the minimum standard.
- Failing this, the student will be dismissed from the program unless he or she gets an extension from the department chair
- No grade lower than a “C-” in a mathematics course will count toward fulfilling the requirements of the major or minor.
- The senior capstone course must be completed at Cabrini.
- The department chair reserves the right to limit the number of major courses that can be taken at other institutions.

### **MATHEMATICS HONORS PROGRAM**

Students who submit an application for Honors and meet the following Mathematics Department requirements will graduate with Honors in the major:

- Active membership in Sigma Zeta
- A minimum overall GPA of 3.0
- A minimum GPA of 3.5 in mathematics courses for the major taken at Cabrini
- Completion of a research project under the supervision of a full-time faculty member of the Mathematics Department and public presentation of the work

## **Psychology and Social Work Department**

### **Programs of Study and Curriculum Requirements**

#### **Psychology**

The course of study for psychology majors is based on a generalist model that is designed to prepare students for a variety of fields within psychology as well as in related disciplines. Heavy emphasis is given to developing skills necessary to function effectively in a field that is based on scientific, empirical research. Students take a wide array of courses fostering laboratory experience, social and developmental skills, and neurological and clinical exposure.

Emphasis is given to psychology as both a natural and social science within the framework of a liberal arts and sciences education. Students may pursue double majors and minors. The department works closely with the sociology, criminology and criminal justice, social work, business, and science programs to enhance the student's career opportunities and allow for diversity of curricula and faculty.

It is important for students who plan careers as professional psychologists to know that graduate training in Psychology is essential. Therefore, heavy emphasis is given to preparing students for future graduate training and specialization in our program.

#### **Psychology Department Mission Statement**

The Psychology Department at Cabrini University works to develop a strong work ethic and inclusive sense of community. Both students and faculty work together to help create a learning environment rich in high quality teaching and education across the arts and sciences, to develop well-rounded individuals to benefit the field of Psychology and the diverse individuals that the discipline serves.

#### **LEARNING OUTCOMES**

The objectives of the psychology major are those prescribed by the American Psychological Association (APA) and include the knowledge, skills, and values consistent with the science and application of psychology.

##### **APA Learning Goals**

- I. Knowledge Base in Psychology
- II. Scientific Inquiry and Critical Thinking
- III. Ethical and Social Responsibility in a Diverse World
- IV. Communication
- V. Professional Development

#### **Cabrini Psychology Major Learning Outcomes**

Students will:

- demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology (APA goals I, III)
- apply basic research methods and the scientific approach to solving problems ethically in psychology, including research design, data analysis, and presentation skills (APA goals II, III, IV)
- use critical thinking to apply psychological principles to personal, social, and organizational issues in a diverse world (APA goals I, II, III)

- acknowledge biological and cognitive underpinnings in understanding the development of diverse thinking and behavior (APA goals I, II, III)
- explore pathways in psychology for career and professional development (APA goal V)

## THE PSYCHOLOGY MAJOR

In general, first-time or first-year students will be accepted to Cabrini University with the psychology major as their “intended” field of study based on criteria set by Cabrini’s Admissions Office. Intended majors should begin by taking PSY 101, Introduction to Psychology. When enrolled, and after completion of one full-time semester (12 or more credits) for first-year students, students must submit a formal application (Declaration of Major Form) to the Department Chair and enroll in PSY 100. All majors must earn “C’s” or better in all required psychology courses. Psychology courses with grades lower than a “C” must be retaken and cannot be used towards requirements for the major.

REQUIREMENTS FOR THE MAJOR IN PSYCHOLOGY	Credits
PSY 100 - Psychology Major Development	1
PSY 101 - Introduction to Psychology	3
PSY 271 - Statistics for the Social Sciences I * ^	3
PSY 300 - Psychology Career Development	1
PSY 341 - Research Methods I^	3
PSY 342 - Research Methods II @ ^	3
PSY 400 - Senior Seminar	3
One DEI Bridge course #	3
One Interdisciplinarity Bridge Course %	3

**Clusters:** Must take each **bolded** cluster required course plus additional 9 credits of psychology electives in any cluster/s:

### Biological Cluster

- **PSY 304 - Brain and Behavior**
- PSY 223 - Essentials of Stress and Coping
- PSY 316 - Health Psychology # %
- PSY 398 - Neuroanatomy of Illness, Injury, and Trauma %
- PSY 401 - Laboratory Experiences in Neuropsychology %
- PSY 404 - Laboratory Experiences in Sensation and Perception

### Clinical and Professional Cluster

- **PSY 309 - Mental Health and Clinical Psychology**
- PSY 266 - Industrial/Organizational Psychology # %
- PSY 275 - Forensic Psychology
- PSY 299 - Sport Psychology %
- PSY 495 - Psychology Internship

### Developmental Cluster

- **PSY 203 - Developmental Psychology I**
- PSY 200 - Explorations in Technology and Human Development

- PSY 204 - Developmental Psychology II #
- PSY 270 - Human Growth and Lifespan Development
- PSY 280 - Media Influences and Psychological Development #
- PSY 345 - Understanding Trauma and Social Emotional Learning #

#### **Cognition and Learning Cluster**

- **PSY 402 - Laboratory Experiences in Learning *OR***
- **PSY 403 - Laboratory Experiences in Cognition**
- PSY 201 - Metacognition for Leadership
- H-PSY 301/H-SPE 301 - The Disability Rights Movement: From Oppression to Empowerment
- PSY 317 - Psychological Perspective of Attitudes and Learning #
- PSY 330 - Children's Mental Health and Learning # %

#### **Personality and Sociocultural Cluster**

- **PSY 202 - Personality Theories**
- PSY 123 - Cultural Psychology #
- PSY 208 - Psychology of Climate Change
- PSY 305 - Social Psychology #
- PSY 358 - Psychology of Gender #
- PSY 370 - African American Psychology #

**Total credits for major**

**44**

\*Required for the psychology major but counts towards the Math Literacy core curriculum requirement.

@ Writing Bridge, # DEI Bridge, % Interdisciplinary Bridge (Bridges cannot double count)

Please note: There are other Psychology elective courses that vary or are less than three credits. Please see course descriptions section for more detail.

^Students with a double major in Criminology or Sociology: 1) Complete PSY 271, instead of SOC 271, to satisfy the Statistics requirement for both majors. 2) Complete SOC 341 and SOC 342 to satisfy the Research Methods requirement for both majors (PSY 341 and PSY 342 will not be required).

#### **TRANSFER STUDENTS**

Transfer students wishing to fulfill the psychology major at Cabrini University may transfer in a variety of psychology coursework. Transfer minors must take at least half (nine credits) of the 18 credits required at Cabrini. Please consult the Department Chair for more information about transferring in coursework.

#### **REQUIREMENTS FOR THE MINOR IN PSYCHOLOGY**

The Psychology Department offers a minor program made up of 18 credits of psychology courses (beginning with the PSY prefix), including PSY101. Students must obtain a "C" average in all psychology courses used to fulfill the minor. Transfer students may count up to nine credits towards the minor. Students wishing more information should consult the department.

## Neuroscience Minor

The Neuroscience minor is offered interdisciplinarily between the Science and Psychology Departments but is open to students of any discipline interested in cutting-edge science and social science research. Laboratory experiences are used in project-based learning, exploring biological underpinnings in psychological phenomena.

The Neuroscience minor is 18+ credits but may require pre-requisite coursework. Please note, the Psychology & Social Work Department requires students to earn a “C” or better in all major and minor courses, while the Science Department requires a “C-“. Please see either Science or Psychology & Social Work Department Chair/s for more information.

REQUIREMENTS FOR THE MINOR IN NEUROSCIENCE	Credits	
<b>Required Courses (12-13 credits):</b>		
BIO 177 - Health and the Human Body <b>OR</b>	3	(Non-Science Majors)
BIO 206 - Cell and Molecular Biology	4	(Science Majors)
BIO 331 - Neuroscience	3	
PSY 304 - Brain and Behavior	3	
PSY 398 - Neuroanatomy of Illness, Injury, & Trauma	3	
<b>Elective Courses (any 6 credits):</b>		
BIO 173 - Genetics and Heredity	3	
ESH 230 - Introduction to Biomechanics	3	
BIO/PSY 350 - Topics in Neuroscience	3	
PSY 401 - Lab Experiences in Neuropsychology	3	
R-PSY/R-BIO 466 - Independent Undergraduate Research	3	
<b>Total credits for minor</b>	<b>18-19</b>	

*Note: Pre-Requisite courses include PSY101 and completing quantitative literacy course(s) for prospective major. Students who minor in Psychology and Neuroscience can only apply 1 Psychology course or 3-PSY credits towards both minors.*

## PSI CHI - International Honor Society

Psi Chi is an international honor society with the purpose to advance the science of psychology and to stimulate and encourage scholarship in all fields, especially psychology.

To apply for candidacy in the organization, students must be a psychology major or minor, have completed a minimum of 9 credits in psychology, have to have completed 3 semesters in college (including at least 9 credits at Cabrini University), and have a cumulative overall GPA of 3.3 and Major GPA of 3.4 or higher (which represents the top third of the class). A one-time, lifetime membership fee of \$55 required to join.

Officers are elected to serve. See Psi Chi Advisor, Dr. Chris Holland, for more information.

**Honors in the Major** is achieved through acceptance into Psi Chi and completion of the Honors Research Practicum (R-PSY 466). Students often also present their research at local and/or national conferences.

The **Psychology Department Award** is presented each Spring to a graduating senior, considering GPA and service to the Department.

## **PSYCHOLOGY CLUB**

The Psychology Club allows students to connect to the world of psychology outside of the classroom. All students are welcome to join the Psychology Club and participate in the club's events.

The club hosts a year-long event, the Psychology Symposium Series that includes trips, symposia, and movie nights to discuss the day-to-day implications of psychology in our lives.

Club members may also attend the Eastern Psychological Association's annual conference to expand on their academic study of psychology.

Officers are elected to serve. See Psychology Club Advisor, Dr. Emily Slonecker, for more information.

## **ADDITIONAL INFORMATION**

For additional information on the Psychology Department including the department mission statement, department policies, department grading scale, and department research pool information, as well as other helpful information, please refer to the current [Psychology Department Handbook](#).

## **Social Work**

The Bachelor of Social Work (BSW) program is accredited by the Council on Social Work Education. Social Work majors may earn a bachelor of social work degree, enabling them to begin professional generalist social work practice or to pursue graduate education.

Social Work courses are structured and sequenced to prepare students with the knowledge, skills, and readiness for entry into the social work field or to pursue graduate education.

The mission of the Cabrini University Social Work Program is to prepare students for generalist professional practice grounded in social work's purpose to promote human and community well-being and quality of life for all people, informed by a person-in-environment framework, a global perspective, and knowledge of scientific inquiry. Embedded in the social justice mission and inclusivity-oriented community of Cabrini University and derived from social work's values, the program cultivates BSW graduates driven by professional social work identity and a sense of self, pursuit of lifelong learning, respect for human diversity, commitment to upholding the dignity and worth of all people, and dedication to service and advocating for human rights and social and economic justice. The program strives to live out the ideals of Cabrini's Foundress, Saint Frances Xavier Cabrini, to provide an "Education of the heart," grounded in liberal arts and integrating hands-on learning and community service focused on attending to the needs of those affected by poverty, migration, oppression, and marginalization.

Program goals are to:

- prepare students for effective entry-level generalist social work practice with individuals, families, groups, organizations, and communities through the integration of classroom learning and field experience.
- foster students' identity as professional social workers and agents of change through mastery of essential social work competencies and the core values and ethics of the social work profession.
- develop students' commitment to promoting social and economic justice and approaching difference with respect, humility, and sense of responsibility for continuous learning about groups, cultures, experiences, and world views different from their own.
- prepare students to pursue graduate education.

- cultivate partnerships with local and global communities to respond to the needs of underserved populations and promote social and economic justice.

**LEARNING OUTCOMES**

The Social Work learning outcomes align with the nine competencies required by the Council on Social Work Education. Thus, Social Work majors will:

1. Demonstrate Ethical and Professional Behavior (Competency 1)
2. Engage Diversity and Difference (Competency 2)
3. Advance Human Rights and Social, Economic, and Environmental Justice (Competency 3)
4. Engage in Research-Informed Practice and Practice-Informed Research (Competency 4)
5. Engage in Policy Practice (Competency 5)
6. Engage with Individuals, Families, Groups, Organizations, and Communities (Competency 6)
7. Assess Individuals, Families, Groups, Organizations, and Communities (Competency 7)
8. Intervene with Individuals, Families, Groups, Organizations, and Communities (Competency 8)
9. Evaluate Practice with Individuals, Families, Groups, Organizations & Communities (Competency 9)

**ADMISSION TO THE PROGRAM**

Students interested in majoring in social work must formally apply to the major and meet the admissions requirements. In order to be admitted to the Social Work program, students must demonstrate a minimum overall GPA of 2.5, a grade of B or higher in SOW 210 Introduction to Social Work, and a B average in Social Work courses. Students must have an interview with the Department Chair and Program Coordinator and complete a written application. Students interested in applying to the Social Work major should contact the Department Chair.

Prior to the Practicum Level of the program (SOW 311), students must complete a formal application for admission to the field practicum program and submit evidence that they have completed all required courses with a minimum GPA of 2.5 in related course-work, achieved a minimum GPA of 3.0 in Social Work courses, and met the standards of readiness specified in the Student Handbook for Social Work Majors.

**SOCIAL WORK HONORS PROGRAM**

Kappa Upsilon is Cabrini’s chapter of Phi Alpha, a national honor society established to provide a closer bond among students of social work and promote humanitarian goals and ideas.

Phi Alpha fosters high standards of education for social workers and invites into membership those who have completed 18 credits of required Social Work courses, rank in the top 35% of Social Work majors, and attained a cumulative GPA of 3.0 and a 3.25 in social work courses.

<b>REQUIREMENTS FOR THE MAJOR IN SOCIAL WORK</b>	<b>Credits</b>
SOW 210 - Introduction to Social Work	3
SOW 213- Group Structures and Processes	3
SOW 301 - Social Structures: Historical and Practical Engagement with Difference (Major Bridge Area #2: Diversity, Equity, and Inclusion)	3
SOW 303 - Human Behavior & the Social Environment I	3
SOW 304 - Human Behavior & the Social Environment II	3
SOW 310 - Social Work Practice Theory I*	3
SOW 311 - Preparation for Professional Practice*	3



SOW 402 - Social Welfare Development, Policy, and Services (Major Bridge Area Requirement #1: Writing Literacy) (Major Bridge Area Requirement #3: Interdisciplinarity)	3
SOW 410 - Social Work Practice Theory II	3
SOW 411 - Field Experience in Social Work	3
SOW 412 - Senior Capstone Field Seminar	3
SOW 445 - Research in Social Work	3
SOW 488 - Social Work Internship/Field Practicum	6
<b>Social Work Electives:</b>	<b>3</b>
<b>*Students must take a minimum of one SOW elective (3 credits)</b>	
SOW/AST 203 - Values, Conflict, and Community in Popular Stories	
SOW 212 - Family Violence: Values, Dynamics, and Interventions	
SOW/PSY 344 - Crisis Intervention	
<b>Related Requirements</b>	
SOC 215 - Introduction to Sociology: Race, Class, Gender	3
PSY 101 - Introduction to Psychology	3
<b>Total credits for major</b>	<b>51</b>

\*Students planning to major in social work must have an interview with the department chair and the program coordinator and receive approval.

Prior to enrollment in SOW 311, Preparation for Professional Practice and SOW 310, Social Work Practice Theory I, students wishing to continue in the major must meet with the full-time social work faculty and complete a formal application to the Field Education Program of the Social Work major.

#### **Transfer of Credits to the Social Work Program**

Consistent with the Social Work Program's admissions policy, transfer to the Social Work Program from another institution requires a minimum overall GPA of 2.5 at Cabrini, a grade of B or higher in Introduction to Social Work, and an average grade of B or higher in Social Work courses. Students transferring to Cabrini with grades below these criteria will not be admitted to the Social Work Program and meet with the field coordinator.

The Cabrini University Social Work Program will accept a maximum of twelve credits for transfer to the Social Work major. Transfer students must complete the final four semesters of the Social Work curriculum, including all field practicum hours and field-related courses at Cabrini University.

Students wishing transfer to the Social Work Program at Cabrini University from another institution must have an evaluation of transfer credits by the Department Chair. Social work faculty will review the transcripts of all potential transfer students for the Social Work Program. If the student has taken social work courses at a CSWE accredited program and the courses are consistent with the program's objectives and requirements, those courses may be accepted for transfer credit to fulfill program requirements or electives as appropriate.

#### **CERTIFICATE IN TRAUMA AND TRAUMA-INFORMED CARE**

The Social Work department offers a 12-credit Certificate in Trauma and Trauma-Informed Care. This certificate program provides foundational knowledge and training for students interested in integrating trauma-informed healing and care into their professional development. Through a cross-disciplinary curriculum, the program

provides introduction and specialized learning to equip students to meet the needs of those impacted by trauma. Trauma is addressed through an inclusive framework that incorporates oppression-induced experiences such as racism-induced trauma as well as the impact of adverse childhood experiences and other traumatic events and circumstances.

Admission to the Trauma and Trauma-Informed Care certificate program is open to all undergraduate students regardless of their major program of study. Completion of this certificate program will represent a competitive advantage for students in any major intending to implement service and compassion into their personal and professional development. Students who graduate with this certificate will have the certificate listed on their academic transcripts. This certificate program is administered by the Social Work department and supported through the Jordan Center for Children of Trauma and Domestic Violence Education.

Students who participate in the Social Work department’s Certificate on Trauma and Trauma-Informed Care will:

- develop an interdisciplinary understanding of the definitions, prevalence, causes, and symptomatology of the various types of trauma experienced by individuals, groups and communities
- understand the impact of trauma and traumatic experiences across the lifespan as well as the persistent and chronic impact of oppression-induced trauma
- understand the theoretical basis and practical application of a strengths-based approach to trauma-informed care in various disciplines
- apply critical thinking and professional judgment to recognize the values and ethics involved in the identification, treatment/intervention/ support, and prevention of trauma
- learn guidelines for making sound professional and ethical judgments in working with individuals, groups and communities impacted by trauma.

**REQUIREMENTS FOR THE CERTIFICATE IN TRAUMA AND TRAUMA-INFORMED CARE**

<b>Core Courses</b>	<b>Credits</b>
SOW 105 - Impact of Trauma across the Lifespan	3
SOW 106 - Trauma-Informed Care	3
<b>Electives (any two from the following list):</b>	<b>6</b>
CRM 301 - Hate Crimes	
CRM 313 - Victimology	
CRM 345 - Mental Health in the Criminal Justice System	
ECG 100 - Impact Witness Domestic Violence	
ECG 200 - Rethinking Addiction	
ECG 200 - Human Trafficking	
ECG 200 - Voices for the Voiceless	
ECG 300 - Dating and Domestic Violence	
PBH 310 - Racism: Beyond Black & White	
PSY 345 - Understanding Trauma	
SOW 212 - Family Violence	
SOW 344 - Crisis Intervention	
<b>Total credits for the certificate</b>	<b>12</b>

## Science Department

### Programs of Study and Curriculum Requirements

#### Biology

The Bachelor of Science in Biology is a multidisciplinary program combining rigorous foundations in biology, chemistry and physics. The biology program is designed to prepare students for careers in allied health fields including physical therapy, occupational therapy and pharmacy, entry-level placement in pharmaceutical and biomedical research laboratories, admission into graduate, medical, and professional schools, and teaching.

The major provides all students with a core set of courses introducing the basic concepts of life science and an in-depth introduction to the fundamentals of biological processes and the diversity of organisms. A subsequent series of courses provides a broad biological base for advanced work in specific concentration areas.

The program places heavy emphasis on methodology through laboratory experiences that provides students with state-of-the-art lab skills. The student will complete an internship or a research project with a faculty mentor where experience is gained in research or allied health. Biology students also participate in a Senior Seminar course where a thesis is written based on either laboratory- or literature-based research.

#### LEARNING OUTCOMES

Biology majors will:

- have an understanding of foundational biological, chemical and physical science concepts, as emphasized in the core science course requirements.
- demonstrate the ability to apply the scientific method and will possess problem solving skills necessary to design, conduct, and troubleshoot experiments and to test a hypothesis.
- acquire the critical thinking skills and analytical skills necessary to read, understand, and critically review scientific papers and to interpret and analyze data presented in various forms (*e.g.*, graphs, tables, narrative).
- develop written and oral communication skills necessary to present scientific ideas to multiple audiences using the accepted format of the discipline.
- acquire basic proficiency in computational skills, lab techniques, and use of technology necessary for entry into the science workplace and/or graduate/professional schools.

#### REQUIREMENTS FOR THE MAJOR IN BIOLOGY

Students completing a BS in Biology at Cabrini University must complete the Biology Core Requirement courses in addition to courses required for one track.

Tracks include Biological Sciences, Pre-Dentistry, and Pre-Medicine. While students may complete the requirements of multiple tracks, only one track can be identified for purposes of graduation and only one degree in biology will be awarded.

Please note that students considering the Biology major with a track in Biological Sciences, or a biology minor should begin coursework towards the Biology major the biology minor no later than the first semester of their sophomore year.

Students considering the Biology major with tracks in Pre-Medicine, and Pre-Dentistry should begin coursework during their first semester of study at the university. Failing to do so may prevent them from

completing the necessary requirements in a four-year period or require students to do coursework in the summer.

Students in all tracks must either take PHY 101 or PHY 111 (with laboratories, 4 credits) as their scientific literacy requirement. Students must take MAT 117 or MAT 130 or higher to meet their quantitative literacy requirement or as electives.

**REQUIREMENTS FOR MAJOR IN BIOLOGY**

<b>Biology Core Requirements</b>	<b>Credits</b>
BIO 101 - Biological Science I	4
BIO 102 - Biological Science II	4
BIO/CHE 199 - Science Seminar	1
BIO 206 - Cell and Molecular Biology	4
BIO 263 - Genetics	4
BIO/CHE 315 - Introduction to Scientific Presentations	1
BIO/CHE 444 - Senior Seminar (Writing Bridge)	3
BIO 488 - Internship <b>OR</b>	
R-BIO 466 - Undergraduate Research	3
BIO 352 - Bioinformatics*	3*
BIO 450 - Topics in the History of Science (DEI and Interdisciplinarity Bridge)	3
CHE 111 - General Chemistry I	4
CHE 112 - General Chemistry II	4
CHE 211 - Organic Chemistry I	4
<b>Related Field Requirements</b>	
MAT 118 - Introduction to Statistics <b>OR</b>	
BIO 212 - Biostatistics	3
PHY 102 - General Physics II	4
<b>Total credits for the major</b>	<b>49</b>
<b>(excluding PHY 101 or 111/MAT 117 or 130)</b>	

\*Satisfies Technological Literacy core requirement.

<b>TRACK IN BIOLOGICAL SCIENCES</b>	<b>Credits</b>
BIO 301 - General Physiology <b>OR</b>	
BIO 231 - Human Anatomy and Physiology II	4
BIO 348 - Ecology	4
BIO Electives - Select two additional electives from an approved list (one or more at the 300 level or higher and at least one elective must have a laboratory)	7-8
<b>Total credits in track</b>	<b>15-16</b>
<b>Total credits overall</b>	<b>64-65</b>

<b>TRACK IN PRE-DENTISTRY</b>	<b>Credits</b>
BIO 301 - General Physiology	4
BIO 308 - General Microbiology	4
BIO/CHE 440 - Biochemistry I	4

Select three of the following four BIO electives:

BIO 290 - Clinical Experience in Dental Medicine	1
BIO 291 - Introduction to Clinical Research	1
BIO 293 - Dental Terminology	1
BIO 360 - Dental Anatomy and Physiology	1
BIO/CHE Electives - Select one additional approved electives (at the 300 level or higher from an approved list)	3-4
CHE 212 - Organic Chemistry II	4

Students completing the requirements of the Pre-Dentistry track must successfully complete or be exempt from MAT 130, Calculus I, as either part of the quantitative literacy requirement or as an elective.

<b>Total credits in track (not including MAT 130)</b>	<b>22-23</b>
<b>Total credits overall</b>	<b>71-72</b>

<b>TRACK IN PRE-MEDICINE</b>	<b>Credits</b>
BIO 231 - Human Anatomy and Physiology II <i>OR</i>	
BIO 301 - General Physiology	4
BIO 308 - General Microbiology	4
BIO/CHE 440 - Biochemistry I	4
BIO Electives - Select two additional approved electives (one or more at the 300 level or higher)	6-8
CHE 212 - Organic Chemistry II	4
<b>Total credits in track</b>	<b>22-24</b>
<b>Total credits overall</b>	<b>71-73</b>

With the exception of BIO 199 and 315, no courses used towards the Biology major may be taken under the pass/fail option.

Students double majoring in biology and chemistry need only complete one internship/research experience and one senior seminar course to complete the requirements of both majors. The internship/research experience must be four credits in the field of chemistry.

The senior seminar course must be in the field of biology. The topics of the internship/research and senior seminar course may not overlap in any way and must be distinctively within the specific disciplines.

Students enrolling in BIO 488, Internship and/or R-BIO 466, Undergraduate Research, are expected to select topics related to their intended track. For example, students in the Pre-Dentistry track must select topics related to dental medicine. Students completing the Biological Science track may select any topic in biology.

<b>REQUIREMENTS FOR THE MINOR IN BIOLOGY</b>	<b>Credits</b>
BIO 101 - Biological Science I	4
BIO 102 - Biological Science II	4
BIO Lab Elective (200+ level or higher)	4
BIO Electives (200+ level or higher)	9
<b>Total credits for minor</b>	<b>21</b>

Students may not use R-BIO 166, BIO 199, BIO 248, BIO/CHE 315, BIO/CHE 444, BIO 488, BIO 489, BIO 499 or R-BIO 466 towards the minor.

### **Neuroscience Minor**

The Neuroscience minor is offered interdisciplinarily between the Science and Psychology Departments, but is open to students of any discipline interested in cutting-edge science and social science research. Laboratory experiences are used in project-based learning, exploring biological underpinnings in psychological phenomena.

The Neuroscience minor is 18+ credits, but may require pre-requisite coursework. Please note, the Psychology & Social Work Department requires students to earn a “C” or better in all major and minor courses, while the Science Department requires a “C-“. Please see either Science or Psychology & Social Work Department Chair/s for more information.

<b>REQUIREMENTS FOR THE MINOR IN NEUROSCIENCE</b>	<b>Credits</b>
<b>Required Courses (12-13 credits):</b>	
BIO 177 - Health and the Human Body <b>OR</b>	3 (Non-Science Majors)
BIO 206 - Cell and Molecular Biology	4 (Science Majors)
BIO 331 - Neuroscience	3
PSY 304 - Brain and Behavior	3
PSY 398 - Neuroanatomy of Illness, Injury, & Trauma	3
<b>Elective Courses (any 6 credits):</b>	
BIO 173 - Genetics and Heredity	3
ESH 230 - Introduction to Biomechanics	3
BIO/PSY 350 - Topics in Neuroscience	3
PSY 401 - Lab Experiences in Neuropsychology	3
R-PSY/R-BIO 466 - Independent Undergraduate Research	3
<b>Total credits for minor</b>	<b>18-19</b>

*Note: Pre-Requisite courses include PSY101 and completing quantitative literacy course(s) for prospective major. Students who minor in Psychology and Neuroscience can only apply 1 Psychology course or 3-PSY credits towards both minors.*

### **SCIENCE DEPARTMENT ADMISSION STANDARDS**

In general, first-time, first-year students will be accepted to Cabrini University with the Biology major as their “intended” field of study based on criteria set by Cabrini’s Admissions Office. Students “intending” to enter a science program are not guaranteed admission to the department.

When enrolled at the university, students applying to the science department must meet the following criteria for full acceptance into the major:

- completion of one full-time semester (12 or more credits) of coursework or its equivalent at Cabrini including at least one majors-level BIO, CHE, or PHY course
- 2.50 GPA overall
- 2.00 GPA in any attempted majors-level science courses
- placement in MAT 117 or higher or completion of the quantitative literacy requirement

Students failing to meet the science GPA requirement, but who have earned a minimum of a “C-” in BIO 101 will be granted provisional acceptance. Students granted provisional acceptance will have until the end of the fall semester of their sophomore year to fully meet the acceptance standards including meeting the GPA requirement and earning a “C-” or higher in BIO 101, BIO 102, CHE 111 and BIO 206. Students failing to meet any of the other above requirements are denied admission to the department but may appeal the decision by submitting a written appeal to the department chair.

Undeclared students who are interested in pursuing a science degree, but who have not been formally accepted into the major/program, are eligible to enroll in BIO 101-102, CHE 111-112, or PHY 101-102 on a space-available basis with approval of the department chair to help them prepare for entry into the major without jeopardizing a timely graduation.

Students not formally accepted into a major/minor may not advance to major-specific 200-level or higher courses until they are formally accepted into the department.

Students granted provisional acceptance may not advance past BIO 206 until they have earned full acceptance into the department.

### **SCIENCE DEPARTMENT RETENTION POLICIES**

After attempting 16 credits in majors-level science courses (BIO, CHE, PHY), students declared in the Biology major/minor will have their departmental GPA evaluated each semester. An “attempt” includes courses that are completed, withdrawn from, or audited, and is taken at Cabrini, another approved institution, or through the Advanced Placement program.

Students must maintain an overall science GPA of 2.00 or higher in all majors-level science courses (BIO, CHE, PHY) with a minimum of a “C-” in all majors-level science courses (BIO, CHE, PHY) taken at Cabrini to continue in the major or minor and ultimately graduate with a degree from the science department.

Grades from non-majors courses or their equivalent and transferred or Advanced Placement courses are not used in the GPA calculation. The GPA requirement will be enforced after attempting eight credits for transfer students. Transfer students will be assessed based only on the grades received in science courses completed at Cabrini University.

Students with a science course GPA below 2.00 will be considered “on probation” within the department.

Students on probation will receive a formal letter from the department chair noting the conditions of the probation and will be required to schedule a meeting with their departmental advisor to discuss ways to improve their academic standing within the department.

The department chair, in consultation with the advisor and student, will determine a list of courses that must be repeated to improve the GPA. All repeated courses must be taken at Cabrini University unless an exemption is granted by the Chair.

During the probationary period, to maximize student success, students may enroll in a maximum of three science courses during the fall or spring semester.

Students on probation within the Department have one full semester (Fall or Spring) to maintain their Science Semester GPA in BIO/CHE/PHY/MAT131 at 2.00 or above attempting a minimum of 2 science courses (BIO/CHE/PHY/MAT131) or 1 science (BIO/CHE/PHY) and 1 math course of appropriate level, when possible, or they will be formally dismissed from the Department the subsequent semester.

Once a student goes on probation, they must maintain a semester science GPA \*or\* an overall science GPA of 2.0, or they will be removed from the major.

Students dismissed from the Department will receive a formal letter from the Department Chairperson. Students that are formally dismissed from the Department may not take any major-specific coursework in the Department, except to repeat courses already attempted in order to improve their overall GPA or to take courses offered as part of the General Education core curriculum. Once dismissed, students are not eligible to reapply for admission to or graduate with a major in the Department. Students with extenuating circumstances may submit a formal written appeal to the Department Chairperson and be considered for an extension of the probationary period. All appeals must be received within two weeks of the dismissal letter date. Appeals will be reviewed and a final written decision will be sent to the student within one week of the appeal receipt date.

Students must have a 2.00 or higher GPA in all required science courses and have permission of the department chair to enroll in BIO 499, R-BIO 166, and R-BIO 466. Students must have a 2.00 or higher GPA in all required science courses and have permission of the department chair to enroll in BIO 488.

The department chair reserves the right to refuse admission into these courses for reasons including, but not limited to, previous academic honesty violations, previous code of conduct violations, or lack of professional behavior as determined by the department chair.

Students not eligible to complete BIO 488-Internship or R-BIO 466-Undergraduate Research will be required to complete one additional 3-4 credit elective in their major field at the 200-level or higher.

Students must successfully complete a minimum of 15 credits, including BIO/CHE 444, Senior Seminar, at Cabrini University in order to graduate with a biology major from the Science Department. Students must successfully complete a minimum of 9 credits at Cabrini University in order to graduate with a minor.

#### **ARTICULATION AGREEMENTS WITH PROFESSIONAL PROGRAMS**

Please consult the department chair or program coordinator for more information on admission and academic criteria to participate in these programs. Interested students must apply and be formally accepted into a program of study. Depending on the program, students may be required to meet certain placement requirements in mathematics and maintain a certain overall and science course GPA to be accepted into and remain in the program. Furthermore, students must maintain good academic standing and meet additional requirements as stipulated by articulation documents which are endorsed by Cabrini and the partner schools.



Please note: These programs are not separate majors but are programs meant to accelerate learning and combine study at Cabrini with study elsewhere.

### **Pharmacy (Pharm.D.)**

Cabrini University and Thomas Jefferson University School of Pharmacy have an articulation agreement that facilitates the transfer of qualified Cabrini students to the Pharmacy doctoral program at Thomas Jefferson University. These students spend three years at Cabrini and four years at Jefferson and earn joint 3+4 B.S./Pharm.D. (Bachelor of Science in Biology—any track—and Doctor of Pharmacy) degrees.

### **Physical Therapy (D.P.T.)**

Cabrini University and Widener University have an articulation agreement that facilitates the transfer of qualified Cabrini students to the Physical Therapy doctoral program at Widener University. These students spend three years at Cabrini and three years at Widener and earn joint 3+3 B.S./D.P.T. degrees (Bachelor of Science in Biology and Doctor of Physical Therapy).

### **Podiatric Medicine (D.P.M.)**

Cabrini University and Temple University School of Podiatric Medicine have an articulation agreement that facilitates the transfer of qualified Cabrini students to the Podiatric Medicine program at Temple University.

These students spend three years (90+ credits) at Cabrini and four years at Temple University and earn a D.P.M. degree (Doctor of Podiatric Medicine).

Students may earn a B.S. in Biology, Pre-Medicine track after completion of the first professional year\* at Temple University by completing specific general education and major courses while at Cabrini.

### **Doctor of Osteopathic Medicine (D.O)**

Cabrini University and Philadelphia College of Osteopathic Medicine (PCOM) have an affiliation agreement that facilitates the preferred acceptance of qualified Cabrini students to the Doctor of Osteopathic Medicine program at PCOM.

In this program, students follow the traditional timeline and apply to the Osteopathic Medicine program in their senior year at Cabrini. While at Cabrini, students should pursue the Pre-Medicine track within the Cabrini Biology major.

In the cases of the programs in osteopathic medicine, pharmacy, physical therapy and podiatry, the University's general fees charge is applied to the professional study year (prior to receipt of B.S. degree) and provides students with access to Cabrini campus facilities and activities. This fee is in addition to the normal tuition/fees charged by the professional institution (Temple, Jefferson, PCOM, USciences, Widener).

### **Chemistry**

The chemistry program at Cabrini is designed to prepare chemistry majors for successful careers in a variety of industries and professions including the chemical and pharmaceutical industries, biotechnology, medicine, academics, secondary education, government, as well as other chemistry-related fields.

Students seeking a Bachelor of Science degree in Chemistry are required to take courses including General Chemistry, Inorganic Chemistry, Organic Chemistry, Analytical Chemistry, Instrumental Chemistry, Biochemistry, Physical Chemistry, Physics, Calculus, a Senior Seminar and an Internship or research experience.

At Cabrini, students who choose to major or minor in chemistry will receive a strong foundation and comprehensive education in chemistry that is necessary for a successful career. They will have the opportunity to meet with faculty to discuss their concerns and to answer questions regarding course material, career choices, or other aspects of chemistry that interest them.

Please note that students should begin coursework towards the Chemistry degree no later than the beginning of their sophomore year. Failing to do so could prevent them from completing the necessary requirements in a four year period or require students to do coursework in the summer.

### LEARNING OUTCOMES

Chemistry majors will:

- develop an understanding of foundational chemical and physical science concepts, as emphasized in the core science course requirements
- demonstrate the ability to apply the scientific method and will possess problem solving skills necessary to design, conduct, and troubleshoot experiments and to test a hypothesis
- acquire the critical thinking and analytical skills necessary to read, understand, and critically review scientific papers and to interpret and analyze data presented in various forms (*e.g.*, graphs, tables, narrative)
- develop written and oral communication skills necessary to present scientific ideas to multiple audiences using the accepted format of the discipline
- acquire basic proficiency in computational skills, lab techniques, and use of technology necessary for entry into the science workplace and/or graduate/professional schools

Students must take PHY 111 (with laboratory, 4 credits) as their scientific literacy requirement for the major.

Majors also must take MAT 130 as a quantitative literacy course or a free elective.

REQUIREMENTS FOR THE MAJOR IN CHEMISTRY	Credits
CHE/BIO 199 - Science Seminar	1
CHE 111 - General Chemistry I	4
CHE 112 - General Chemistry II	4
CHE 201 - Analytical Chemistry	3
CHE 211 - Organic Chemistry I	4
CHE 212 - Organic Chemistry II	4
CHE 303 - Inorganic Chemistry	3
CHE/BIO 315 - Introduction to Scientific Presentations	1
CHE 401 - Physical Chemistry I	4
CHE 402 - Physical Chemistry II	4
CHE 407 - Instrumental Analysis	4
CHE/BIO 440 - Biochemistry I	4
CHE/BIO 444 - Senior Seminar (Writing Bridge)	3
CHE 450 - Topics in the History of Science (DEI and Interdisciplinarity Bridge)	3

CHE 488 - Internship <b>OR</b>	4
R-CHE 466 - Undergraduate Research	
CHE Elective (200-level or higher and excluding CHE 488, 489, or 499)	3-4
<b>Related Field Requirement</b>	
CIS 195 - Introduction to Programming	3
MAT 131 - Calculus II	4
PHY 112 - University Physics II	4
<b>Total credits for major</b>	<b>64-65</b>
(Not including MAT130, PHY111)	

With the exception of CHE 199 and 315, no courses used toward the Chemistry major may be taken under the pass/fail option.

Students double majoring in chemistry and biology need only complete one internship/research experience and one senior seminar course to complete the requirements of both majors. The internship/research experience must be 4 credits in the field of chemistry. The senior seminar course must be in the field of biology. The topics of the internship/research and senior seminar course may not overlap in any way and must be distinctively within the specific disciplines.

<b>REQUIREMENTS FOR THE MINOR IN CHEMISTRY</b>	<b>Credits</b>
CHE 111 - General Chemistry I	4
CHE 112 - General Chemistry II	4
CHE 211 - Organic Chemistry I	4
CHE Elective (200-level or higher and excluding CHE 315, 444, 488, 489, 499 or R-CHE 466)	9-12
<b>Total credits for minor:</b>	<b>21-24</b>

Minors need only take MAT courses required as CHE course prerequisites.

### **SCIENCE DEPARTMENT ADMISSION STANDARDS**

In general, first-time, first-year students will be accepted to Cabrini University with the Chemistry major as their "intended" field of study based on criteria set by Cabrini's Admissions Office. Students "intending" to enter a science program are not guaranteed admission to the department.

When enrolled at the college, students applying to the science department must meet the following criteria for full acceptance into the major:

- Completion of one full-time semester (12 or more credits) of coursework or its equivalent at Cabrini, including at least one majors-level CHE or PHY course
- 2.50 GPA overall
- 2.00 GPA in any attempted majors-level science courses and MAT 131
- Placement in MAT 117 or higher or completion of the quantitative literacy requirement

Students failing to meet the science GPA requirement, but who have earned a minimum of a “C-” in CHE 111 will be granted provisional acceptance. Students granted provisional acceptance will have until the end of the fall semester of their sophomore year to fully meet the acceptance standards including meeting the GPA requirement and earning a “C-” or higher in CHE 111, CHE 112, PHY 111 and CHE 211. Students failing to meet any of the other above requirements are denied admission to the department but may appeal the decision by submitting a written appeal to the department chair.

Undeclared students who are interested in pursuing a science degree, but who have not been formally accepted into the major/minor, are eligible to enroll in, CHE 111-112 or PHY 111-112 on a space-available basis with approval of the department chair to help them prepare for entry into the major without jeopardizing a timely graduation.

Students granted provisional acceptance may not advance past CHE 211 until they have earned full acceptance into the department. Students not formally accepted into a major/minor may not advance to major-specific 200-level or higher courses until they are formally accepted into the department.

### **SCIENCE DEPARTMENT RETENTION POLICIES**

After attempting 16 credits in majors-level science courses (BIO, CHE, PHY), students declared in the Chemistry major/minor will have their departmental GPA evaluated each semester. MAT 131 is also used when evaluating chemistry majors as well. An “attempt” includes courses that are completed, withdrawn from, or audited and is taken at Cabrini, another approved institution, or through the Advanced Placement program.

Students must maintain an overall science GPA of 2.00 or higher in all majors-level science courses (BIO, CHE, PHY) with a minimum of a “C-” in all majors-level science courses (BIO, CHE, PHY) taken at Cabrini to continue in the major or minor and ultimately graduate with a degree from the science mathematics department.

Grades from non-major courses or their equivalent and transferred or Advanced Placement courses are not used in the GPA calculation. The GPA requirement will be enforced after attempting eight credits for transfer students. Transfer students will be assessed based only on the grades received in science courses completed at Cabrini University.

Students with a science course GPA below 2.00 will be considered “on probation” within the department. Students on probation will receive a formal letter from the department chair noting the conditions of the probation and will be required to schedule a meeting with the chair and their departmental advisor to discuss ways to improve their academic standing within the department.

The department chair, in consultation with the advisor and student, will determine a list of courses that must be repeated to improve the GPA. All repeated courses must be taken at Cabrini University unless an exemption is granted by the department chair.

During the probationary period, to maximize student success, students may enroll in a maximum of three science courses during the fall or spring semester.

Students on probation within the Department have one full semester (Fall or Spring) to maintain their Science Semester GPA in BIO/CHE/PHY/MAT131 at 2.00 or above attempting a minimum of 2 science courses

(BIO/CHE/PHY/MAT131) or 1 science (BIO/CHE/PHY) and 1 math course of appropriate level, when possible, or they will be formally dismissed from the Department the subsequent semester.

Once a student goes on probation, they must maintain a semester science GPA \*or\* an overall science GPA of 2.0, or they will be removed from the major.

Students dismissed from the Department will receive a formal letter from the Department Chairperson. Students that are formally dismissed from the Department may not take any major-specific coursework in the Department, except to repeat courses already attempted in order to improve their overall GPA or to take courses offered as part of the General Education core curriculum. Once dismissed, students are not eligible to reapply for admission to or graduate with a major in the Department. Students with extenuating circumstances may submit a formal written appeal to the Department Chairperson and be considered for an extension of the probationary period. All appeals must be received within two weeks of the dismissal letter date. Appeals will be reviewed and a final written decision will be sent to the student within one week of the appeal receipt date.

Students must have a 2.00 (C) or higher GPA in all required science courses and have permission of the department chair to enroll in CHE 499, R-CHE 166, and R-CHE 466. Students must have a 2.00 or higher GPA in all required science courses and have permission of the department chair to enroll in CHE 488.

The department chair reserves the right to refuse admission into these courses for reasons including, but not limited to, previous academic honesty violations, previous code of conduct violations, or lack of professional behavior as determined by the Chair.

Students not eligible to complete CHE 488-Internship or R-CHE 466-Undergraduate Research will be required to complete one additional 3-4 credit elective in their major field at the 200-level or higher.

Students must successfully complete a minimum of 15 credits, including CHE/BIO 444, Senior Seminar, at Cabrini University in order to graduate with a chemistry major from the science department. Students must successfully complete a minimum of 9 credits at Cabrini University in order to graduate with a minor.

#### **ARTICULATION AGREEMENTS WITH PROFESSIONAL PROGRAMS**

Please consult the department chair or program coordinator for more information on admission and academic criteria to participate in these programs.

Please note: These programs are not separate majors but are programs meant to accelerate learning and combine study at Cabrini with study elsewhere.

#### **Pharmacy (Pharm.D.)**

Cabrini University and Thomas Jefferson University School of Pharmacy have an articulation agreement that facilitates the transfer of qualified Cabrini students to the Pharmacy doctoral program at Thomas Jefferson University.

These students spend three years at Cabrini and four years at Jefferson and earn joint 3+4 B.S./Pharm.D. (Bachelor of Science in Chemistry and Doctor of Pharmacy) degrees.

## Biochemistry

The Biochemistry program at Cabrini is designed to prepare majors for successful careers in a variety of industries and professions including the chemical and pharmaceutical industries, biotechnology, medicine, academics, secondary education, government labs, as well as other Biochemistry related fields.

Students seeking a Bachelor of Science degree in Biochemistry are required to take courses including General Chemistry, Cellular and Molecular Biology, Organic Chemistry, Analytical Chemistry, Biochemistry, Advanced Biochemistry Laboratory Techniques, Physical Chemistry, Physics, Calculus, a Senior Seminar and an Internship or research experience.

At Cabrini, students who choose to major in biochemistry will receive a strong foundation and comprehensive education in chemistry and biology that is necessary for a successful career. They will have the opportunity to meet with faculty to discuss their concerns and to answer questions regarding course material, career choices, or other aspects of biochemistry that interest them.

Please note that students should begin coursework towards the Biochemistry degree no later than the beginning of their sophomore year. Failing to do so could prevent them from completing the necessary requirements in a four-year period or require students to do coursework in the summer.

### LEARNING OUTCOMES

Biochemistry majors will:

- develop an understanding of foundational biological, chemical and physical science concepts, as emphasized in the core science course requirements
- demonstrate the ability to apply the scientific method and will possess problem solving skills necessary to design, conduct, and troubleshoot experiments and to test a hypothesis
- acquire the critical thinking and analytical skills necessary to read, understand, and critically review scientific papers and to interpret and analyze data presented in various forms (*e.g.*, graphs, tables, narrative)
- develop written and oral communication skills necessary to present scientific ideas to multiple audiences using the accepted format of the discipline
- acquire basic proficiency in computational skills, lab techniques, and use of technology necessary for entry into the science workplace and/or graduate/professional schools

Students must take PHY 111 (with laboratory, 4 credits) as their scientific literacy requirement for the major. Majors also must take MAT 130 as a quantitative literacy course or a free elective.

<b>REQUIREMENTS FOR THE MAJOR IN BIOCHEMISTRY</b>	<b>Credits</b>
CHE/BIO 199 - Science Seminar	1
CHE 111 - General Chemistry I	4
CHE 112 - General Chemistry II	4
BIO 101 - Biological Sciences I	4
BIO 102 - Biological Sciences II	4
BIO 206 - Cell and Molecular Biology	4
BIO 263 - Genetics	4
BIO 352 - Bioinformatics*	3
CHE 201 - Analytical Chemistry	3
CHE 211 - Organic Chemistry I	4

CHE 212 - Organic Chemistry II	4
CHE/BIO 315 - Introduction to Scientific Presentations	1
CHE 401 - Physical Chemistry I	4
CHE/BIO 440 - Biochemistry I	4
CHE/BIO 441 - Biochemistry II	3
CHE 442- Advanced Biochemistry Laboratory Techniques	1
CHE/BIO 444 - Senior Seminar (Writing Bridge)	3
CHE 488 - Internship <i>OR</i>	
R-CHE 466 - Undergraduate Research	4
BIO/CHE/PHY 450 - Topics in the History of Science (DEI and Interdisciplinarity Bridge)	3
CHE/PHY Elective (200-level or higher excluding CHE 315, 444, 488, 489, 499 or R-CHE 466)	3-4
BIO Elective (200-level or higher excluding BIO 315, 444, 488, 489, 499 or R-BIO 466)	3-4
<b>Related Field Requirement</b>	
MAT 131 - Calculus II	4
PHY 112 - University Physics II	4

**Total credits for major** **76-78**

(Not including MAT130, PHY111)

\*Course satisfies the Technological Literacy core requirement.

With the exception of BIO/CHE 199 and CHE 315, no required or related courses in the major may be taken under the pass/fail option.

Students who major in Biochemistry cannot major or minor in the Biology or Chemistry program.

The topics of the internship/research and senior seminar course may not overlap.

#### SCIENCE DEPARTMENT ADMISSION STANDARDS

In general, first-time, first-year students will be accepted to Cabrini University with the Biochemistry major as their "intended" field of study based on criteria set by Cabrini's Admissions Office. Students "intending" to enter a science program are not guaranteed admission to the department.

When enrolled at the college, students applying to the science department must meet the following criteria for full acceptance into the major:

- Completion of one full-time semester (12 or more credits) of coursework or its equivalent at Cabrini, including at least one majors-level CHE, BIO or PHY course
- 2.50 GPA overall
- 2.00 GPA in any attempted majors-level science courses and MAT 131
- Placement in MAT 117 or higher or completion of the quantitative literacy requirement

Students failing to meet the science GPA requirement, but who have earned a minimum of a "C-" in CHE 111 will be granted provisional acceptance. Students granted provisional acceptance will have until the end of the fall

semester of their sophomore year to fully meet the acceptance standards including meeting the GPA requirement and earning a “C-” or higher in CHE 111, CHE 112, BIO 101, BIO 102, PHY 111, BIO 206 and CHE 211. Students failing to meet any of the other above requirements are denied admission to the department but may appeal the decision by submitting a written appeal to the department chair.

Undeclared students who are interested in pursuing a science degree, but who have not been formally accepted into the major/minor, are eligible to enroll in, CHE 111-112 or PHY 111-112 or BIO 101-102 on a space-available basis with approval of the department chair to help them prepare for entry into the major without jeopardizing a timely graduation.

Students granted provisional acceptance may not advance past CHE 211 and BIO 206 until they have earned full acceptance into the department. Students not formally accepted into a major/minor may not advance to major-specific 200-level or higher courses until they are formally accepted into the department.

### **SCIENCE DEPARTMENT RETENTION POLICIES**

After attempting 16 credits in majors-level science courses (BIO, CHE, PHY), students declared in the Biochemistry major/minor will have their departmental GPA evaluated each semester. MAT 131 is also used when evaluating chemistry majors as well. An “attempt” includes courses that are completed, withdrawn from, or audited and is taken at Cabrini, another approved institution, or through the Advanced Placement program.

Students must maintain an overall science GPA of 2.00 or higher in all majors-level science courses (BIO, CHE, PHY) with a minimum of a “C-” in all majors-level science courses (BIO, CHE, PHY) taken at Cabrini to continue in the major or minor and ultimately graduate with a degree from the science department.

Grades from non-majors courses or their equivalent and transferred or Advanced Placement courses are not used in the GPA calculation. The GPA requirement will be enforced after attempting eight credits for transfer students. Transfer students will be assessed based only on the grades received in science courses completed at Cabrini University.

Students with a science course GPA below 2.00 will be considered “on probation” within the department. Students on probation will receive a formal letter from the department chair noting the conditions of the probation and will be required to schedule a meeting with the chair and their departmental advisor to discuss ways to improve their academic standing within the department.

The department chair, in consultation with the advisor and student, will determine a list of courses that must be repeated to improve the GPA. All repeated courses must be taken at Cabrini University unless an exemption is granted by the department chair.

During the probationary period, to maximize student success, students may enroll in a maximum of three science courses during the fall or spring semester.

Students on probation within the Department have one full semester (Fall or Spring) to maintain their Science Semester GPA in BIO/CHE/PHY/MAT131 at 2.00 or above attempting a minimum of 2 science courses (BIO/CHE/PHY/MAT131) or 1 science (BIO/CHE/PHY) and 1 math course of appropriate level, when possible, or they will be formally dismissed from the Department the subsequent semester.



Once a student goes on probation, they must maintain a semester science GPA \*or\* an overall science GPA of 2.0, or they will be removed from the major.

Students dismissed from the Department will receive a formal letter from the Department Chairperson. Students that are formally dismissed from the Department may not take any major-specific coursework in the Department, except to repeat courses already attempted in order to improve their overall GPA or to take courses offered as part of the General Education core curriculum. Once dismissed, students are not eligible to reapply for admission to or graduate with a major in the Department. Students with extenuating circumstances may submit a formal written appeal to the Department Chairperson and be considered for an extension of the probationary period. All appeals must be received within two weeks of the dismissal letter date. Appeals will be reviewed and a final written decision will be sent to the student within one week of the appeal receipt date.

Students must have a 2.00 (or higher GPA in all required science courses and have permission of the department chair to enroll in CHE 499, R-CHE 166, and R-CHE 466. Students must have a 2.00 (or higher GPA in all required science courses and have permission of the department chair to enroll in CHE 488.

The department chair reserves the right to refuse admission into these courses for reasons including, but not limited to, previous academic honesty violations, previous code of conduct violations, or lack of professional behavior as determined by the Chair.

Students not eligible to complete CHE 488-Internship or R-CHE 466-Undergraduate Research will be required to complete one additional 3-4 credit elective in their major field at the 200-level or higher.

Students must successfully complete a minimum of 15 credits, including CHE/BIO 444, Senior Seminar, at Cabrini University in order to graduate with a chemistry major from the science department. Students must successfully complete a minimum of 9 credits at Cabrini University in order to graduate with a minor.

## Environmental Science

Students may earn a minor in environmental science by completing the following requirements. Students must maintain a 2.0 GPA in required courses to obtain a minor and must complete 9 credits of the coursework at Cabrini University.

Biology or Chemistry majors/minors or Environmental Studies minors must complete at least two courses (6+ credits) outside their major/minor requirements to earn an Environmental Science minor.

Please note that students should begin coursework towards the minor no later than the first semester of their sophomore year. Failing to do so may prevent them from completing the necessary requirements or require students to do coursework in the summer.

<b>REQUIREMENTS FOR THE MINOR IN ENVIRONMENTAL SCIENCE</b>	<b>Credits</b>
BIO 101 - Biological Science I	4
BIO 102 - Biological Science II	4
BIO 348 - Ecology	4
Electives*	6
<b>Total credits for minor</b>	<b>18</b>

\* Selected from 200-level or higher courses with approval of Science Department Chair.

## Sociology, Criminology, and Justice Department

### Programs of Study and Curriculum Requirements

#### Criminology and Criminal Justice

Students majoring in criminology and criminal justice examine the causes and consequences of deviant and normal behavior, learn how to conduct and evaluate research, analyze the major criminal justice institutions and critically evaluate social policies related to crime, deviance and social control.

Our graduates are prepared to examine crime, corrections and the criminal justice system from a critical, research-based stance with special emphasis on the importance of social structures and social processes.

Upper-division criminology and criminal justice majors work with faculty on their own research projects, learning research skills from start to finish. Off-campus supervised internships allow students to earn university credit while exploring career options.

Graduates of Cabrini's Criminology and Criminal Justice program are employed in probation, parole, police work, mental health, victim services, social work, and school counseling and are in graduate programs of criminology and criminal justice. Our students worked or are working at the U.S. Department of Justice, the Secret Service, and the ATF (Bureau of Alcohol, Tobacco, Firearms, and Explosives).

#### LEARNING OUTCOMES

Criminology and Criminal Justice majors will:

- develop skills in social observation and analysis regarding criminal behavior
- understand the impact of crime on victims and communities and the manner by which offenders are held accountable for their actions
- increase understanding of the social institutions and social processes that influence criminal behaviors
- develop skills in assessing and undertaking research in criminology
- practice and evaluate critically the application of criminological analysis to real-life settings

<b>REQUIREMENTS FOR THE MAJOR IN CRIMINOLOGY AND CRIMINAL JUSTICE</b>	<b>Credits</b>
CRM 210 - Introduction to Criminal Justice	3
CRM 309 - Criminology	3
CRM 310 - Punishment and Corrections	3
CRM 315 - Criminal Law and Society	3
CRM 325 - Police and Society	3
CRM 330- Class, Race, Gender and Crime (DEI Bridge area)	3
CRM 420 - Senior Capstone	3
CRM/SOC 488 - Criminology/Sociology Internship	3
SOC 203 - Contemporary Social Problems	3
SOC 215 - Introduction to Sociology: Race, Class, and Gender	3
SOC 271 - Statistics for Social Sciences*	3
SOC 341 - Research Methods I (Writing Literacy Bridge area)	3

SOC 342 - Research Methods II	3
CRM - Electives in Criminology	3
Interdisciplinarity Bridge course**	3
<b>Total credits for the major</b>	<b>45</b>

\*Students with a double major in Psychology: 1) Complete PSY 271, instead of SOC 271, to satisfy the Statistics requirement for both majors. 2) Complete SOC 341 and SOC 342 to satisfy the Research Methods requirement for both majors (PSY 341 and PSY 342 will not be required).

\*\*Interdisciplinarity Bridge Area Requirement. To fulfill this requirement, students must select a course from the following list: BIO 172, SPA 210, SPA 215, a 200-400 level BLK course, or a 300-level LAS course. This course may cross-list with another core, major, or minor requirement. Other courses proposed to fulfill this area must be approved by the department chair.

<b>REQUIREMENTS FOR THE MINOR IN CRIMINOLOGY AND CRIMINAL JUSTICE</b>	<b>Credits</b>
SOC 215 - Introduction to Sociology: Race, Class, and Gender	3
CRM 210 - Introduction to Criminal Justice	3
CRM 309 - Criminology	3
Criminology Electives	9
<b>Total credits for the minor</b>	<b>18</b>

### **SPECIAL REQUIREMENTS**

Students planning a major or minor in criminology and criminal justice must submit an application to the department chair and receive department approval.

A grade of “C-” or better must be received in SOC 271 and SOC 341 in order to proceed to SOC 342.

Students planning double majors must consult with an advisor in the Sociology, Criminology, and Justice department for course selection. All criminology and criminal justice majors must maintain a 2.33 cumulative average in their major courses.

### **PROBATION WITHIN THE DEPARTMENT**

Students with a major GPA below 2.00 will be considered “on probation” within the department. Students on probation will be required to schedule a meeting with the chair and their departmental advisor to discuss ways to improve their academic standing within the department. Students who fail to meet the advisor or fail to raise their GPA to a 2.00 within two semesters or by the first semester of their senior year will be dismissed from the department.

### **HONORS IN THE MAJOR: CRIMINOLOGY AND CRIMINAL JUSTICE**

Students who meet the following requirements will graduate with honors in the criminology and criminal justice major:

1. active membership in *Alpha Phi Sigma*
2. a minimum overall GPA of 3.3
3. a minimum cumulative GPA of 3.5 in major courses taken at Cabrini
4. successful completion of Capstone CRM 420 and presentation of research in a public forum

## **Sociology**

Sociology majors learn how to conduct and evaluate research, examine the social bases of behavior and analyze social institutions and government and social processes such as interaction, intimacy and group behavior.

A sociology major is useful to students planning a career in any area where an understanding of human behavior, knowledge of social principles and research skills are important. Sociology majors develop competency in the contextualization of social behavior, the formulation of social inquiry, the social research process and social analysis.

Graduates are prepared to examine society from a critical, research-based stance, and to see social issues through the lens of social structure and social processes.

Students majoring in sociology work with faculty in the department to select the appropriate sequence of courses in areas of special interest. In addition, for students with a strong interest in psychology, social work, or criminology, there is an opportunity to develop a double major program of study.

Upper-division sociology majors work with faculty on their own research projects, learning research skills from start to finish, and in off-campus supervised internships earning credits while exploring career choices.

Students also complete a senior capstone project, which serves as an opportunity to integrate and synthesize conceptual and research skills in a major research project.

Graduates of Cabrini's Sociology Program are in graduate programs of sociology, statistics, social work and criminal justice. They are teaching and working in administration in secondary and post-secondary education, employed in pharmaceutical research, social work, mental health, school counseling, and human resources.

### **LEARNING OUTCOMES**

Sociology majors will:

- demonstrate ability to place events and behaviors in cultural and historical contexts, demonstrating how socio-cultural contexts influence thoughts, norm creation, and action
- design and conduct a scientifically grounded research study that demonstrates mastery of data analysis and the research process
- demonstrate ability to interpret and critically assess sociological theories and concepts relevant to a chosen sociological topic, using professional conventions of the discipline
- implement sociological knowledge, skills, and values in an applied work setting in which classroom-based learning informs the student's ability to understand the organization and his/her role as a professional in it
- integrate contextual, research, and theoretical skills in illustrating the sociological perspective on a given social issue or problem

### **SPECIAL REQUIREMENTS**

Students planning a major or minor in sociology must submit an application to the department chair and receive department approval. Students planning double majors must consult with an advisor in the Sociology, Criminology, and Justice department for course selection.

A grade of "C-" or better must be received in SOC 271 and SOC 341 in order to proceed to SOC 342.

All majors must maintain a 2.33 cumulative average in their major courses.

### PROBATION WITHIN THE DEPARTMENT

Students with a major GPA below 2.00 will be considered “on probation” within the department. Students on probation will be required to schedule a meeting with the chair and their departmental advisor to discuss ways to improve their academic standing within the department. Students who fail to meet the advisor or fail to raise their GPA to a 2.00 within two semesters or by the first semester of their senior year will be dismissed from the department.

### HONORS IN THE MAJOR: SOCIOLOGY

Students who meet the following requirements will graduate with honors in the Sociology major:

1. active membership in *Alpha Kappa Delta* Honor Society
2. a minimum overall GPA of 3.3
3. a minimum cumulative GPA of 3.5 in all sociology courses taken at Cabrini
4. successful completion of Capstone, SOC 420 and presentation of an original research paper in a public forum

REQUIREMENTS FOR THE MAJOR IN SOCIOLOGY	Credits
SOC 203 - Contemporary Social Problems	3
SOC 215 - Introduction to Sociology: Race, Class, and Gender (DEI Bridge area)	3
SOC 271 - Statistics for Social Sciences*	3
SOC 341 - Research Methods I (Writing Literacy Bridge area)	3
SOC 342 - Research Methods II	3
SOC 350 - Social Theory	3
Sociology Electives**	15
SOC/CRM 420 - Senior Capstone	3
SOC/CRM 488 - Internship	3
Interdisciplinarity Bridge course***	3
<b>Total credits for major</b>	<b>42</b>

\*Students with a double major in Psychology: 1) Complete PSY 271, instead of SOC 271, to satisfy the Statistics requirement for both majors. 2) Complete SOC 341 and SOC 342 to satisfy the Research Methods requirement for both majors (PSY 341 and PSY 342 will not be required).

\*\*Two of the five sociology electives may be taken outside the department with permission of the Sociology, Criminology, and Justice Department. Each term during registration, a list of acceptable non-departmental courses will be made available by the department. Acceptable courses are a 200-400 level BLK course, or a 300-level LAS course.

\*\*\*Interdisciplinarity Bridge Area Requirement. To fulfill this requirement, students must select a course from the following list: BIO 172, SPA 210, SPA 215, a 200-400 level BLK course, or a 300-level LAS course. This course may cross-list with another core, major, or minor requirement. Other courses proposed to fulfill this area must be approved by the department chair.

<b>REQUIREMENTS FOR THE MINOR IN SOCIOLOGY</b>	<b>Credits</b>
SOC 203 - Contemporary Social Problems	3
SOC 215 - Introduction to Sociology: Race, Class, and Gender	3
SOC 350 - Social Theory	3
Sociology Electives	9
<b>Total credits for minor</b>	<b>18</b>

### **Spanish Minor, Spanish Certificate with a Professional Focus, and Latin American Studies Minor**

The Department of Sociology, Criminology and Justice offers students several options to improve their Spanish skills and/or Latin American and LatinX cultural competency:

- A student can choose to improve their Spanish knowledge and Latin American and LatinX cultural competence by pursuing a **Spanish Minor** (18 credits). The Minor will provide them with intermediate-mid to intermediate-high reading, writing, speaking, and listening skills, according to ACTFL standards.
- A student can choose to improve their Spanish knowledge through the pursuit of the **Spanish Certificate with a Professional Focus** (15 credits). This Spanish Certificate will provide students with an intermediate-low reading, writing, speaking, and listening skills, according to ACTFL standards.
- A student can pursue a **Latin American Studies Minor** that will provide them with a deeper understanding of Latin American and LatinX cultures, history, and traditions, without having to study the Spanish language. Taking into account that the Hispanic and LatinX population are the fastest growing minority in the U.S. a Latin American Studies Minor gives any major a competitive advantage.

Spanish Heritage Speakers will specially benefit from a Spanish Minor or the Spanish Certificate because it will provide them with professional and standardized Spring writing and speaking skills that will make them more competitive in their future profession. Heritage Speakers should talk to the Coordinator for Foreign Languages to adapt the existing program to their own Spanish knowledge.

The ability to speak and write well in Spanish prepares students for a wide variety of careers such as teaching, banking, business, communications, public relations, criminal justice, social work, social services, travel agencies, government, the health professions, etc..

Before taking any Spanish class, the Coordinator for Foreign Languages will determine the student's language placement. Students will not be able to complete the Spanish Certificate or Spanish Minor with a course that is at a lower level than what is determined by their language placement and without prior approval from the Coordinator.

Note: Spanish courses in Spanish are offered on a rotational basis. Students must consult with the Coordinator for Foreign Languages when planning their curriculum.

### **LEARNING OUTCOMES**

Once completed all course work, a student with the Spanish Certificate or Spanish Minor will:

- achieve competency in the four basic skills of the Spanish language (speaking, listening, reading, and writing) with speaking and writing at least at the "Intermediate Low" with the Certificate and "Intermediate mid or high" with the Minor according to the guidelines set by the American Council on the Teaching of Foreign Languages (ACTFL)

- acquire a basic understanding of the rich traditions and cultures of the LatinX population in the U.S. with the Certificates
- acquire a general historical understanding of Spanish and Spanish American Cultures, histories and traditions and a deeper understanding of the rich history, cultures and traditions of the LatinX population in the U.S. with the Minor

Pre-requisites for the Spanish Minor\*:

- Four years of high school Spanish or successful completions of SPA 200 (previously SPA 210)

Pre-requisites for the Spanish Certificate with a Professional Focus.\*:

- Three years of high school Spanish

For students who have no high school Spanish or who have 1 to 2 years of high school Spanish, the department offers introductory language classes in an 8-week format: SPA 101 (for a student with 0 or one year of Spanish) and SPA 102 (for a student with 2 years of Spanish) in both the fall and spring semesters.

\* Spanish Heritage Speakers must consult with the Coordinator for Foreign Languages before taking any courses to determine their individualized placement.

## SPANISH MINOR

Required Courses:	Credits
SPA 202 - Intermediate Spanish	3
SPA 203 - Conversation and Composition I	3
SPA 204 - Conversation and Composition II	3
Electives	9
At least one course (3 credits) must be a Spanish for the Professions course. Remaining credits to be chosen from the approved list** and may include an additional Spanish for the Professions course.	
<b>Total credits for the minor</b>	<b>18</b>

### \*\*Approved Elective Courses:

H-LAN 301 - Don Quixote and the Art of Imagination	3
LAS 303 - Spanish and Latin American Cultures through Film (written and presentations in Spanish)	3
LAS 313 - Stories of Resistance (open, concealed, and passive) of Women in the Spanish-Speaking World (written work & presentations in Spanish)	3
LAS 315 - Identity Politics in Latin America (written work and presentations in Spanish)	3
LAS 318 - Latinos/as in the U.S. (written work and presentations in Spanish)	3
SPA 302 - Masterpieces of Spanish Literature	3
SPA 304 - History of Spanish American Civilization	3
SPA 316 - Human Rights and Social Justice in Latin America	3

SPA 324 - Cultural Perspectives Revealed through Latin American Children's Literature	3
SPA 499 - Special Topics	3

Spanish for the Professions courses (SPA 206, 208, 215, 216, 217, and 219) will be offered upon sufficient enrollment. Students who are pursuing a Minor or Certificate in Spanish must consult the Coordinator before taking any of these courses.

Students pursuing a minor in Spanish must consult with the Coordinator each semester to approve the subsequent course sequencing. Since foreign language acquisition is based on the gradual building of skills, it is essential that students complete their coursework following an appropriate sequence. Students are advised that course numbers do not necessarily correlate to the skill levels.

Spanish minors are highly encouraged to study abroad. Cabrini University has programs of its own and also works with other colleges in the area to provide study abroad opportunities for students.

The credits earned abroad will be applied to fulfill requirements toward the Minor when appropriate. Spanish minors must design a course of study in consultation with the Coordinator prior to a study abroad experience or other off-campus offerings.

#### **SPANISH CERTIFICATE WITH A PROFESSIONAL FOCUS**

<b>Required Courses:</b>	<b>Credits</b>
SPA 200 - Introduction to Professional Spanish* (previously SPA 210)	3
SPA 202 - Intermediate Spanish**	3
SPA 203 - Conversation and Composition I	3
SPA 204 - Conversation and Composition II	3
One Spanish for the Profession course:	3
• SPA 206 - Intermediate Spanish for Business	
• SPA 215 - Intermediate Spanish for Criminal Justice	
• SPA 217 - Intermediate Spanish for Health Care	
<b>Total credits required</b>	<b>15</b>

\*Students who place into SPA 202 will complete an elective course, either an LAS course or a second Spanish for the Professions course, instead of SPA 200.

\*\*Students who place higher than SPA 202 will complete two elective courses, either LAS course(s) or additional Spanish for the Professions course(s), instead of SPA 200 and 202.

Spanish for the Professions courses (SPA 206, 208, 215, 216, 217, and 219) will be offered upon sufficient enrollment. Students who are pursuing a Certificate in Spanish must consult the Coordinator before taking any of these courses.

#### **LATIN AMERICAN STUDIES MINOR**

The Latin American Studies Minor (LAS) is an interdisciplinary program centered on a variety of fields including Latin American cultures and literatures, history, economics, politics, religion, sociology, Spanish language, etc.



The program is structured to give the student skills and knowledge to understand and analyze the societies of Latin America, the Caribbean--a region of key importance in a time of globalization and migration—as well as develop a deeper understanding of the Latin American diaspora and U.S. Latinos.

The Latin American Minor is designed to complement majors in education, criminology and criminal justice, business, communications, healthcare professionals, history, international business, marketing, political science, the sciences, social work, sociology, psychology, etc. with a Hispanic cultural competency.

### LEARNING OUTCOMES

Once completed all course work, a student with a Latin American Studies minor will:

- demonstrate an understanding of the societies, histories, politics, and literatures of nations and peoples that live in the region called Latin America
- demonstrate an understanding of the socio-cultural background and cultural production of the Latino/a population in the United States
- demonstrate an understanding of the diversity of identities and cultures, ideas, and practices found in Latin America
- demonstrate an understanding that the world is interconnected and that local processes have national, international and global impact, and how these ideas compare and contrast to the student’s own culture

### REQUIREMENTS FOR THE LATIN AMERICAN STUDIES MINOR

Required Courses (9 Credits):	Credits
LAS 303 - Spanish and Latin American Cultures through Film (taught in English)	3
LAS 315 - Identity Politics in Latin America (taught in English)	3
LAS 318 - Latinos/as in the U.S. (taught in English)	3
<b>Elective Courses, complete nine credits from:</b>	
ECG 300 - Working for Justice in Guatemala	3
HIS 251 - Survey of Latin American History from Colonization to 1800	3
HIS 252 - Survey of Latin American History from 1800 to present	3
LAS 313 - Stories of Resistance (open, concealed, and passive) of Women In the Spanish-Speaking World	3
RELS 213 - Religion in Latin American Film	3
SPA 302- Masterpieces of Spanish Literature (taught in Spanish)	3
SPA 316 - Human Rights & Social Justice in Latin America (taught in Spanish)	3
SPA 324 - Cultural Perspectives Revealed through Latin American Children’s Literature (taught in Spanish)	3
WNA 301 - Special Topics in Literature: Junot Diaz	3
<b>Total Credits for the Minor</b>	<b>18</b>

\*ECG Working for Justice in Guatemala will not fulfill both the ECG 300 requirement and the Latin American Minor. The class must be taken as a supplementary ECG 300 if there is room in the class.

Student pursuing a Latin American Studies minor must consult with the department coordinator each semester for approval of subsequent course sequencing.

## Writing and Narrative Arts Department

### Programs of Study and Curriculum Requirements

The Department of Writing and Narrative Arts welcomes students interested in the craft of writing and all forms of narrative activity across media. The Department's disposition toward narrative arts such as film, literature, and theater invites students to devote time to deeper reflection and understanding of the human condition while developing marketable and flexible writing skills. The Department invites students to think about how voice, identity, and narrative contribute to our perceptions and experiences of the world around us.

### Writing

A major in Writing prepares students to write fluently in a number of creative and professional contexts. Writing majors will learn the importance of the writing process while actively practicing meeting deadlines, working collaboratively in a creative environment, and producing high-quality final written products. While this major is complete in itself, it is also a highly serviceable second major for any degree on campus, as writing is a highly flexible and marketable skill useful in almost any professional context.

### LEARNING OUTCOMES

Students majoring in Writing will be able to demonstrate:

- the ability to revise and edit writing through multiple drafts—both independently and collaboratively
- the ability to engage with a literary text or other cultural artifact, drawing upon the rhetorical, critical, aesthetic, and analytical skills appropriate for a member of the contemporary, liberally educated community
- the ability to modify voice, tone, level of formality, genre, medium, and/or structure of writing to suit a variety of rhetorical purposes and audiences
- information-literacy skills to find, retrieve, evaluate, and present information relevant to an issue or problem, using appropriate attribution
- technical command of writing and narrative strategies, including the ability to express and analyze craft choices in the creative process
- the ability to critically interrogate the social, historical, aesthetic, and ethical dimensions of literary and cultural artifacts

REQUIREMENTS FOR THE MAJOR IN WRITING	Credits
<b>Required Courses:</b>	
WNA 207 - The Creative Eye: Writing with Style	3
WNA 209 - Introduction to Writing & Narrative Arts	3
WNA 221 - The Writing Process: Theory and Tutoring	3
WNA 299- Sophomore Professional Development Seminar	1
WNA 403 - Senior Capstone	3
WNA 420 - Writing, Editing, and Publishing 1	3
WNA 423 - Writing, Editing, and Publishing 2	3
Four electives from approved list**	12
<b>Writing Major Bridge Courses (required):</b>	
WNA 229 -Immigrant Authors: The Literature of Transition (Writing Literacy and DEI)	3
COM 232 - Social Media for Strategic Communication (Interdisciplinarity)	3
<b>Total Credits for Required Courses</b>	<b>37</b>

**\*\* Approved Elective List:**

- WNA/THE 201 - Special Topics in Humanities
- WNA 210 - Alienation: The Literature of Love and Longing (CVL) (V)
- WNA 211 - Modern Literature: A Question of Values (V)
- WNA 220 - Creative Writing (A)
- WNA 225 - Experiential Poetry (A)
- WNA 234 - Writing for Leadership (V)
- WNA 240 - Native American Narratives (DEI)
- WNA 254 - African American Literature (H)
- WNA 274 - The Short Story (CLA) (A)
- WNA/THE 275 - Drama (H)
- WNA 276 - Poetry Writing (CLA) (A)
- WNA 277 - The Novel (H)
- WNA/THE 301 - Special Topics in Literature
- WNA 306 - Advanced Creative Writing
- WNA 358 - The Harlem Renaissance
- WNA 366 - The Graphic Novel
- WNA 378 - Advanced Creative Nonfiction
- WNA 380 - Scriptwriting (A)

Honors-level courses can also be used to satisfy this requirement with Chair approval.

The Department of Writing and Narrative Arts (WNA) offers a Writing and Narrative Arts minor made up of 18 credits of Writing and Narrative Arts (WNA) courses at the 200-level or higher.

The Writing and Narrative Arts minor is an enriching addition for students in any field who wish to gain additional writing instruction and support to meet their professional goals while engaging in the literary and narrative traditions that inform good writing.

Students declaring a minor in Writing and Narrative Arts will improve their basic proficiencies as both readers and writers as they prepare for the professional workplace of their choice.

Students wishing to minor in Writing and Narrative Arts should apply to the Writing and Narrative Arts Department chair.

**REQUIREMENTS FOR THE MINOR IN WRITING AND NARRATIVE ARTS:**

<b>Required Courses:</b>	<b>Credits</b>
WNA 209 - Introduction to Writing & Narrative Arts	3
WNA 221 - The Writing Process: Theory and Tutoring	3
Electives at the 200-level or higher	12
<b>Total Credits for Minor</b>	<b>18*</b>

\*WNA 101 may not be used to fulfill minor requirements.

### Writing and Narrative Arts Honors Program

Students who meet the following Writing and Narrative Arts Department requirements will graduate with honors in the major:

1. a minimum cumulative GPA in Writing and Literature Studies of 3.5
2. a minimum cumulative overall GPA of 3.0
3. active membership in Sigma Tau Delta, the national honor society for Writing and Narrative Arts
4. presentation of the student's capstone paper or some other independent research project in a public forum. The public presentation may include, but is not limited to, an oral or poster presentation of the paper or project as part of the College's Undergraduate Arts, Research, and Scholarship Symposium, publication of creative work in the Woodcrest magazine, or presentation before the SEPCHE Honors colloquium.

### Special Requirements

A GPA of 2.33 (C+) is required in Writing and Narrative Arts for the major or minor. No course with a grade of "D+" or lower is counted toward the major.

### Theater

Cabrini University offers a variety of theater courses for students who wish to study specific dimensions of the theater arts, as well as students who choose to pursue the Theater Minor.

Exploring their interests either on stage or behind the scenes, students can learn about theater performance, scriptwriting, production and design, as well as theater history.

Students participating in our Theater program (as casual students, concentrators, or minors) also have the opportunity to participate in a study abroad experience in London, England, with Cabrini faculty and working theater professionals.

Additionally, the program accommodates Education majors who elect the Theater Minor to contribute to their future school's dramatic arts program.

### LEARNING OUTCOMES

Students who participate in the Theater Minor at Cabrini University will:

- enlarge their aesthetic sensitivity, creativity, and artistic integrity
- develop competency in acting, theatre education, scriptwriting, directing, or production and design
- demonstrate an informed understanding of theatre and how the theater arts enrich our cultural life
- improve their knowledge of theatre history, dramatic literature, dramatic and dance theory, as well as current trends in the arts

### REQUIREMENTS FOR THE MINOR IN THEATRE

### Credits

Select two of the following classes (6 credits):

- |                                   |   |
|-----------------------------------|---|
| • THE/WNA 280 - Acting            | 3 |
| • THE/WNA 380 - Scriptwriting     | 3 |
| • THE/WNA 384 - Theater Directing | 3 |

**Select four of the following classes (12 credits):**

- THE/WNA 275 - Drama 3
- THE/WNA 280 - Acting 3  
(if not counted as one of the two required courses)
- THE/WNA 340 - Public Speaking 3
- THE/WNA 380 - Scriptwriting 3  
(if not counted as one of the two required courses)
- THE/WNA 382 - Theater Practicum 1-3  
(to a maximum of 6 credits)
- THE/WNA 384 - Theater Directing 3  
(if not counted as one of the two required courses)
- THE/WNA 385 - Musical Theater 3
- THE/WNA 387 - Acting in New Plays 3
- THE/WNA 388 - Advanced Acting 3
- THE/WNA 385 - Musical Theater Choreography 3
- THE/WNA 201/301 - Special Topics in Literature 3  
(as approved by the Writing and Narrative Arts Chair)

**Total credits for the minor 18**

Note: Students may petition the Writing and Narrative Arts Department Chair to substitute up to six credits of relevant coursework from outside of the minor.

## Interdisciplinary Programs of Study and Curriculum Requirements

### Individualized Programs

The Individualized Programs provide students with the opportunity to develop a personalized academic experience, integrating courses throughout multiple departments, that meets their academic and career goals.

#### INDIVIDUALIZED MAJOR

The Individualized Major requires completion of a minimum of eleven courses (three or more credits each). Ten courses come from three distinct departments. Coursework for at least one field of study must be in a professional field, such as Teacher Education, Business, Graphic Design, Communication, or other departments by petition.

- three to four courses from Department #1
- three to four courses from Department #2
- three to four courses from Department #3

The final course is an experiential learning course (research, internship, or practicum) that integrates at least two of the three department disciplines selected for the major.

Students completing the requirements of the Individualized Major (and other University requirements) will be awarded a Bachelor of Arts degree.

#### LEARNING OUTCOMES FOR INDIVIDUALIZED MAJORS

As part of the curriculum development process, each student will develop their own unique learning outcomes, focusing on knowledge and skills appropriate to their program.

#### Process for Applying for an Individualized Major

Students must consult with the Chair of the Department of History and Political Science, where the Individualized major is housed, prior to writing a proposal to discuss in detail the major requirements and determine eligibility. The student must identify a full-time faculty mentor from the History and Political Science department. While the student is charged with writing the full proposal, the mentor reviews the proposal and serves as the academic advisor for the student's major.

Students submit a written proposal to the History and Political Science department chairperson that outlines the rationale for the Individualized Major request and the major curriculum.

The proposal should include:

- student's name, ID number, and Cabrini email address
- copies of the student's current transcript and schedule
- a recommended title for the major
- a description of the proposed major, how it aligns with other programs available at other universities (if applicable), and a
- rationale for how it meets student goals and career interests
- a list of learning outcomes for the major (*Outcomes revolve around the content knowledge and skills acquired through completion of the curriculum.*)
- a completed curriculum plan, noting the required eleven courses and other optional courses and the signature of the mentor/advisor

Other unique requirements of the major include:

- Completion of a minimum of 33 credits of coursework.
- All courses must be at the 200-level or higher, with a minimum of five courses (15+ credits) at the 300-level or higher.
- Courses must be letter graded. Credit/No credit, Pass/Fail, etc. courses are not acceptable.
- If a student is completing another major or minor at the University, no courses from the other major or minor may be used to fulfill the requirements of the Individualized Major.
- Students may not use courses coming from their three major departments towards fulfillment of the core Exploration or Engagements requirements.
- Students must complete a minimum of 30 credits at Cabrini University after submission and approval of the Individualized Major.
- The majority of courses, (six+), including the experiential course, must be taken at Cabrini University.
- Students must earn a 2.20 GPA or higher overall in major courses, with no grade lower than a “C-” in any major course.
- The title, curriculum, and goals of the Individualized Major may not overlap those of existing majors at the University or be an easier version of an existing program.
- Students must identify a full-time faculty member to serve as advisor and mentor for the Individualized Major.

The chairperson and faculty mentor will meet within 15 business days following submission of the proposal and the student will be informed whether the proposal was:

1. approved as written
2. approved with required modifications, or
3. not approved

within five business days following that meeting.

Proposals will be reviewed and approved during the fall and spring semesters.

### **INDIVIDUALIZED MINOR**

The Individualized Minor requires completion six courses (three or more credits each) from at least two distinct departments.

#### **Process for Applying for an Individualized Minor**

Students must consult with the Chair of the Department of History and Political Science, where the Individualized minor is housed, prior to writing a proposal to discuss in detail the minor requirements and determine eligibility.

Students must submit a preliminary proposal to the History and Political Science chairperson. This proposal is a concise (no more than one page) summary of the minor’s main theme. The proposal is meant to ensure the minor doesn’t overlap existing programs at the University before the student and faculty mentor invest effort into development of a full proposal. If approved, the student will be invited to submit a full proposal.

After a preliminary proposal is accepted, students must identify a full-time faculty mentor from the History and Political Science department. While the student is charged with writing the full proposal, the mentor reviews the proposal and serves as the academic advisor for the student’s minor.

Submission of a full proposal (if invited) to the History and Political Science chairperson. The proposal must:

- be submitted prior to completion of nine credits of proposed minor coursework and be submitted prior to a student's senior year (87 earned credits) of study at Cabrini University
- include the student's name, Cabrini ID, and Cabrini email address
- include copies of the student's current transcript and schedule
- include a recommended title for the minor (Note the title may not overlap the name of an existing major or minor at the University)
- include a description of the proposed minor and a rationale for how it meets student goals and career interests
- include within the proposal a complete curriculum list, noting the required six courses, and at least four significant learning outcomes. (Note that an internship/experiential learning course is highly recommended)
- include the signature of the mentor/advisor

Other unique requirements of the major include:

- Completion of a minimum of 18 credits of coursework.
- No more than three courses may come from a single department.
- At least four courses must be at the 200-level or higher.
- Courses must be letter graded; Credit/No credit, Pass/Fail, etc. courses are not acceptable.
- Students must earn a "C-" or higher in all courses used for the minor.
- Students must earn a 2.20 GPA or higher overall in minor courses.
- A minimum of nine credits must be taken at Cabrini University.
- As with all minors, minor courses may be used to fill core curriculum requirements.
- Minors cannot overlap goals and curriculum of any existing minor, concentration, track or certificate at the University or be an easier version of an existing minor.
- A maximum of two courses for the minor may be requirements of the student's major(s)/other minor(s).

The chairperson and faculty mentor will meet within 15 business days following submission of the proposal and the student will be informed whether the proposal was:

1. approved as written
2. approved with required modifications, or
3. not approved

within five business days following that meeting.

Proposals will be reviewed and approved during the fall and spring semesters.



## Course Descriptions

Undergraduate courses and graduate courses open to undergraduate students in specific programs are described in this section of the Catalog.

Courses that fulfill the Literacies requirements for the Cabrini University Core Curriculum, starting with the 2022-23 Undergraduate Catalog, are indicated with a three-letter designation following the course title:

- (CRL) - Cabrinian Religious Literacy
- (CVL) - Civic Literacy
- (CLA) - Cultural Literacy and Aesthetics
- (DEI) - Diversity, Equity, and Inclusion
- (ETH) - Ethics and the Common Good
- (QTL) - Quantitative Literacy
- (SCL) - Scientific Literacy
- (TEL) - Technological Literacy

For Undergraduate Catalogs published prior to the 2022-23 academic year, courses that fulfill the Exploration and Literacies requirements of the Justice Matters Core Curriculum are indicated by a single letter designation following the course title:

- (A) - Aesthetic Appreciate Exploration
- (H) - Heritage Exploration
- (I) - Individual and Society Exploration
- (R) - Religious Literacy
- (S) - Scientific Literacy
- (V) - Values Exploration

The Computer, Cross-Cultural/Foreign Language, and Quantitative Literacies requirements for the Justice Matters Core Curriculum are fulfilled based on placement results.

Honors courses are available to students enrolled in the University's Honors Program only and are indicated by H- preceding the course number (example: H-ECG 100).

Research courses are offered in various disciplines and are indicated by R- preceding the course number (example: R-BIO). Short term study abroad courses are listed as CCA courses.

Honors, Research, and Study Abroad courses are described in their appropriate disciplinary section of the course description list (example: H-ECG 100 is listed under ECG - Engagements with the Common Good).

## **ACC/MACC - Accounting**

(School of Business, Education, and Professional Studies, Business and Technology Department)

### **ACC 210 - Accounting Principles I**

This course provides a foundation of the basic accounting terms, principles, and procedures. Students will learn that the primary role of accounting is to provide and communicate useful information to decision makers, including investors, creditors, management, government, and others. These decision makers rely on the integrity of the financial reporting as determined by the competence, judgement, and ethical behavior of those involved. Students review basic financial accounting principles and practices including preparation of financial statements, account use, including accruals and deferrals. Offered fall and spring. 3 credits

### **ACC 211 - Accounting Principles II**

Students review the application and use of accounting data to assist managers in their plans and decisions regarding inventory costing, resource allocation, organizational control, and performance evaluation. Students will study various management accounting concepts including product costing, cost/volume/profit analysis, relevant costing analysis, job order costing, process costing, overhead, budgeting, standard costs, and capital budgeting. Prerequisite: ACC 210. Offered fall and spring. 3 credits

### **ACC 310 - Fraud Examination**

The course will cover the major methods individuals use to commit occupational fraud. Students will learn how and why occupational fraud is committed, how to assess where an organization is at the greatest risk for fraud, how fraudulent conduct can be deterred, and how allegations of fraud should be investigated and resolved. 3 credits

### **ACC 330 - Intermediate Accounting I**

The primary focus of financial accounting is providing useful information to various external decision makers. This course will review and expand on the theory and process of preparing financial statements in accordance with generally accepted accounting principles (GAAP) as determined by the Financial Accounting Standards Board (FASB) and SEC regulations. This course provides a smooth progression from Accounting Principles to a professional level of achievement required in the intermediate financial accounting course. It is designed for students interested in majoring or minoring in accounting. Prerequisites: ACC 210-211 with a grade of 'C' or better. Offered fall. 3 credits

### **ACC 331 - Intermediate Accounting II**

The primary focus of financial accounting is providing useful information to various external decision makers and is a continuation course from Intermediate Accounting I. It is designed for students interested in majoring or minoring in accounting. Prerequisites: ACC 210-211 with a grade of 'C' or better and ACC 330. Offered spring. 3 credits

### **ACC 340 - Managerial Accounting**

An in-depth study of management accounting focusing on its role in internal reporting and its impact on management's planning and decision-making processes. Students will evaluate the foundation, ethics, costing systems/processes and concepts employed in the management accounting professions. This will include cost behavior, product/service costing; operational budgeting; pricing and profitability concepts and principles. Prerequisite: ACC 211 with a grade of 'C' or better. Offered fall. 3 credits

### ACC 341 - Income Taxes

This course will enable students to use the knowledge developed during the semester to aid taxpayers in preparation of their federal, state, and local tax returns. Students will be involved in the Volunteer Income Tax Assistance (VITA) program sponsored by the Internal Revenue Service (IRS) and the Pennsylvania Department of Revenue. Participation in this program will enhance the students' communication, critical-thinking, interpersonal skills, and conceptual understanding of taxes. This course covers theories and principles of federal income taxes relating to the individual and business. Prerequisite: ACC 210-211 with a grade of 'C' or better. Offered spring. 3 credits

### ACC 343 - Business Taxes

Topics covered in this course include federal income tax law for corporations, partnerships, estates, and trusts, as well as federal gift and estate taxes. Prerequisite: ACC 341. Offered fall. 3 credits

### ACC 410 - Advanced Accounting

Students review accounting theory with a study of special topics, including partnerships, mergers and acquisitions, consolidations, and fund accounting. Prerequisite: ACC 331. Offered spring. 3 credits

### ACC 420 - Auditing Principles

This course is designed to provide the student with the basic knowledge of ethics and auditing practices required of a member of the public accounting profession. Students explore the principles and methodology of auditing. The course reviews the audit basis, business controls, professional ethics and legal liability. Prerequisite: ACC 331. Offered spring. 3 credits

### MACC 550 - Accounting Information Systems

This course explores the process of identifying, gathering, measuring, summarizing, and analyzing financial data in an IT environment or utilizing IT analysis resources. It includes the CPAs roles as a user, manager, designer, and evaluator of accounting information systems and technology-driven business processes as outlined in various sections of the Uniform CPA Examination Blueprint. Prerequisite: ACC 331, open to seniors majoring or minoring in accounting. Satisfies BUS 351 Management Information Systems requirement for accounting majors. Students will be required to complete 3 credits above 123 credits. Offered fall. 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. The course will also examine the differences between US Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS). Prerequisite: ACC 331, open to seniors majoring or minoring in accounting. Offered spring 3 credits

## **AST - American Studies**

(School of Arts and Sciences, History and Political Science Department)

### AST 109 - Introduction to American Studies (I)

This course explores what it means to be an American. Using American Studies Methodology, the course provides an introduction to American historical, political, social, and cultural life with particular emphasis on both the founding of the nation and recent America. Offered as required. (Formerly offered as HIS 109.) 3 credits

#### [AST/GBS 117 - Playing Like a Girl: Women and Sports \(CLA\) \(A\)](#)

This course covers the multi-faceted experiences of women who played both amateur and professional sports in the United States and other areas around the world. This course will introduce students to the beliefs that limited women's participation in competitive sports and to the ways women pushed to play sports on their own terms. Additionally, the course will introduce students to media depictions of athletic women and will challenge them to examine how those depictions shaped public perceptions of women who play sports. Some of the athletes covered in the course include Mildred "Babe" Didrikson Zaharias, Althea Gibson, Billy Jean King, Pat Summitt, Venus Williams, Serena Williams, and the female athletes of the All-American Girls Professional Baseball League (AAGPBL). 3 credits

#### [AST/SOW 203 - Values, Conflict and Community in Popular Stories \(V\)](#)

This course explores the ways in which human value systems (both individual and collective) drive the relationships between social groups that seem to function in natural conflict with one another. Through the lens of the film series, *Orange is the New Black* (OITNB), students will examine the often competing values systems at play in the interactions between incarcerated women, prison guards and administrators, and the larger community. Focusing on the characters' stories and circumstances as a backdrop for understanding their decisions and current predicaments, the course examines the complex relationship between values and human actions and interactions. Students will analyze social problems and systems (especially the prison system) in light of values around issues such as morality, good and evil, ethics, legality, race, class, culture, gender, and community. 3 credits

#### [AST 205 - History of Art and Protest \(CLA\) \(A\)](#)

This interdisciplinary seminar takes a socio-historical approach to art, from long-standing examples in American history through modern day manifestation and current initiatives. Every unit draws upon interdisciplinary examples from across diverse forms: visual arts, oral, and written literature. Students participate in several different experiential art forms. Offered fall and spring. (Formerly offered as HIS 205.) 3 credits

#### [AST 206 - Conflict and Cooperation \(ETH\) \(V\)](#)

This course explores how human values shape our actions, how causes have effects, and how people (working alone and together) can respond to changing conditions. In this course, readings and short video clips (from cross-cultural examples) offer students reference points for examining examples of conflict and cooperation—examples that revolve around diverse perceptions: about skill, risk-taking, focus, practice, leadership qualities, and ability, as well as failure, bias, moral judgment, anxiety, aggression and resistance. In this integrated course—half-seminar, half movement-lab—we use readings, discussion, and body based ways of knowing to recognize our values as a dynamic learning process—of figuring out what we cherish in life, what we set our hearts on, what we put our minds to, and what we do in daily life. This course uses an approach to teaching and learning known as *Zhong Xin Dao*—the path of neutral viewpoint which is central to *I Liq Chuan: the Martial Art of Awareness*. Through safe and careful exercises, students gain practice in training one's self in a disposition and become clearer on their values and actions. 3 credits

#### [AST/GBS 217 - Dreams in Popular Culture \(A\)](#)

This course introduces students to three elements of American popular culture: advertisements, movies, and television programs. Throughout the semester, analyses of those three popular culture elements will focus on the theme of the "realization of dreams." Analyses of those three popular culture elements also will focus on depictions of gender and race related to the "realization of dreams." Offered as required. 3 credits

### [AST/HIS 250 - Capoeira and the Art of Resistance \(CLA\) \(I\)](#)

This course explores the cultural and historical contexts of the development of Capoeira in Brazil as a folkloric form and its continued evolution as a current social phenomenon throughout the world. Using multiple methodologies (textual, visual, kinesthetic/movement, musical, etc.), the course uses the focal point of capoeira as a means to examine deeply differential experiences of power: as lived on the ground and as experienced across historical, political, social, and cultural periods. A particular emphasis is placed both on African roots of this martial art—part dance, part fight, part game—and its development in Brazil and around the globe into contemporary venues. This course uses interdisciplinary methods from history, anthropological, philosophical, religious studies, gender studies and scientific methods for analysis of one’s reflexive cultural behavior. (HIS course, cross-listed with American Studies; Part seminar, part movement lab). 3 credits

### [AST 310 - Introduction to Museum Studies \(A\)](#)

This course provides a broad overview of museums and their function as vessels of knowledge and culture to modern society. Through lectures, readings, written assignments and class discussions, students will gain insight into the complex world of museums and the individuals who operate them. The course will introduce contemporary and best practice in a variety of types museums, examine as well as the preservation of cultural objects. The class examines some ethical issues involved in cultural interpretation and exhibition display. 3 credits

### [AST 317 - True Crime in Popular Culture \(CLA\) \(A\)](#)

This course uses true crime documentaries, a popular feature of the reality television genre in American popular culture, to examine the “realness” of reality television. What is real and what is fiction? Is reality television, specifically a true crime documentary, a “real” work of non-fiction, or is a work of fiction? How do creators of true crime documentaries tell their stories? How do those creators make you “feel” their stories and convince you that what you are watching is real? This course, and those challenging questions, are designed to help you become better consumers of information and to become better aware of how artists tell their stories. When you watch the true crime documentaries, you cannot consult with the creators about their documentaries and the stories they wanted to tell you through the episodes. Instead, you must rely on the “clues” that they left you, specifically the aesthetic storytelling techniques that they used to construct their stories. Those techniques include interviews, music, foreshadowing, and editing. Through this course, you will learn how to “read” or analyze those techniques and to understand how the creators constructed realities they wanted you to believe about real-life crimes. By learning those skills, you will become better consumers of all kinds of information and better able to understand how people who create different forms of media use that media to tell stories. 3 credits

### [AST 324 - Martial Arts Experience](#)

This seminar examines how martial arts have been adopted in the Americas, physically and philosophically. We will emphasize the cultural study from Eastern perspectives, looking especially at examples from India, China, and Japan, as well as the Afro-Brazilian martial art of capoeira. We’ll examine the difference between martial arts as a way of life and, as some would argue, how the West has co-opted these philosophies and modified them into sport. What is distinctive about this interdisciplinary course is its hands-on, experiential approach and use of many genres, from the centuries-old tai chi classics to contemporary works on women and mixed martial arts. Each week will combine examples from popular culture, film, and electronic media and—most significantly—actual “lab” or “practicum” with participation in martial arts instruction. Offered as required. 3 credits

### [AST 336 - Engaged Ethnography \(ETH\) \(V\)](#)

This course explores the ways in which ethnography (writing about culture) can be viewed in terms of how communities past and present have come together to tell stories or create an historical record about

themselves. Our readings will explore how various writers, researchers, artists, activists, scholars, community organizers and public intellectuals connect historical traditions with contemporary practices of lively engagement with social issues. Students will also engage in some hands-on practice in anthropological and ethnographic methodology: collecting, gathering, and producing oral historical accounts. Offered as required. (Formerly offered as HIS 336.) 3 credits

#### [AST/BLK 378 - Jackie Robinson, Race, and American Sports](#)

This course uses the life and career of Jackie Robinson, the most important and consequential African American athlete of the twentieth century, as a lens to examine the intersections of race and sports in American history. Topics covered in the course include the exclusion of black ballplayers from the Major and Minor Leagues in the late nineteenth century, the evolution of the Negro Leagues, and the experiences of black athletes in other sports aside from baseball. Special attention will be paid to Robinson, Wendell Smith, and the involvement of black sportswriters in breaking the color barrier in the Major and Minor Leagues. The course will also introduce students to the ways Robinson and other black athletes used their fame to advocate for causes, such as civil rights, outside of the sports world. Offered as required. (Formerly offered as HIS 378.) 3 credits

#### [AST 487 - Research Capstone](#)

The one-semester Capstone seminar is planned as a discernment process—a practical guide to improving your skills in research, writing, and thinking as you prepare your Capstone thesis projects. The AST Capstone Seminar is also designed to give you a support group while you're researching and writing your thesis. Each meeting will feature collaborative learning, strategies for writing and thinking critically, and feedback from interested readers. This course framework provides a solid, effective process for completing your Capstone project. Specific steps in this process entail the following: determining your project's scope, goals, and significance; writing a comprehensive literature review; framing your research and methods; writing a full draft of your project. Offered as required. 3 credits

#### [AST 488 - Internship](#)

Students may participate in an internship in career or graduate school-oriented field. This course is graded as a letter grade. Offered fall and spring. Credit to be arranged

#### [AST 499 - Independent Study](#)

This course offers independent but directed study of a special topic of interest to the student, not generally included in the regular course offerings. Prerequisite: Approval of instructor, department chair, and the Associate Dean for Arts and Sciences. Fee. Offered fall and spring. 3 credits

### **BIO - Biology**

(School of Arts and Sciences, Science Department)

\*Except for BIO 440, the prerequisite for all 200-level and above biology courses is a "C-" or higher in BIO 102, unless otherwise noted. Enrollment in all 200-level and above biology courses, except BIO 230/231 in the case of exercise science and health promotion majors, is restricted to biology majors/minors or with permission of the department chair.

#### [BIO 100 - Introduction to Biology](#)

This course will support students in learning fundamental concepts in biology and provide additional assistance with content and study strategies. Assignments will supplement material covered in BIO 101, General Biology I. Students will be placed in BIO 100 based on prior math experience and may only take the course if placed in it.

This course does not fulfill Core Science Literacy requirement or Biology major requirements. Co-requisite: BIO101. Offered fall and spring. 1 credit

### BIO 101 - Biological Science I (SCL) (S)

This introductory course for majors includes the scientific method, biochemistry of life processes, cell structure and function, metabolism, taxonomy, and physiology. Limited to science, exercise science and health promotion majors, or by permission of the department chair. Prerequisites: Placement in MAT 107, MAT 117, or MAT 130 or completion of MAT 111. Students may not receive credit for both BIO 177 and BIO101. Three hours lecture, three hours lab. Lab fee. Offered fall and spring. 4 credits

### BIO 101L- Biological Science I Laboratory

This course includes laboratory activities related to the topics covered in BIO 101 lecture. Students must register for this course alongside BIO 101. 0 credits

### BIO 102 - Biological Science II (S)

The second semester continues BIO 101 with studies of molecular and Mendelian genetics, evolution, and ecology and the environment. Limited to science, exercise science and health promotion majors, or by permission of the department chair. Prerequisite: BIO 101, earning a "C-" or higher. Three hours lecture, three hours lab. Lab fee. Offered spring. 4 credits

### BIO 102L- Biological Science II Laboratory

This course includes laboratory activities related to the topics covered in BIO 102 lecture. Students must register for this course alongside BIO 102. 0 credits

### BIO 121 - Life Science and Health for Teachers (SCL) (S)

This course, designed specifically for education majors, integrates science content required by the national and state academic standards for science education with current pedagogical strategies. Topics include diversity of life on Earth, life cycles, cell structure and function, human body systems, health, drugs and disease, genetics, evolution, ecology, and the environment. Limited to students majoring in Pre-K-4, Middle-Level (4-8), or Special Education PreK-12. Prerequisite: Completion of quantitative literacy requirement. Three hours integrated lecture/lab. Lab fee. Offered fall and spring. 3 credits

### R-BIO 166 - Introduction to Undergraduate Research

This course offers an independent, but directed, collaborative course of study involving a specific research agenda in the biology discipline under departmental faculty supervision. Research projects may require literature review, empirical analysis and a written report, poster or oral presentation of the completed research project.

Prerequisite: Approval of instructor, department chair and Associate Dean for Arts and Sciences is required. Open only to freshman/sophomore biology majors and qualified non-majors who have completed at least one semester of fulltime study at Cabrini University. Students must have a 2.00 GPA or higher. May be repeated for credit. Lab fee. Offered fall, spring, or summer. Variable credits

### BIO 170 - Biological Evolution

This non-majors course will review fundamental theories and mechanisms of biological evolution of life on Earth with a focus on how evolution occurs at the genetic level. Topics will include a review of historical and modern figures in evolution and their theories, DNA and its role as the molecular basis of heredity, the fossil record, phylogeny and the evolutionary history of biological diversity with emphasis on the human species. Limited to non-

science majors. Prerequisite: Completion of quantitative literacy requirement. Three hours integrated lecture/lab. Lab fee. Offered as needed. 3 credits

#### [BIO 171 - Biological Perspectives of Environmental Science \(SCL\) \(S\)](#)

This course focuses on current environmental issues, and examines both their scientific foundations and their human impacts. Students will study the science behind contemporary environmental problems through hands-on laboratory and/or field research. They will then use this foundation of scientific knowledge in considering the political, economic, and ethical ramifications of these environmental issues, and investigate potential solutions. Issues covered in this course could include global warming, air and water pollution, species extinction, land degradation, and resource depletion. Limited to non-science majors. Prerequisite: Completion of quantitative literacy requirement. Three hours integrated lecture/lab. Lab fee. Offered fall and spring. 3 credits

#### [BIO 172/H-BIO 172 - Forensic Science / Honors Forensic Science \(SCL\) \(S\)](#)

This non-majors course will review the basic applications of the biological, physical and chemical sciences to the study of forensics. Specific topics may include chemical and instrumental analyses of physical evidence, principles of serology and blood analysis, DNA analysis, forensic anthropology, ballistics, drug analysis, and toxicology. The course will be taught using an integrated format that includes lecture, laboratory experimentation, and crime scene construction and analysis. Limited to non-science majors. Prerequisite: Completion of quantitative literacy requirement. Three hours integrated lecture/lab. Lab fee. Offered as needed. 3 credits

#### [BIO 173 - Genetics and Heredity \(SCL\) \(S\)](#)

This non-majors course provides an overview of human genetics, from constructing and interpreting human pedigrees, applying Mendel's laws, discussing the relationships of DNA, RNA, and proteins, analyzing the effects of mutations, evaluating phenomena that distort Mendelian ratios, designing gene therapies and applying new genomic approaches to understanding inherited disease and the genetics of cancer. Classroom discussions and assignments will focus on current issues in human genetics. Open only to non-science majors. Satisfies the Scientific Literacy requirement. Prerequisite: Completion of quantitative literacy requirement. Three hours integrated lecture/lab. Lab fee. Students may not receive credit for both BIO 173 and BIO 263 and BIO 101. Offered as needed. 3 credits

#### [BIO 177 - Health and the Human Body \(SCL\) \(S\)](#)

This course for non-majors examines the application of biological principles to human issues by studying human physiology, from organ systems down to the cellular level. Topics could include the cardiovascular, immune, respiratory, musculoskeletal, and gastrointestinal systems. Emphasis is placed on current diseases and medical problems relating to these systems and to societal implications of various health-related issues. Open only to non-science majors. Prerequisite: Completion of quantitative literacy requirement. Three hours integrated lecture/lab. Lab fee. Students may not receive credit for both BIO 177 and BIO 101 or BIO 230/231. Offered fall and spring. 3 credits

#### [BIO/CHE 199 - Science Seminar](#)

This course is designed to expose students to the science major(s), curriculum, and potential career paths in the field. Students will explore their interests in science while planning their major course curriculum. Students will formally declare the major, be assigned an advisor, and meet with faculty and students in the department, as well as attend club events and meetings. Offered spring for first year majors. Lecture; offered spring. 1 credit, P/F



### BIO 206 - Cell and Molecular Biology

Cell and molecular biology provides a foundational curriculum grounded in biological principles addressing scientific methods, structure, function and transport mechanisms of cells, proteins and membranes, cellular metabolism, communities and signaling pathways, oncogenesis, gene expression, and recombinant DNA concepts and methodologies. This course is a combination of lecture and laboratory that will prepare students for advanced courses in biological sciences. Students will also develop their literature reading and interpretation skills. Laboratory experiments reinforce lecture topics and introduce students to purification, quantification and restriction mapping of plasmids, gel electrophoresis, cell culture, transformation and transfection techniques, fluorescence microscopy, and flow cytometry. Prerequisite: BIO 102, earning a "C-" or higher and co-requisite or prerequisite: CHE 111. Three hours lecture, three hours lab. Lab fee. Offered fall. 4 credits

### BIO 206L - Cell and Molecular Biology Laboratory

This course includes laboratory activities related to topics covered in BIO 206 lecture. Students must register for this course along with BIO 206. 0 credits.

### BIO 212 - Biostatistics

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, graphing, confidence intervals, hypothesis testing, and odds ratios. Additional topics may include linear regression, correlation, statistical power, multiple comparison, 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 examples from scientific journals, and real-world data sets are analyzed using computational methods. Prerequisite: MAT 117 and C- or better in BIO 102 Three hours lecture. 3 credits

### BIO 228 - Clinical Microbiology

Clinical microbiology is designed for students pursuing a career in nursing. Students will learn about the characteristics, diagnosis, and treatment of disease-causing microorganisms (bacteria, viruses, fungi, protozoa, worms, and algae) associated with human infection of the skin and eyes, and the cardiovascular, lymphatic, respiratory, digestive, genitourinary, and central nervous systems. Topics will include microbial nutrition, growth and metabolism. Mechanisms of the infectious process, factors affecting transmissibility, and the development of antibiotic resistance will be presented. Discussion will emphasize measures taken to control dissemination of microbial diseases in populations, the community, and clinical settings. Host defense processes that defend against infection through innate and adaptive immune responses will be examined, complemented by an understanding of the consequences to the host when those responses overreact or are compromised. Hands-on laboratory exercises will introduce students to a variety of procedures used by microbiologists to facilitate isolation, characterization, diagnosis, and treatment of infectious microorganisms with an emphasis on the important role of the microbiology lab and nurse in the clinical setting. Students may not receive credit for BIO 228 and BIO 308. Offered spring. 4 credits

### BIO 228L - Clinical Microbiology Laboratory

This course includes laboratory activities related to the topics covered in BIO 228 lecture. Students must register for this course alongside BIO 228. Students may not receive credit for BIO 228L and BIO 308L. Lab fee. 0 credits

### BIO 230 - Human Anatomy and Physiology I

This course examines the structure and function of the human body with a goal of appreciating how coordination of all the systems work to maintain homeostasis. The first course will focus on cell physiology, tissue structure and function, the integumentary, skeletal, muscular, and nervous systems. Open to biology and

exercise science and health promotion majors only. Prerequisite: BIO 101, earning a "C-" or higher. Three contact hours lecture and three contact hours lab per week. Lab fee. Students may not receive credit for BIO 230-231 and BIO 177 or 301. Offered fall. 4 credits

#### BIO 230L - Human Anatomy and Physiology I Laboratory

This course includes laboratory activities related to the topics covered in BIO 230 lecture. The laboratory will employ microscopy, animal dissection, and computer-based and virtual dissection labs to emphasize principles introduced in lecture. Students must register for this course alongside BIO 230. Lab fee. 0 credits

#### BIO 231 - Human Anatomy and Physiology II (S)

The second semester continues BIO 230 with studies of the digestive, excretory, respiratory, cardiovascular, lymphatic, endocrine, and reproductive systems. Open only to biology and exercise science and health promotion majors. Prerequisite: BIO 230, earning a "C-" or higher. Three contact hours lecture and three contact hours lab per week. Lab fee. Students may not receive credit for BIO 230-231 and BIO 177 or 301. Offered spring. 4 credits

#### BIO 231L - Human Anatomy and Physiology II Laboratory

This course includes laboratory activities related to the topics covered in BIO 231 lecture. The laboratory will employ microscopy, animal dissection, and computer-based and virtual dissection labs to emphasize principles introduced in lecture. Students must register for this course alongside BIO 231. Lab fee. 0 credits

#### BIO 263 - Genetics

This course introduces students to the principles of Mendelian and molecular genetics including chromosome structure, karyotypic analysis, gene mapping, and transposition. Gene function, replication, transcription and translation are explored in detail. The role mutations play in driving the diversification of living organisms provides the basis for discussion of evolution. Students work in small groups and complete a research project focused on cutting-edge, special topics in genetics that culminates in the presentation of their research to the class in a mini-lecture at the end of the semester and preparation of a poster that is presented at Cabrini's annual Arts, Research, and Scholarship Symposium. In the laboratory, students develop techniques involving cell fractionation, DNA isolation, karyotyping, CRISPR-Cas9 gene editing, PCR and agarose gel electrophoresis, and the study of mitosis and meiosis using representative plant and animal species. Statistical methodologies are also introduced. Prerequisites: CHE 111 and BIO 206, earning a "C-" or higher in both classes. Prerequisite or co-requisite: CHE 112, earning a "C-" or higher. Three hours lecture, three hours lab. Lab fee. Offered spring. 4 credits

#### BIO 263L - Genetics Laboratory

This course includes laboratory activities related to the topics covered in BIO 263 lecture. Students must register for this course alongside BIO 263. 0 credits

#### BIO 280 - Virus Discovery

This Science Education Alliance -Phage Hunters Advancing Genomics Education (SEA-PHAGE) course gives students the chance to participate in an authentic research experience that draws on themes and techniques from across biology, including microbiology, molecular biology, genomics, bioinformatics and synthetic biology. Students will isolate their own bacteriophages, and in the process gain a mastery of wet lab microbiological techniques. Students will be able to describe bacterial viruses, their ecological importance, life cycle, and the purification process. Bacteriophages are a proven starting point for student genome analysis since they are plentiful, highly

diverse, easily isolated directly from nature, and have relatively simple and small genomes. Prerequisite: Permission from course instructor. Offered as needed. 3 credits

#### BIO 280L - Virus Discovery Laboratory

This course includes laboratory activities related to the topics covered in BIO 280 lecture. Students must register for this course alongside BIO 280. 0 credits

#### BIO 290 - Introduction to Dental Medicine

This course is an introductory shadowing opportunity where students meet and work short-term with dental professionals in one of more of the various dental fields, such as general dentistry, periodontics, prosthodontics, orthodontics, endodontics, and oral maxillofacial surgery. Limited to Biology/Pre-Dental majors. Offered as needed. 1 credit

#### BIO 291 - Introduction to Clinical Research

This course introduces students to the differences between clinical trials research and non-clinical research. Topics include research design, IRB protocols, data collection and quality management, and consent, recruitment, and retention of subjects in clinical trials. This course is recommended for students pursuing careers in advanced health care fields, such as medicine and dentistry. Limited to majors in Biology, Biochemistry, and Chemistry. Prerequisite: BIO 206 or CHE 211. Offered as needed. 1 credit

#### BIO 293 - Dental Terminology

This course provides a foundation in the use of correct dental terminology and oral structures with an emphasis on anatomy, disease terms, and instrumentation. Terminology specific to infection control, pain management, tooth restorations, prosthodontics, endodontics, periodontics, pedodontics, and malocclusion is included. Co- or prerequisite: BIO 231 or BIO 301. Limited to majors in Biology, Biochemistry, and Chemistry. Offered as needed. 1 credit.

#### BIO 301 - General Physiology

This course covers the fundamental concepts of physiology in the context of animal adaptation to environmental factors. Topics include neural control, movement, circulation, respiration, metabolism, and excretion. Seminars, where students discuss current research articles and case studies, provide insight to the current state of physiological research. Using human and crayfish models, students will learn laboratory techniques in physiological research, culminating in a student-driven research project with results presented at Cabrini's annual Arts, Research, and Scholarship Symposium. Prerequisite: BIO 206, earning a "C-" or higher. Six hours integrated lecture/lab. Students may not receive credit for BIO 230-231 and BIO 301. Offered spring, alternate years and as needed. 4 credits

#### BIO 301L - General Physiology Lab

This course includes laboratory activities related to the topics covered in BIO 301 lecture. Students must register for this course alongside BIO 301. Lab fee. 0 credits

#### H-BIO 302 - Honors Evolution

This non-majors course will review fundamental theories and mechanisms of biological evolution of life on Earth with a focus on how evolution occurs at the genetic level. Topics will include a review of historical and modern figures in evolution and their theories, DNA and its role as the molecular basis of heredity, the fossil record, phylogeny and the evolutionary history of biological diversity with emphasis on the human species. Limited to non-science majors. Offered as needed. 3 credits

### BIO 308 - General Microbiology

This course includes morphological and physiological considerations of common pathogenic and non-pathogenic microbes and the fundamentals of their nutrition, growth, metabolism and control. Topics include epidemiology, virulence factors, transmission of infectious diseases, antibiotic agents and resistance, innate and acquired immunity, classical, lectin and alternative pathways of complement activation, and diagnostic methods. Discussion of viruses and other acellular infectious agents is included. Laboratory topics include standard and specialized staining techniques, culturing techniques, antibiotic sensitivity assays, clinical microbiology assays, and the use of flow cytometry to investigate the sporulation process. Students complete a laboratory- and group-based research project which is presented to the class. Prerequisites: BIO 102 and CHE 112, earning a "C-" or higher in both courses. Three hours lecture, three hours lab. Students may not receive credit for BIO 228 and BIO 308. Offered fall. 4 credits

### BIO 308L - General Microbiology Laboratory

This course includes laboratory activities related to the topics covered in BIO 308 lecture. Students must register for this course alongside BIO 308. Students may not receive credit for BIO 228L and BIO 308L. Lab fee. 0 credits

### BIO 312 - Theory and Practice in Biotechnology

This course focuses on how biotechnology is revolutionizing medicine, agriculture and the biochemical, pharmaceutical, environmental and food industries. Specific topics including recombinant DNA technology, plant genetic engineering, bioremediation, gene therapy, molecular diagnostics, DNA microarrays, cDNA libraries, and forensic DNA analysis are discussed. Projects in lab include cell culture, monoclonal antibody production, purification and titration, eukaryotic cell transfection, fluorescent microscopy and flow cytometry techniques. Students become skilled at using computer software for analysis of flow cytometry data. A research paper involving review and critique of journal articles on a biotechnology-related topic is required. Prerequisites: BIO 206, BIO 263 and CHE 112, earning a "C-" or higher. Three hours lecture, three hours lab. Offered fall, alternate years and as needed. 4 credits

### BIO 312L - Theory and Practice in Biotechnology Laboratory

This course includes laboratory activities related to the topics covered in BIO 312 lecture. Students must register for this course alongside BIO 312. Lab fee. 0 credits

### BIO/CHE 315 - Introduction to Scientific Presentations

This course is the precursor to the capstone project for biology and chemistry majors which should be taken in the spring semester of their junior year. Students explore career aspects in science by creating their own resume, cover letter, professional biography and also hearing presentations/seminars from esteemed science professionals from the area. Prerequisite: BIO 206 or CHE 211, earning a "C-" or higher in both courses. One-hour lecture. Offered spring. 1 credit, P/F

### BIO 318 - Virology

This course investigates the principles of molecular virology with an emphasis on human and animal viruses. Topics include structure, classification, replication, mechanisms of pathogenesis, treatment, and prevention. Lifecycle stages of model RNA and DNA viruses are reviewed. Evasion strategies used by viruses to escape immune detection are introduced. Students will be introduced to the methods of diagnosis and detection, current uses of viruses in gene therapy, emerging viruses, vaccine applications and immunity. Students prepare a mini-lecture related to the pathogenesis of a specific virally-induced disease. Prerequisite: BIO 263 earning a "C-" or higher. Three hours lecture. Offered fall, alternate years and as needed. 3 credits

### BIO 320 - Animal Behavior

Students become familiar with important elements of the study of animal behavior including principles of experimental design and observation. Students investigate the importance evolution plays in adaptive strategies in response to changing habitats, competition and survival. Course acquaints students with the principles of ethology including behavioral physiology, instinct, genetics, biological clocks, migration, aggression, agonistic behavior, competition, parental investment, mating systems, communication, and sociability. Students prepare a research paper based on critique of a recent scholarly work. Lectures are supplemented with films. Prerequisite: BIO 263, earning a "C-" or higher. Three hours lecture. Offered as needed. 3 credits

### BIO 331 - Neuroscience

Neuroscience integrates knowledge of biology, chemistry, psychology and medicine to achieve better understanding of nervous system function and behavior. Students will be introduced to the nervous system anatomy, physiology, pharmacology, endocrinology, development and evolution. Cognitive processes such as learning, memory, perception, language development and pathological conditions affecting neurological function also will be studied. Prerequisite: BIO 206, earning a "C-" or higher. Three hours lecture. Offered as needed. 3 credits

### BIO 348 - Ecology

This course examines the principles of ecology with emphasis on representative natural communities on campus. Topics include evolution, population dynamics, interspecies interactions, biogeochemical cycles, and human impacts on the world's ecosystems. Students will become familiar with field and laboratory methods in ecological science, and the design and implementation of original research projects. Through their research, students will develop their skills in interpreting primary scientific literature, and in presenting ecological information in written and oral formats. Prerequisite: BIO 102, earning a "C-" or higher. Three hours lecture, three hours lab. Lab fee. Offered fall, alternate years. 4 credits

### BIO 348L - Ecology Laboratory

This course includes laboratory activities related to the topics covered in BIO 348 lecture. Students must register for this course alongside BIO 348. 0 credits

### BIO 350 - Topics in Biology

Topics in this course focus on current issues in life and physical sciences and vary depending on faculty and student interest. Format, prerequisites, and lab fees determined based on topic. Course may be repeated for credit for course sections with different topics. 1-3 credits

### BIO 351 - 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, gene interactions, and the design of clinical trials. Infections causing human cancer will also be examined. Molecular targets for therapeutic treatment are integrated through the course. Students will explore a special topic in clinical oncology in detail, critique the scientific literature, and present a summary to the class as a mini-lecture. Prerequisites: BIO 206 and CHE 211, earning a "C-" or higher. BIO 263 is a pre- or co-requisite earning a "C-" or higher. Three hours lecture. Offered spring, alternate years and as needed. 3 credits

### BIO 352 - Bioinformatics (TEL)

Bioinformatics is an interdisciplinary field of science, which combines biology, computer science, mathematics and statistics to analyze and interpret biological data. This course is an introduction to bioinformatics and the use of computers to analyze genomic data. 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, with topics including genome sequencing annotation, gene and regulatory motif prediction, genetic variation, sequence database searching, multiple sequence alignment, phylogenetic tree construction, protein structure prediction, microarray analysis, proteomic analysis, interaction networks. Prerequisites: BIO 206 and BIO 263, earning a "C-" or higher. Three hours lecture. Offered as needed. 3 credits

### BIO/CHE 355 - Environmental Health

In this seminar-style course, students will read and discuss a variety of articles, in both popular and scientific literature, on a variety of environmental health topics, and discuss these articles with one another. Topics will include epidemiology, toxicology, impacts of air and water pollution, risk assessment, and environmental justice. Prerequisites: BIO 263 or CHE 211, earning a "C-" or higher. Three hours lecture. Offered as needed. 3 credits

### BIO 360 - Dental Anatomy and Physiology

This course provides pre-dental students with anatomical and physiological course content relevant to dental medicine not covered in the standard BIO 301 course. Co- or prerequisite: BIO 231 or BIO 301. Limited to Biology/Pre-Dental majors. 1 credit

### BIO 401 - Laboratory Experiences in Neuropsychology

This course will introduce students to the field of neuropsychology. Special attention is given to an examination of selected brain-behavior relationships and neuroanatomical correlates of cognitive and behavioral dysfunction. We will discuss normal brain function, brain anatomy, and disorders and syndromes that can arise in children and adults. Students will also be exposed to neuropsychological assessment and neuroscience research. Laboratory activities will supplement lecture and discussion. Prerequisite: Psychology majors or BIO263. Offered as needed. 3 credits

### BIO/PHY 411 - Biophysics

This course introduces students to the intersection of physics and biology. Biophysics course will apply physical principles and techniques to different biological systems. Students will use math and computation to describe biological process with which they are already familiar in more quantitative terms. Students will become familiar with ideas, instrumentation, and computational models of physics to understand living systems. This course will focus on the biophysics of cellular and molecular structure and function, with emphasis on how diffusion, energy, and entropy help explain these phenomena. The understanding of the biophysics of small molecules will help answer questions at the macro level. Limited to majors in Chemistry, Mathematics, and Biology. Prerequisite: PHY 102 or PHY 112, MAT 117 or MAT 118 or MAT 131. 3 credits

### BIO 420 - Immunology

This course emphasizes the cells and organs involved with humoral and cell-mediated immunity. Immediate and induced responses to infection involving innate immunity are discussed. The generation of B-cell and T-cell diversity and the mechanisms of antigen presentation to T cells are reviewed. Antigen-antibody interactions, activation of the complement cascade, and activation and regulatory 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 Case studies cover topics addressing a variety of immunodeficiencies caused by genetic mutations. Prerequisites: BIO 206 and BIO 263 earning a “C-” or higher, or permission of department chair. Three hours lecture. Offered spring, alternate years and as needed. 3 credits

#### BIO 430 - Developmental Biology

This course emphasizes theories and proposed mechanisms of the developmental process. Gametogenesis, fertilization, cleavage, gastrulation and neurulation as well as the fates of selected germ layer rudiments are studied in various invertebrate and vertebrate species. Postembryonic development will also be studied in the context of regeneration, aging, disease, and the environment as well as ethical considerations of human embryonic study and manipulation. Prerequisites: BIO 206, BIO 263, and CHE 112, earning a “C-” or higher in all three. Three hours lecture. Offered as needed. 3 credits

#### BIO/CHE 440 - Biochemistry I

This course focuses on the structure/function relationships of macromolecules with an emphasis on proteins, enzymes, carbohydrates, lipids and nucleic acids. Students investigate the relevance of macromolecular conformation to function and biological activity as it relates to enzymes, bioenergetics, metabolism and its regulation and bio-membranes. Students with little or no background in the biological sciences are encouraged to take BIO 101 or BIO 177 to strengthen their background for this course. Prerequisite: CHE 211, earning a “C-” or higher. Three hours lecture, three hours lab. Lab fee. Offered fall. 4 credits

#### BIO/CHE 440L - Biochemistry I Lab

Laboratory exercises include isolation, purification and characterization of proteins and nucleic acids through column chromatography, electrophoresis, spectrophotometry, centrifugation and kinetics. Experiments involving carbohydrates and lipids will also be covered. Computer software is incorporated for data analysis and presentation. Students must register for this course alongside BIO/CHE 440. 0 credits

#### BIO/CHE 441 - Biochemistry II

This sequel course to Biochemistry I (BIO/CHE 440) examines metabolic pathway mechanisms and how they are regulated. Topics include DNA and Recombinant DNA technology; enzyme metabolism; protein folding; cell cycle regulation, and special topics in biochemistry. Physiological processes involving diseases affecting metabolism, the endocrine system and nutrition will be explored. Prerequisite: BIO/CHE 440 with a grade of “C-” or higher. Three hours lecture. Offered spring, alternate years. 3 credits

#### BIO/CHE 442 - Advanced Biochemistry Laboratory

Laboratory course designed to expand the technical experience of biology, biochemistry, and chemistry students. Experiments focus on the analysis of major classes of macromolecules using advanced techniques and instrumentation. Includes opportunities to develop literature research, writing and presentation skills critical for scientific study. Prerequisite: BIO/CHE 440 with a grade of “C-” or higher or Co-requisite: BIO 441. Offered Spring, alternate years and as needed. 1 credit

#### BIO/CHE 444 - Senior Seminar

Students complete an extensive literature search leading to development of a research thesis. A paper on the topic, a poster and an oral defense will contribute to the final grade. Weekly meetings will include discussion of these assignments, progress reports and database search techniques. This course also will include speakers from other campus offices to review writing techniques and literature search techniques. Limited to senior chemistry and biology majors only. This is a one-year course and students must complete the full year to receive a grade and credit. One and one-half hours lecture. Offered fall and spring. 3 credits (1.5 credits per semester)



### BIO/CHE/PHY 450 - Topics in the History of Science

In this course, students will examine a particular aspect of the history of science through an interdisciplinary lens, with a focus on relevant issues of diversity, equity and inclusion (DEI) throughout the course. Students will complete at least one oral or written assignment that ties the scientific topic under discussion to another discipline, and at least one oral or written assignment with a specific focus on DEI issues. Offered annually. (Fulfills Interdisciplinarity and Diversity, Equity and Inclusion Bridge Course Requirements.) 3 credits

### R-BIO 466 - Undergraduate Research

This course offers an independent, but directed, collaborative course of study involving a specific research agenda in a biology discipline under departmental faculty supervision. Research projects typically require literature review, empirical analysis and a written report, as well as a poster or oral presentation of the completed research project. Prerequisite: Approval of instructor, department chair and Associate Dean for Arts and Sciences is required. Limited to upper division science majors only with a science GPA of 2.0 or higher. May be repeated for credit, but a maximum of six credits of R-BIO 466 and BIO 488 combined may be applied to the major. Lab fee. Offered fall, spring or summer. Variable credits.

### BIO 487 - Science Lab Assistantship

This course offers the opportunity for Junior and Senior science majors with a GPA of 3.0 or higher to gain experience as a laboratory teaching assistant. Responsibilities will include peer assistance during lab, present occasional mini presentations, assist with general lab prep and development with supervision, in coordination with Chemical Hygiene Officer and course instructor. Prerequisite: Approval of instructor and department chair is required. Limited to Junior and Senior science majors with a GPA of 3.0 or higher. May be repeated for credit, but a maximum of once per semester. 1 credit

### BIO 488 - Internship

Students in the major have the opportunity to participate in a supervised field experience at an approved off-campus facility, focusing on topics related to the biology field. Credit can be earned in multiple semesters, but only one grade is recorded. Limited to junior and senior biology majors only with science GPA of 2.33 or higher and department approval. May be repeated for credit, but a maximum of six credits of R-BIO 466 and BIO 488 combined may be applied to the major. Offered fall, spring, or summer. Variable credits

### BIO 499 - Independent Study

In-depth coverage of a single topic, appropriate for upper-division biology majors, with topic to be chosen by mutual agreement of student and instructor. Limited to biology majors only with a science GPA of 2.33 or higher. Prerequisite: Approval of instructor, department chair, and Associate Dean for Arts and Sciences. Fee. Offered fall, spring and summer. Variable credits.

## **BLK - Black Studies**

(School of Arts and Sciences, History and Political Science Department)

### BLK 101 - DEI Foundations and Fundamentals (DEI)

Diversity, equity, and inclusion (DEI) is an important component to an organization's culture because it affects who wants to join the organization, who decides to stay there, and the extent of people's commitment to it. This course will teach you the foundational elements to DEI (e.g., rationale, terms, theories and concepts), as well as its fundamentals, including effective interpersonal communication and DEI project planning and execution for a variety of contexts such as schools, businesses, and membership organizations. 3 credits



#### [BLK 124 - Introduction to Black Studies \(DEI\) \(V\)](#)

This course will analyze the experience and traditions of black people from across the globe. Particular emphasis is placed on culture and ideological battles against dominant power structures. Themes of identity politics, diasporic studies, and Pan-African debates frame the discussion of the black experience(s). Offered fall. 3 credits

#### [BLK/POL 202 - African Politics](#)

This course offers a review and in-depth analysis of the major social, economic, and political developments in Africa since 1900. Particular attention will be paid to sub-Saharan Africa's cultural institutions and the continent's history of colonization, de-colonization, and nation building. Recent topics that will be covered include neo-colonialism and globalization. 3 credits

#### [BLK/HIS 211 - African American History from 1619 to 1877 \(DEI\) \(H\)](#)

This course focuses on the complex historical experience of African-Americans in American society from 1619 to the end of Reconstruction. The early history of Africa and Africans is considered, as is the history of the African American in Latin America, the Caribbean, and Canada. Topics considered include: the Atlantic Slave Trade, Slavery in America, the Civil War, and Reconstruction. Offered spring. 3 credits

#### [BLK/HIS 212 - African American History from 1877 to the Present \(DEI\) \(I\)](#)

This course focuses on the complex historical experience of African-Americans in American society from 1877 to the present. The life and times of Booker T. Washington, the involvement of African-Americans in the World Wars, the social and cultural history of the Harlem Renaissance, the epoch of Roosevelt, and the era of integration, civil rights, and the protests of the 1950s and 1960s. Offered spring. 3 credits

#### [BLK/HIS 261 - Introduction to African History](#)

This course examines the diversity and historical development of African societies from Egypt through the late 20th century. Major topics include African religious beliefs, the Atlantic slave trade, the rise and impact of European rule, and the historical background to problems such as the AIDS crisis and economic difficulties that face the continent's people today. 3 credits

#### [BLK 321 - Media and Civil Rights](#)

This course traces the development of the media in American history from the Zenger case to the blogosphere. Emphasis is on the development and utilization of new forms of media, the use of media to forward civil rights, and the democratizing effect of the new media. Offered as required. 3 credits

#### [BLK 333 - Pro-seminar: Applying Black Studies](#)

This course meets students' need to have their disciplinary grounding in Black Studies reinforced and strengthened throughout their time at Cabrini University. Students who major in Black Studies should take the first of these pro-seminar credits in the semester immediately following their completion of HIS 124 - Introduction to Black Studies. Each pro-seminar credit will require students to demonstrate their ability to apply, and assess the appropriateness of the Black Studies theoretical framework to elective courses both inside and outside of Black Studies. Offered as required. 1 - 3 credits

#### [BLK 335 - Spike Lee's America \(CLA\) \(A\)](#)

This course approaches American history through the eyes of one of the nation's most controversial and iconic filmmakers, Spike Lee. Through this course, students will learn about the film writing and filmmaking processes as art forms. Students will engage in critical analyses and extensive discussion about all aspects of filmmaking such as cinematography, acting, lighting, and editing. Offered as required. (Formerly offered at HIS 335) 3 credits

### [BLK/AST 378 - Jackie Robinson, Race, and American Sports](#)

This course uses the life and career of Jackie Robinson, the most important and consequential African American athlete of the twentieth century, as a lens to examine the intersections of race and sports in American history. Topics covered in the course include the exclusion of black ballplayers from the Major and Minor Leagues in the late nineteenth century, the evolution of the Negro Leagues, and the experiences of black athletes in other sports aside from baseball. Special attention will be paid to Robinson, Wendell Smith, and the involvement of black sportswriters in breaking the color barrier in the Major and Minor Leagues. The course will also introduce students to the ways Robinson and other black athletes used their fame to advocate for causes, such as civil rights, outside of the sports world. Offered as required. (Formerly offered as HIS 378.) 3 credits

### [BLK 396 - Black Folklore and Folklife](#)

This course examines black history, heritage, and culture as illuminated through expression of folklore and folklife, including music, oral narratives, beliefs, customs, foodways, crafts, tools, and decorative objects—in short, everyday creative expressions employed in, by, and among various black populations in the African diaspora. The course offers a particular (but not exclusive) emphasis on African-Americans and the history of Africans in the Americas, exploring the development of identities both through common groups (*e.g.*, occupational, family, religious, regional, etc.) and through common genres. Readings, case studies, and experiential activities might include traditions revolving around foodways, music, gender relations, occupation, movement arts, beliefs and customs, and narrative. Offered as required. (Formerly offered as HIS 396.) 3 credits

### [BLK/HIS 424 - Comparative Slavery](#)

This course provides a comparative framework to examine the development of slavery across the globe. Students explore the history of slavery in Africa, Asia, Latin America, and North America. The course also examines slave cultures and slave resistance to and eventual independence from the exploitation. Offered fall. 3 credits

### [BLK/HIS 427 - The Struggle for Black Equality](#)

This course will examine efforts to break down racially based segregation and inequality in Western social, economic, political, and cultural arenas. This course will analyze these united efforts through the lens of moral and values-based motivations that led individuals and groups to challenge existing hegemonic structures. The course will highlight connections among Western struggles for the rights of black peoples and broader Pan-African and diasporic battles for the rights of people of African descent. Offered as required. 3 credits

### [BLK 435 - Gender and Black Protest](#)

This course examines Black protest movements, particularly the Civil Rights and Black Power Movements, through the lens of gender. Particular attention is paid to how gender norms and gender roles affected these struggles for black uplift. 3 credits

### [BLK/HIS 436 - Black Power](#)

Encompassing most of the 1960's and early 1970's, Black Power was a distinct wave of the Black Liberation Movement. Its advocates sought to use their social, economic, and political institutions and power in ways that would maintain their gains from the civil rights era and expand them in all facets of American life. For some, Black Power would be realized through their creation of an all-Black nation-state. This course will discuss the political and intellectual roots to the rise of Black Power, its major organizations and key figures, and the reasons for its decline. 3 credits

### BLK 488 - Internship

Students may participate in an internship in career or graduate school-oriented field. This course is graded as a letter grade. Offered fall and spring. Credit to be arranged

### BLK 499 - Independent Study

This course offers independent but directed study of a special topic of interest to the student, not generally included in the regular course offerings. Prerequisite: Approval of instructor, department chair, and the Associate Dean for Arts and Sciences. Fee. Offered fall and spring. 3 credits

## **BUS - Business**

(School of Business, Education, and Professional Studies, Business and Technology Department)

### BUS 120 - Principles of Business

Principles of Business provides an overview of how companies are organized and managed and builds a foundation for other courses in the Business curriculum. The course utilizes the P-O-L-C (planning, organizing, leading, and controlling) framework to illustrate how various management concepts are implemented within an organization. The themes of strategic thinking, entrepreneurial thinking, and active management are used to help students connect course content to current business scenarios and future career goals. Offered fall and spring. 3 credits

### BUS 164 - Leadership and Supervisory Skills

This course is for the business or non-business major who is concerned with a most important skill in the workplace today: the ability to effectively lead or supervise people at work. Students learn and practice skills in exercises and with case studies. Team/group leadership is emphasized along with one-on-one supervisory skills. Topics include group dynamics, motivation, communication, decision-making, and leadership styles. (Formerly BUS 364) Offered fall and spring. 3 credits

### BUS 220 - Quantitative Business Analysis I (QTL)

Understanding and analyzing data is an essential part of business. This course focuses on gathering, interpreting, analyzing, and presenting data to enhance strategic decision-making. This course deals little with theory, emphasizing instead the use of data to solve business-related problems and to make decisions. Important statistical concepts involved in interpreting and analyzing data are discussed. Students will expand their knowledge and gain a deeper understanding of measures of central tendency, probability, sampling distributions, and statistical inference. This course satisfies the math quantitative literacy requirement for all Business majors. Offered fall and spring. 3 credits

### BUS 221 - Quantitative Business Analysis II

This course reviews the collection and presentation of data; measures of central tendency, dispersion, probability; sampling distributions; and statistical inference and correlation. Time series analysis and forecasting also are included in the course materials. Prerequisites: Completion of math requirements; BUS 220. Offered both semesters. Offered fall and spring. 3 credits

### BUS 230 - Excel for Ethical Decision Making (TEL)

Strategic decision-making is essential to the success of any business. This course highlights making business decisions using excel and analytics. The course focuses on theory and emphasizes the application of decision-making with excel in practice. It offers students the opportunity to master the basic, intermediate, and advanced functionalities of Microsoft Excel, while applying those skills and techniques to solve a broad range of business problems. This course is designed to extend deductive and inductive reasoning for decision-making using statistical

tools in excel. Students will develop and expand their knowledge of ethical decision-making as they approach the analysis of data. Offered fall and spring. 3 credits

### [BUS 231 - Personal Finance](#)

This introductory finance course is designed to provide students (regardless of major) with concepts, terms, and factual data to assist them in developing a plan to meet their individual financial objectives throughout their life. Emphasis will be placed on practical and realistic decision-making based on a variety of changing lifestyles. To break down the course into more digestible component parts, our approach will develop an understanding of the activities performed within five major functional areas: (1) Financial Planning and Mastering the Basics, (2) Developing Money Management Skills, (3) Considering the Future of Income and Asset Protection, (4) Investments, Retirement and Estate Planning. (5) Philanthropy and Financial Ethics. Offered fall. 3 credits

### [BUS 232 - Sports Management](#)

This course introduces students to the basic tenets of how the business of sports is conducted in several different settings. Topics include leadership and management of personnel, budgeting, legal and current issues, general administration and operations and dynamic integrated relationships between different populations involved in sports-related interests and activities. Offered fall. 3 credits

### [BUS 236 - Sports Facilities Management](#)

Students are introduced to the many aspects of athletic facilities including management/operational and physical plant. Topics include needs and interests' assessment, budget study and utilization, program development, operations, and event management. Subjects in facility structure include architecture and design, form vs. function, risk management, legal issues and long-range planning. Offered spring. 3 credits

### [BUS 250 - Event Planning and Coordination](#)

This course requires students to apply event management principles and practices to three types of events: a trade show exhibition, a mid-size training conference, and a large-scale fundraising gala. Topics include budget development, site selection, event staging and A/V production requirements, event technology concerns (e.g., webcasting to remote locations), catering choices, room sets/design, lighting displays, sound systems, event staffing, event promotion, on-site risk management, and post-event evaluation. 3 credits

### [BUS 288 - Professional Development](#)

Students will engage in professional development activities and events to strengthen their career competencies to ensure students have the skills to serve them during their internship(s), post-graduation employment, and throughout their professional career and be strong, productive members of the work force. This course explores the National Association of Colleges and Employers (NACE) Career Readiness resources. Career Readiness is the attainment and demonstrations of requisite competencies that broadly prepare college graduates for a successful entry and transition into the workplace. Prerequisites/co-requisites: ACC 210, BUS 120, and MKT 230. Ideally, students should be classified as sophomores (42 or more credits); transfer students should be in their second semester at Cabrini University. Offered fall and spring. 3 credits

### [BUS 303 - Survey of Statistical Software](#)

The purpose of this class is to provide students with an intermediate proficiency in the use of analytical tools that students are likely to encounter in their analytical careers. The following software tools will be covered: Excel; R; STATA; and Google Analytics. For each of the software tools, students will learn how to import data from external sources; enter data manually; conduct data transformations and merge data sets; conduct statistical analysis using

the embedded functions in the programs; display data and statistics using tools like pivot tables, etc.; create graphs, charts, and tables for inclusion into presentations. Prerequisites: BUS 220 and BUS 351. Offered Spring. 3 credits

#### [H-BUS 304 - Honors Business Management: Business Ethics \(V\)](#)

This course will examine issues and scenarios that relate directly to the workplace, so that future employees can develop a clearer sense of how their corporate code of ethics relates to operational decisions made on a daily basis. 3 credits

#### [BUS 309 - International Business](#)

This course examines the strategies and structures of international businesses and the implication of international business for firms' various functions. Topics covered include globalization of markets and production, political and economic systems, corruption, international trade and investment, regional economic integration, foreign direct investment, and the international monetary system. Prerequisite: ECO 132. Offered spring. 3 credits

#### [BUS 312 - Management of Nonprofit Organizations](#)

This course provides an overview of human services management, comparing profit and nonprofit organizations. Emphasis is placed on nonprofit agency structure, program planning, personnel motivation, public relations functions, and effective board relationships. Offered fall, every other year. Prerequisites: BUS 120 and ACC 210. 3 credits

#### [BUS 315 - Small Business Management](#)

Students review special factors pertaining to small business including marketing, computers, finance, personnel, government regulations, and income taxes. Prerequisites: BUS 120, ACC 210 and MKT 230. Offered fall, every other year. 3 credits

#### [BUS 321 - Business Law I](#)

This course provides an overview, understanding, and exposure to law and its relationship to the business environment. The course examines the laws and legal controls operating in the business community. Topics include the legal system, torts, contracts, agency, and business organizations, among others. Open only to juniors and seniors, unless permitted by department chair and instructor. Offered fall and spring semesters. 3 credits

#### [BUS 323 - Managerial Controlling](#)

This course provides an overview of the growing field of managerial controlling. The course gives an introduction to managerial controlling, the goals and objectives of controlling the controlling process and the role of the controller. Controlling is an essential part of effective management and is visible in many sub-divisions including cost controlling, sales controlling, risk controlling, compliance, controlling of human resources. Course formerly titled Analytics Seminar I. Prerequisites: completion of ACC 211 and BUS 220. 3 credits

#### [BUS 332 - Operations and Production Management](#)

The course objective is to provide students with an understanding of managerial concepts and quantitative tools required in the management of manufacturing and service operations. This course examines strategic planning decision problems, such as capacity planning, facility planning, location decisions, work/job design, and project management from the perspective of a production/operations manager of a business organization. Data analysis tools and frameworks are used to help understand how firms use data to set goals, measure results, and create plans for improvement and change. Prerequisites: ACC 211, BUS 120, and BUS 220. 3 credits

### [BUS 351 - Management Information Systems](#)

This course examines how businesses use technology to create and sustain competitive advantages in their industries. Case studies illustrate the strategic importance of information, showing how information provides advantages in the supply chain, distribution, sales and operations. Focus is placed on how new technologies can help transform industries and create new market opportunities. The role of information standards (such as HTML and XML), and legal and ethical standards are also examined. Prerequisites: Junior or Senior status. Offered fall and spring. 3 credits

### [BUS 402 - Special Topics in Business](#)

This course investigates a selected business topic not offered in the established course descriptions. Offered upon sufficient enrollment. 3 credits

### [BUS 423 - Capstone Analytics Seminar](#)

This class will provide instruction on the execution of the Business Analytics Minor Capstone project. The class will use a combination of one-on-one advising and peer review to ensure students are on target for their final capstone presentation. Prerequisite: BUS 323. 3 credits

### [BUS 425 - Entrepreneurship](#)

Using computer simulation, group discussions and outside research, students learn more about the entrepreneurial personality, how to succeed in business, initial financing, going public and franchising. Prerequisites: BUS 120, ACC 211, MKT 230. Offered spring, every other year. 3 credits

### [BUS 451 - Business Capstone](#)

Students discuss topics of current interest affecting the business community, develop and defend strategic recommendations for various corporations, and develop an integrated business plan. The course is designed to integrate previous courses in an applications framework and improve students' ability to communicate these concepts. Prerequisite: Open only to seniors majoring in business (Accounting, Business Management, Finance, International Business, and Marketing). Offered fall and spring. 3 credits

### [BUS 488- Internship](#)

Students engage in a 3-credit internship related to their field of interest. Prerequisite: BUS 288. Offered fall, spring, and summer.

### [BUS 499 - Independent Study](#)

Independent study is directed study covering areas not included in the curriculum. Prerequisite: Approval of instructor, department chair and Associate Dean for Business, Education, and Professional Studies. Fee. Offered fall and spring. 1, 2, or 3 credits

## **CHE - Chemistry**

(School of Arts and Sciences, Science Department)

\* The prerequisite for all 200-level and above chemistry courses is "C-" or higher in CHE 112, unless otherwise noted. Enrollment in all 200-level and above chemistry courses is restricted to chemistry majors/minors or with permission of the department chair. The laboratory portion of a course may be waived only with departmental approval. Course value then is three credits instead of four credits.

### CHE 111 - General Chemistry I (SCL) (S)

This course reviews the fundamental theories, principles, and laws of chemistry. Topics include significant figures, dimensional analysis, states of matter, atomic structure, mole concept, chemical equations, solutions/concentration, quantum chemistry, nomenclature, periodic trends, bonding theories, and intermolecular forces. Open only to science, exercise science and health promotion, nutrition, and health science majors or by permission of department chair. Prerequisites: Placement in MAT 117 or higher or completion of MAT 111. Four hours lecture, three hours lab. Offered fall and as needed. Must co-register with CHE 111L. 4 credits

### CHE 111L - General Chemistry I Laboratory

This course includes laboratory activities related to the topics covered in CHE 111. Open only to science, exercise science and health promotion, nutrition, and health science majors or by permission of department chair. Prerequisites: Placement in MAT 117 or higher or completion of MAT 111. Three hours lab. Lab fee. Offered fall and as needed. Must co-register with CHE 111. 0 credits

### CHE 112 - General Chemistry II

This course reviews the fundamental theories, principles, and laws of chemistry. Topics include gas laws, phase changes, colligative properties, thermodynamics, equilibrium, kinetics, acid/base chemistry, and electrochemistry. Open only to science and exercise science and health promotion majors, or by permission of department chair. Prerequisites: CHE 111 ("C-" or higher), placement in MAT 117 or higher or completion of MAT 111. Three hours lecture, three hours lab. Offered spring and as needed. Must co-register with CHE 112L. 4 credits

### CHE 112L - General Chemistry II Laboratory

This course includes laboratory activities related to the topics covered in CHE 112. Open only to science and exercise science and health promotion majors or by permission of department chair. Prerequisites: CHE 111 ("C-" or higher), placement in MAT 117 or higher or completion of MAT 111. Three hours lab. Lab fee. Offered spring and as needed. Must co-register with CHE 112. 0 credits

### R-CHE 166 - Introduction to Undergraduate Research

This course offers an independent, but directed, collaborative course of study involving a specific research agenda in the chemistry discipline under departmental faculty supervision. Research projects may require literature review, empirical analysis and a written report, poster or oral presentation of the completed research project. Prerequisite: Approval of instructor, department chair, and Associate Dean for Arts and Sciences is required. Open only to freshman/sophomore chemistry majors and qualified non-majors only who have completed at least one semester of full-time study at Cabrini University. This course does not fill requirements of the chemistry major or minor. Students must have a 2.0 GPA or higher. May be repeated for credit. Variable hours. Lab fee. Offered fall, spring, or summer. Variable credits.

### CHE 173 - Science and Society (SCL) (S)

The focus of this course is the chemistry involved in everyday activities and commonly used consumer products. After a review of very basic chemistry and physics terminology and central concepts, lectures might include topics such as household products, pharmaceuticals, polymers, global warming, acid rain, radioactivity, carbon dating, and nuclear energy. Topics will be discussed in the context of societal impacts including societal and environmental risks and benefits. Open only to non-science majors. Prerequisite: Completion of quantitative literacy requirement. Three hours integrated lecture/lab. Lab fee. Offered as needed. 3 credits

### CHE/BIO 199 - Science Seminar

This course is designed to expose students to the science major(s), curriculum, and potential career paths in the field. Students will explore their interests in science while planning their major course curriculum. Students will formally declare the major, be assigned an advisor, and meet with faculty and students in the department, as well as attend club events and meetings. Offered spring for first year majors. Lecture; offered spring. 1 credit, P/F

### CHE 201 - Analytical Chemistry

This course covers the principles and theories of analytical chemistry. Topics include equilibria, volumetric and gravimetric analysis, error treatment, separation techniques, elementary electroanalytical and spectrophotometric principles and applications. Prerequisites: CHE 112 ("C-" or higher) and MAT 118 or 130 or permission of the instructor. Three hours lecture. Offered fall, alternate years. 3 credits

### CHE 211 - Organic Chemistry I

Students are introduced to valence bond and molecular orbital theories of organic compounds, organic structure, organic nomenclature, conformational analysis, acidity and basicity of organic compounds, stereochemistry, and ionic reactions. Prerequisite: CHE 112 ("C-" or higher). Three hours lecture, three hours lab. Lab fee. Must co-register with CHE 211L. Offered fall. 4 credits

### CHE 211L - Organic Chemistry I Laboratory

This course includes laboratory techniques related to the topics covered in CHE 211. It must be registered along with CHE 211, Organic Chemistry I. Open only to science majors or by permission of department chair. Prerequisite: CHE 112 ("C-" or higher). Three hours lab. Lab fee. Offered fall. 0 credits

### CHE 212 - Organic Chemistry II

Students are introduced to organic spectroscopy, aromaticity, organic reaction mechanisms, transformations, and synthesis. Prerequisites: CHE 211 ("C-" or higher). Three hours lecture, three hours lab. Must co-register with CHE 212L. Offered spring. 4 credits

### CHE 212L - Organic Chemistry II Laboratory

This course includes synthesis and laboratory techniques related to the topics covered in CHE 212. It must be registered along with CHE 212, Organic Chemistry II. Open only to science majors or by permission of department chair. Prerequisite: CHE 211 ("C-" or higher). Three hours lab. Lab fee. Offered spring. 0 credits

### CHE 220 - Environmental Chemistry

This course investigates the principles of environmental chemistry. Topics may include atmospheric chemistry, ozone production and decomposition, climate change, air pollution, water chemistry, equilibria, pollution modeling, bioaccumulation, bioremediation, acid rock drainage and groundwater pollution. Students will read literature articles and give a presentation at the end of the semester. Prerequisites: CHE 211 ("C-" or higher). Three hours lecture. Offered as needed. 3 credits.

### CHE 303 - Inorganic Chemistry

This course covers topics such as symmetry and group theory, bonding theories, crystal systems, ligand field theory, stereochemistry of inorganic and organometallic complexes, and mechanisms of coordination complex transformation. Prerequisite: CHE 211 ("C-" or higher). Three hours lecture. Offered spring, alternate years or as needed. 3 credits



### CHE 307 - Polymer Chemistry

This course focuses on the chemistry and properties of polymers including their synthesis and mechanism of formation. Commercial as well as biological polymers will be discussed. Prerequisite: CHE 211 ("C-" or higher). Three hours lecture. Offered as needed. 3 credit

### CHE/BIO 315 - Introduction to Scientific Presentations

This course is the precursor to the capstone project for biology and chemistry majors which should be taken in the spring semester of their junior year. Students explore career aspects in science by creating their own resume, cover letter, professional biography and hearing presentations/seminars from esteemed science professionals from the area. Prerequisite: BIO 206 or CHE 211. One-hour lecture. Offered spring. P/F. 1 credit

### CHE 350 - Topics in Chemistry

Topics in this course focus on current issues in physical and life sciences and vary depending on faculty and student interest. Format, prerequisites and lab fees determined based on topic. 1-3 credits

### CHE/BIO 355 - Environmental Health

In this seminar-style course, students will read and discuss a variety of articles, in both popular and scientific literature, on a variety of environmental health topics, and discuss these articles with one another. Topics will include epidemiology, toxicology, impacts of air and water pollution, risk assessment, and environmental justice. Prerequisites: BIO 263 or CHE 211, earning a "C-" or higher. Three hours lecture. Offered as needed. 3 credits

### CHE 401 - Physical Chemistry I

This course covers the first, second and third laws of thermodynamics and their application to chemical reactions. This course also includes chemical kinetics. Prerequisites: CHE 212 and MAT 131, or permission of instructor. Three hours lecture, three hours lab. Offered spring, alternate years or as needed. Must co-register with CHE 401L. 4 credits

### CHE 401L - Physical Chemistry I Laboratory

This course includes laboratory activities related to the topics covered in CHE 401. It must be registered along with CHE401, Physical Chemistry I. Open only to science majors or by permission of department chair. Prerequisites: CHE 212 and MAT 131, or permission of instructor. Three hours lab. Lab fee. Offered spring, alternate years or as needed. 0 credits

### CHE 402 - Physical Chemistry II

The course covers the study of statistical and quantum mechanics of atoms and molecules. This course also includes applications of computational chemistry. Prerequisites: CHE 212 and MAT 131, or permission of instructor. Three hours lecture, three hours lab. Offered fall, alternate years or as needed. Must co-register with CHE 402L. 4 credits

### CHE 402L - Physical Chemistry II Laboratory

This course includes laboratory activities related to the topics covered in CHE 402. It must be registered along with CHE 402, Physical Chemistry II. Open only to science majors or by permission of department chair Prerequisites: CHE 212 and MAT 131, or permission of instructor. Three hours lab. Lab fee. Offered fall, alternate years or as needed. 0 credits

### CHE 407 - Instrumental Analysis

This course covers the theory and techniques of qualitative and quantitative chemical analysis using chemistry instrumentation. Topics include chromatography, atomic and molecular spectroscopies, mass spectrometry, as well as electrochemical methods. Prerequisites: CHE 211 ("C-" or higher) and PHY 101/111 ("C-" or higher), or permission of the instructor. Three hours lecture. Offered spring, alternate years as needed. Must co-register with CHE 407L. 4 credits

### CHE 407L - Instrumental Analysis Laboratory

This course includes laboratory activities related to the topics covered in CHE 407. It must be registered along with CHE 407, Instrumental Analysis. Open only to science majors or by permission of department chair. Prerequisites: CHE 211 ("C-" or higher) and PHY 101/111 ("C-" or higher), or permission of the instructor. Three hours lab. Lab fee. Offered spring, alternate years as needed. 0 credits

### CHE 416 - Advanced Organic Chemistry

This course focuses on organic synthesis and reaction mechanisms. Other related topics may include stereochemistry and prostereoisomerism, pericyclic chemistry, and advanced methods in mass spectrometry and nuclear magnetic resonance spectroscopy for structure elucidation. Prerequisite: CHE 212 ("C-" or higher). Three hours lecture. Offered as needed. 3 credits

### CHE/BIO 440 - Biochemistry I

This course focuses on the structure/function relationships of macromolecules with an emphasis on proteins, enzymes, carbohydrates, lipids and nucleic acids. Students investigate the relevance of macromolecular conformation to function and biological activity as it relates to enzymes, bioenergetics, metabolism and its regulation and bio-membranes. Students with little or no background in the biological sciences are encouraged to take BIO 101 or BIO 177 to strengthen their background for this course. Prerequisite: CHE 211 ("C-" or higher). Three hours lecture, three hours lab. Lab fee. Must co-register with CHE 440L. Offered fall. 4 credits

### CHE/BIO 440L - Biochemistry I Laboratory

Laboratory exercises include isolation, purification and characterization of proteins and nucleic acids through column chromatography, electrophoresis, spectrophotometry, centrifugation and kinetics. Experiments involving carbohydrates and lipids will also be covered. Computer software is incorporated for data analysis and presentation. It must be registered along with CHE/BIO 440, Biochemistry I. 0 credits

### CHE/BIO 441 - Biochemistry II

This sequel course to Biochemistry I (CHE/BIO 440) examines metabolic pathway mechanisms and how they are regulated. Topics include DNA and recombinant DNA technology; enzyme metabolism; protein folding; cell cycle regulation, and special topics in biochemistry. Physiological processes involving diseases affecting metabolism, the endocrine system and nutrition will be explored. Prerequisite: CHE/BIO 440 ("C-" or higher). Three hours lecture. Offered spring, alternate years. 3 credits

### CHE/BIO 442 - Advanced Biochemistry Laboratory

Laboratory course designed to expand the technical experience of biology, biochemistry, and chemistry students. Experiments focus on the analysis of major classes of macromolecules using advanced techniques and instrumentation. Includes opportunities to develop literature research, writing and presentation skills critical for scientific study. Prerequisite: BIO/CHE 440 ("C-" or higher) or Co-requisite: CHE 441. Lab fee. Offered Spring, alternate years or as needed. 1 credit

### CHE/BIO 444 - Senior Seminar

Students complete an extensive literature search leading to development of a research thesis. A paper on the topic, a poster, and an oral defense will contribute to the final grade. Weekly meetings will include discussion of these assignments, progress reports and database search techniques. This course also will include speakers from other campus offices to review writing techniques and literature search techniques. Limited to senior chemistry and biology majors only. This is a one-year course and students must complete the full year to receive a grade and credit. One and one-half hours lecture. Offered fall and spring. 3 credits (1.5 credits per semester)

### CHE/BIO/PHY 450 - Topics in the History of Science

In this course, students will examine a particular aspect of the history of science through an interdisciplinary lens, with a focus on relevant issues of diversity, equity and inclusion (DEI) throughout the course. Students will complete at least one oral or written assignment that ties the scientific topic under discussion to another discipline, and at least one oral or written assignment with a specific focus on DEI issues. Offered annually. (Fulfills Interdisciplinarity and Diversity, Equity and Inclusion Bridge Course Requirements.) 3 credits

### R-CHE 466 - Undergraduate Research

This course offers an independent, but directed, collaborative course of study involving a specific research agenda in a chemistry discipline under departmental faculty supervision. Research projects typically require literature review, empirical analysis and a written report, as well as a poster or oral presentation of the completed research project. Prerequisite: Approval of instructor, department chair, and Dean for Natural Sciences and Allied Health is required. Open only to upper division chemistry majors with a science GPA of 2.0 or higher. May be repeated for credit, but a maximum of seven credits of R-CHE 466 and CHE 488 combined may be applied to the major. Variable hours. Lab fee. Offered fall, spring, or summer. Variable credits

### CHE 487 - Science Lab Assistantship

This course offers the opportunity for Junior and Senior science majors with a GPA of 3.0 or higher to gain experience as a laboratory teaching assistant. Responsibilities will include peer assistance during lab, present occasional mini presentations, assist with general lab prep and development with supervision, in coordination with Chemical Hygiene Officer and course instructor. Prerequisite: Approval of instructor and department chair is required. Limited to Junior and Senior science majors with a GPA of 3.0 or higher. May be repeated for credit, but a maximum of once per semester. 1 credit

### CHE 488 - Internship

Students in the major have the opportunity to participate in a supervised field experience at an approved off-campus facility, focusing on topics related to the chemistry field. Credit can be earned in multiple semesters, but only one grade is recorded. Limited to junior and senior chemistry majors only with science GPA of 2.0 or higher and department approval. May be repeated for credit, but a maximum of seven credits of R-CHE 466 and CHE 488 combined may be applied to the major. Variable hours. Offered fall, spring, or summer. 1-4 credits

### CHE 499 - Independent Study

In-depth coverage of a single topic, appropriate for upper division chemistry majors, with topic to be chosen by mutual agreement of student and instructor. Open only to chemistry majors only with a science GPA of 2.33 or higher. Prerequisite: Approval of instructor, department chair, and Associate Dean for Arts and Sciences. Variable hours. Fee. Offered fall, spring, and summer. Variable credits

## **CIS - Computer and Information Sciences**

(School of Business, Education, and Professional Studies, Business and Technology Department)

### **CIS 120 - Introduction to Computers**

This computer-based module will cover course instruction in general computer information coupled with Microsoft PowerPoint, Microsoft Word, and Microsoft Excel basic proficiency functions. This is conducted using an individualized instructional approach in either a classroom setting or a self-paced online format. Students may not withdraw from this course following the drop/add period. Fee. Offered fall and spring. 1.5 credits

### **CIS 195 - Introduction to Programming**

Students are introduced to programming concepts and programming methodology through the use of a modern programming language. This course satisfies one of the mathematics degree program requirements. Prerequisites: Completion of Technology Literacy and either MAT 107, MAT 117 or MAT 130. Offered spring. 3 credits

### **CIS 200 - Internet Programming Languages**

This course is an introduction to Web-oriented programming languages. The focus is primarily on the HTML and XHTML programming languages. The course also will include the use of common scripting languages in constructing dynamic Web pages. Prerequisite: CIS 195. Offered spring of even-numbered years. 3 credits

### **CIS 225 - Computer Information Systems**

This course is an introduction to computer information systems concepts, hardware, software applications, data communication, and the social and ethical issues surrounding computers and information systems. Coverage includes current hardware and software technologies and issues, communications, networks, information systems basics and trends, object-oriented design, current system and application software, international issues, and careers in computer-related fields. Prerequisite: CIS 195. Offered fall. 3 credits

### **CIS 240 - Cybersecurity Foundations**

This course provides the knowledge necessary to improve security by identifying and prioritizing potential threats and vulnerabilities of a computer network. Introduces policies, legal aspects, and compliance. Topics include: Cyber Stalking, fraud, and abuse, Denial of service, Hacking techniques, Industrial Espionage in cyberspace, Encryption, Network scanning and vulnerability scanning, Cyber terrorism and information warfare. Prerequisite: Completion of Technology Literacy and either MAT 107, MAT 117, or MAT 130. 3 credits

### **CIS 245 - E-Commerce Security**

This course covers various topics in information security, electronic payment security, web security, and Mobile security. Prerequisite: CIS 240. 3 credits

### **CIS 250 - Operating Systems**

This course covers the application and theory behind the functions of multitasking operating systems (OS), such as the kernel, process management, management of memory and files, scheduling of jobs, and communication of peripherals. The course will explore a variety of major operating systems such as Microsoft Windows, Unix, Linux, and Mac OS. Prerequisite: CIS 195. Offered fall of odd-numbered years. 3 credits

### **CIS 260 - Cloud Security**

This course covers cloud security, addressing known risks and vulnerabilities and focuses on sound architectural design for secure computing. Students will learn how to deploy critical security mechanisms related to secure

isolation, application security, data protection, access control, privacy, key management and compliance in a cloud-enabled environment. Prerequisite: CIS 240. 3 credits

#### [CIS 285 - Data Structures and Algorithms](#)

This course introduces data structures. Included are arrays, pointers, strings, records, linked lists, stacks and queues, together with algorithms to manipulate them, as well as searching and sorting strategies.

Prerequisites: CIS 295. Offered spring of even-numbered years. 3 credits

#### [CIS 295 - Object-Oriented Programming](#)

This course uses Java or Python to study object-oriented programming. Topics include classes, inheritance, polymorphism, I/O streams, and data fields. Prerequisite: CIS 195. Offered fall of odd-numbered years. 3 credits

#### [CIS 300 - Database Management Systems](#)

This course introduces database systems design and data management. Concepts and techniques related to the entity-relationship model and relational systems, normalization, network and hierarchical models are covered.

Object-oriented database systems, data warehousing, data mining and basic SQL will also be introduced.

Prerequisite: CIS 225. Offered fall of even-numbered years. 3 credits

#### [CIS 305 - Advanced Database Management Systems](#)

This course builds upon CIS 300, developing further the concepts of the design and implementation of accurate and effective database systems. This course provides advanced coverage of SQL, the universal query language for relational databases, as well as PL/SQL, Oracle's procedural extension to SQL. Topics include transactions, objects, controls, procedures, functions, and cursors. Extensive hands-on experience is featured with focus on Oracle software. Prerequisite: CIS 300. Offered spring of odd-numbered years. 3 credits

#### [CIS 308 - Computer Organization and Assembly Language](#)

Provides the basic knowledge necessary to understand how computers work at the hardware level, and the foundational skills needed to write code in assembly language. Topics include instruction set architectures and microarchitectures. Digital components. Fetch-execute cycle. Memory hierarchy. Pipelining. Input-output devices. Data types, arithmetic and logic operations, instruction types, and addressing modes. Stacks. Assemblers, debuggers, and linkers. Prerequisite: CIS 225. 3 credits

#### [CIS 310 - Ethics Hacking](#)

The course introduces ethical hacking methodologies and covers how to discover vulnerabilities by applying cybersecurity knowledge. Students will be exposed to hands-on study of ethical hacking and cryptanalysis. The focus will be on penetration-testing tools and techniques that security testers and ethical hackers use to protect computer systems. Pre-requisites: CIS 240. 3 credits

#### [CIS 315 - Human-Computer Interaction](#)

This course focuses on the design and evaluation of human interaction with computer information systems.

Hardware and software technologies are used in developing interfaces. Methods for acquiring user requirements in design are presented. Models for evaluating interfaces are introduced and applied. Prerequisite: CIS 225.

Offered spring of odd-numbered years. 3 credits

#### [CIS 335 - Network Computing](#)

This course provides the fundamentals of computer network technologies from a systems analysis and design perspective, with emphasis on the Internet stack. It presents an introduction to distributed computing, along with

the network analysis, design, and management principles. Major topics include analog and digital networks, network protocols, switching, transmission systems, and distributed applications. Prerequisite: CIS 225. Offered fall of even-numbered years. 3 credits

#### [CIS 340 - Network Security](#)

This course introduces the structure, implementation, and theoretical underpinnings of network security and its applications. Major topics include network security technologies, communications architecture and protocols, cyber-attacks, vulnerability assessment and management, security policies, email security, web security, network security, security threats and countermeasures against them, cryptography, risk analysis and data privacy. Prerequisites: CIS 335. 3 credits

#### [CIS 350 - Computer Forensics](#)

This course introduces the fundamentals of computer forensics and cyber-crime scene analysis including laws, regulations, international standards, and formal methodology for conducting computer forensic investigations. Students will learn how to recover evidence in civil and criminal investigations using proper techniques and tools. The course includes security incident investigations; processing crime and incident scenes; file systems and storage analysis, data hiding techniques, network forensics; computer forensics analysis and validation, design of current computer forensics tool; email investigation as well as cell phone and mobile device forensics. Emphasis will be placed on such advanced computer forensic science capabilities such as target hardening and software, tools for data duplication, recovery and analysis, and development of pre-search or on-scene computer investigative techniques. Prerequisites: CIS 240. 3 credits

#### [CIS 380 - Systems Analysis and Design](#)

This is the first of two courses covering Systems Analysis and Design. This course covers the Planning and Analysis phases of the Systems Development Lifecycle focused on large-scale business-oriented systems. Topics include the role of Information Systems professionals, project selection, requirements gathering and the modeling of systems from process and data perspectives. Prerequisite: CIS 225. Offered fall of even-numbered years. 3 credits

#### [CIS 390 - Advanced Systems Analysis and Design](#)

This is the second of two courses covering Systems Analysis and Design. This course covers the Design and Implementation phases of the Systems Development Lifecycle moving from abstract requirements to concrete fundamental specifications. Topics include the design of hardware, software, and user interfaces and the testing and full rollout of large-scale working information systems. Prerequisite: CIS 380. Offered spring of odd-numbered years. 3 credits

#### [CIS 400 - Internship](#)

Students are expected to develop an understanding of the profession, apply, and expand the knowledge learned in the classroom through an internship and demonstrate professional communication and organizational skills required of a soon-to-be practitioner. The internship requires a minimum of 150 hours of information technology work experience in an appropriate organization, under the supervision of a knowledgeable professional and faculty advisor. Prerequisite: permission of department chair. 3 credits

#### [CIS 420 - Capstone Project](#)

This course presents a synthesis, integration, and application of the initial stages of the systems development life cycle (planning, analysis, modeling, and conceptual design) in the development of a real-world, computer-based information system. Prerequisite: Senior status and permission of department chair. 3 credits

### [CIS 499 - Independent Study](#)

A student works in conjunction with a faculty member on a topic not covered in the curriculum. Fee. Prerequisite: Permission of the instructor, Business and Technology department chair, and Associate Dean for Arts and Sciences. Credit to be arranged.

## **COL - College Success Seminars**

(Center for Student Success)

### [COL 101 - Cabrini Success Seminar](#)

College Success Seminar is a one-semester course designed to guide first-year students in the transition to their University experience, to help students acquire the skills necessary to take responsibility for their educational experience and become a self-directed learner, and to become an engaged member of Cabrini's community. Student will learn more about important University policies and support services, the core curriculum, selecting a major and considering career goals, leadership skills, and more. All full-time, first-year students are required to take COL 101 each semester until they earn credit for the course. Students may not withdraw from COL 101. Graded Pass/Fail. 1 credit

### [COL 132 - Personal Success Coaching](#)

In collaboration with COL 101, this course is designed to assist students in navigating their first-year experience by helping to improve their academic preparedness and by empowering students to take ownership and responsibility for their actions through inner strengths that can be developed to respond to life's challenges. Students will be required to attend a college-readiness workshop series that will encourage students to adopt successful study habits, academic strategies, and routines to foster their maximum potential. To build momentum toward goal achievement, students will be assigned a Personal Success Coach who, through reflective and holistic coaching sessions, will work collaboratively with students to address their concerns, support their growth, and encourage their resilience. Graded Pass/Fail. 0.5 credits. Students may not receive credit for COL 131 and 132.

### [COL 133 - Pathways to Major Exploration](#)

Pick the right major for you, explore your interests and values, and understand everything about career readiness. This course assists undergraduate students with assessing their skills and learning about the career competencies employers seek in college graduates. This course includes a self-guided online career readiness guide featuring videos, reflective questions, case studies and more. Graded Pass/Fail. .5-1 credit

### [COL 134 - Career Preparation and Readiness](#)

This course is open to juniors and seniors. Students will be empowered to develop and articulate success skills, and gain career confidence in the internship and/or job search. Through an interactive approach students will review case studies, videos, and much more. Graded Pass/Fail. 1 credit

### [COL 190 - Supporting Students in the Disciplines](#)

The purpose of this course is to equip peer tutors with both practical and theoretical foundational knowledge so they can conceptualize and effectively meet the expectations for their tutoring roles. Tutors will engage in required readings, class discussion, and role-playing, to gain familiarity with a repertoire of tutoring practices. Tutors will also learn procedural knowledge about the administration of the subject area tutoring program and the policies that they will be expected to implement. Course assignments will encourage participants to think critically and reflect actively upon their experience as students, with an emphasis on continually improving our knowledge and practice. Enrollment restricted to subject area peer tutors. Graded Pass/Fail. 1 credit

### COL 191 - Tutoring Student Writers: Pedagogies and Practicalities

This course provides Writing Center tutors with practical and theoretical knowledge so they can conceptualize and meet the expectations set for their tutoring roles. Tutors will be introduced to debates within the field of writing center studies and will go on to explore strategies for scaffolding writing instruction and feedback. Tutors will engage in required readings, class discussion, role-playing, and analysis of sample papers to apply their learning. Assigned reflection papers, and indeed the entire course, emphasize the importance of being a reflective practitioner so tutors continually improve their tutoring practice. Enrollment restricted to Writing Center Peer Tutors. Graded Pass/Fail. 1 credit

### COL 192 - Math Tutoring Strategies and Practices

In COL 192, Math Resource Center tutors gain the content and pedagogical knowledge they need to meet the learning needs of students in introductory college mathematics courses. Tutors will be introduced to fundamental tutoring practices such as setting a focus, structuring a session, and introducing study and problem-solving strategies during sessions so the individual needs of students can be met. Tutors will also review the mathematics course concepts and content up to Calculus I that students often need assistance with at Cabrini. Enrollment restricted to Math Resource Center Peer Tutors. Graded Pass/Fail. 1 credit

### COL 201 - Psychology of Success

This course will actively engage students in their transition into college, helping them to build upon their prior experiences and to take ownership of their successes and failures. Students will be required to submit a final self-reflection paper discussing what they know about themselves as a learner, demonstrating an informed view of their learning to date and their development for the future. Graded Pass/Fail. 1 credit

## COM - Communication

(School of Business, Education, and Professional Studies, Communication Department)

### COM 102 - Media and Society (ETH)

This course introduces students to the role of media and communication in their everyday lives. It focuses them on the powerful influence that digital media has on individuals, as well as on societies and cultures. Students in this course will apply frameworks for media analysis that will enable them to think critically about mediated and non-mediated messages. These frameworks will prepare students to be responsible media consumers, media producers and media citizens in the public sphere. Taught through the coverage of current topics that are directly relevant to students, this course emphasizes the impact of media and communication on shaping value systems and human behavior on a local, national and global scale. It also provides students the opportunity to examine their own communication self-efficacy, especially as communicators for social justice and the common good. Offered fall and spring. 3 credits

### COM 103 - Freshman Professional Development

This course is part of the department's four-year Professional Development program. Freshman Professional Development will help first-year students increase their self-awareness, coming to better understand what motivates them, what's important to them (values), and what talents and strengths they possess that they can use in their professional field of interest. The benefit is that students will come to know themselves better and see a fit for themselves within their major. Students will be asked to share their new-found understanding of themselves through accomplishment stories. Students' accomplishment stories will enable them to tell compelling stories of their achievements, highlight the key strengths that led to the achievements, and frame their strengths in terms of the benefit to an employer. The more students become comfortable sharing stories of their accomplishments, the more effective they will be in doing so when they greet professional contacts and potential employers. Moreover,



students will reference their accomplishment stories in their cover letters, resumes, LinkedIn profiles, online portfolios, interviews, and more. This course is required of all undergraduate freshman students in the Communication Department, both fall and spring semesters. See Cabrini Learn for the schedule. 0.5 credits each semester

### COM 112 - Media Writing

Today's media marketplace requires students to be effective written communicators. This course teaches students the nuanced styles and techniques for writing for journalism, strategic communication, and media production (visual and audio). Students will get hands-on experience writing in these various forms after researching and developing a clear, audience-driven focus for each assignment. They will also learn the importance of organizing their written content into a narrative structure, as well as the fundamentals of correct grammar, vocabulary, usage, and conventions. Throughout the course, students will be taught how to integrate the concept of the common good into their writing so that they can tell stories that matter, meaning ones that are inspired by Cabrini's Mission and Core Values. Offered spring. 3 credits

### COM 118 - Digital Media Production I: Fundamentals

In this course students will explore the essential technologies available for digital media production. Students will be trained and practiced in the use of multiple video, photographic and audio editing software programs, as well as a variety of video and audio recording devices and supporting media technologies. Students will explore the theory behind obtaining a quality media recording, learn about the best practice use of these technologies, and examine the benefits and drawbacks of each tool. This course acts as a foundation for the media courses in the Communication Department. It also serves as an introductory course for all students who endeavor to communicate through multiple media technologies. Lecture and Practical Application. Students will be required to purchase digital memory cards. Offered fall. 3 credits

### COM 203 - Sophomore Professional Development

This course is part of the department's four-year Professional Development program. Sophomore Professional Development will grow students' understanding of various occupations and industries within their chosen professional field of communication. Students will learn about the potential job roles in this academic field of study, as well as the job responsibilities associated with them. Through assigned research, students will come to better discern which industries and occupations align the best with their values, skills, strengths, and interests. Students will learn how to write custom-tailored, employer-focused cover letters that demonstrate their research abilities and showcase their ability to make meaningful contributions to the employer's organization. This course is required of all undergraduate sophomore students in the Communication Department, both fall and spring semesters. See Cabrini Learn for the schedule. 0.5 credits each semester

### COM 218 - Digital Media Production II: Visual and Audio Production

This hands-on course is designed to provide students with the rigorous practice of video and audio production techniques. Students will gain an appreciation for digital storytelling as a project process, as well as their role in this process. Students will learn how to research story ideas, plan production, frame camera shots, mic and interview sources, design compelling stories, and produce a variety of assets in different genres through multiple media formats. Opportunities are provided to create and execute video and audio productions both in the video studio and remote locations. Students write, produce, direct and crew productions while learning to use digital media as a tool for communication. Lecture and Practical Application. Prerequisite: COM 118. Offered spring. 3 credits

### COM 232 - Social Media for Strategic Communication

This course teaches students about the strategic use of social media. Students will learn how to develop a social media strategic plan, which includes conducting a SWOT analysis, defining SMART objectives that align with larger goals, and ways to measure the success of a campaign. This is a hands-on course in which students work on planning a campaign, creating original content, developing a calendar, and executing the plan. External industry-led certification is an essential component of the course. Students present their projects to the class at the completion of their campaign. Offered fall. 3 credits

### COM 244 - Influencer Marketing

This course covers the fundamentals of influencer marketing. It teaches students how to scale traffic through influencer marketing as part of a larger digital marketing effort. Students will learn how to develop an influencer marketing campaign. They will be taught how to identify relevant influencers, choose the relevant platforms for each campaign, develop sponsorships, define marketing goals, and utilize influencer measurement tools. Students will discuss specific campaigns and the legal and ethical considerations of running a successful influencer marketing campaign. Through practical assignments, students will learn to craft influencer pitches and press releases. Offered fall or spring. 3 credits

### COM 246 - Photojournalism Practicum

Students perform advanced work in photography for the award-winning, student-run Loquitur News Media agency. May be repeated for credit. Prerequisite: COM 118. Credit to be arranged.

### COM 248 - Photography for Publication

Students will develop an understanding of the fundamentals of digital photography as a means of expressing a unique and artistic view of the world around them. Students work collectively as staff photographers for the award-winning, student-run Loquitur News Media agency, producing an extensive portfolio of published photographs from weekly class assignments. These assignments will require the use of a digital camera with aperture, shutter speed, and ISO manual settings. Students may use their own cameras if they meet those requirements. A limited number of digital cameras are available to be signed out for class assignments. Lecture and Practical Application. Students will be required to purchase digital memory cards. Offered fall or spring. 3 credits

### COM 249 - Event Photography

This course teaches students the technical aspects of the camera while helping them build the skills and confidence necessary to shoot sporting events, concerts, dance ensembles, parties, weddings, conferences, and more. Students will have access to semi-professional equipment, as well as pro-level lenses. In addition to on-campus photo shoots, opportunities may exist for students to participate in off-campus professional shoots to build their portfolio. Weekly photo shoots are part of the course requirement. Lecture and Practical Application. Students will be required to purchase digital memory card. 3 credits

### COM 250 - Journalism I: Reporting and Writing

This course prepares students to work as a journalist in today's media, as well as in other communication fields. Skills practiced are widely transferable and include research, interviewing, fact-checking, writing, AP style, and copy editing. This course stresses the criteria for judging the importance of news, as well as ethics and professional conduct, and effective storytelling. Students will report, write and produce stories for the university's award-winning, student-run agency, Loquitur News Media. Lecture and Practical Application. Satisfies the Writing Literacy Bridge area of the major to core curriculum. Prerequisite: COM 112. Offered in the fall. 3 credits

### COM 251 - Journalism I: Beat Reporting

Students will identify a journalism beat they will cover throughout the semester and cultivate sources related to that beat. They will also learn how to identify relevant research studies, create alternative story forms, make simple data visualizations, and file FOIA requests. Students will report, write and produce stories for the university's award-winning, student-run agency, Loquitur News Media. Lecture and Practical Application. Prerequisite: COM 250. Offered spring. 3 credits

### COM 252 -Comics Journalism (CVL)

Many people think of comics as an inferior medium, or one better suited to superheroes and Sunday funnies. Further, comics are generally relegated to the realm of fiction. But since the moment humans touched colored pigment to cave walls, and through the first days of printed news, illustrations and comics have been used to convey the horrors of war, racial injustice, and all variety of nonfiction content. This course will help reframe students' understanding of the comics medium and broaden their understanding of world events through examples of U.S. and global editorial comics and narrative comics journalism. Offered fall or spring. 3 credits

### COM 255 - Sports Media and Society

This course examines the ways in which mediated communication has shaped our nation's obsession with sports and athletic competition. It includes both historical and contemporary perspectives on sports media's unquestionable influence on our culture. From the 20<sup>th</sup> Century explosion of sport as a recreational pastime to today's digital and social interaction between fans, teams and sponsors, the impact of sports on our society is pervasive. As the course traces the evolution of sports media through newspapers, magazines, radio, TV, online and social, it will integrate a focus on race, gender and sexuality in sports. Offered fall or spring. 3 credits

### COM 257 - Sports Communication

A comprehensive review of sports communication, including but not limited to writing for sports communication and broadcasting for sports communication, and the role it plays in professional sports and intercollegiate athletics. This course will go behind the scenes to examine sports communication through current events, analyzing the media, reading assigned articles / chapters and writing. We will discuss the impact of technology and social media on the sports communication world. Offered fall or spring. 3 credits

### COM 261 - Racism in Film (DEI)

The cinema has been a place for escape, artistic expression, and entertainment, but equally filmmakers have worked to challenge the status quo of the social order of the society in which film is made. Throughout the 20<sup>th</sup> century, film has considered the issue of race in America and even its implications globally. This course will examine issues of race as presented in films from the past 100 years, placing each film in a historic and social context. Through discussion and reflection, students will engage with films by filmmakers including Spike Lee, Rungano Nyoni, Mel Brooks, Agnes Varda, Sydney Portier, Ed Norton, Sam Fuller, Mariama Diallo, and Claire Denis. Offered fall or spring. 3 credits

### COM 270 - Video Production

This hands-on course is designed to provide students with basic video production skills. Opportunities are provided to create and execute video productions in the studio and in remote locations. Digital video editing techniques are also included. Students write, produce, direct and crew video productions while learning to use video as a tool for communication. Lecture and Practical Application. 4 credits

### COM 275 - Multimedia Story Creation

This course develops students' ability to engage in effective multimedia storytelling. Students will learn how to research story ideas, interview sources, design compelling stories, and produce story narratives in multiple media formats. This course will require students to apply their hands-on media knowledge and skills in project management and digital media production to create compelling multimedia stories. The best story packages will be shared with Loquitur News Media for inclusion on their website. Lecture and Practical Application.

Prerequisites: COM 112, COM 218. Offered fall or spring. 3 credits

### COM 277 - Introduction to Event Management

This course introduces students to the meeting and event management industry, as well as its professional opportunities. It presents students with the event management principles and practices they will ultimately need to master to lead and manage medium to large-scale event experiences. Areas of focus include formulating event objectives that support the business and marketing goals of the organization, in addition to managing a complex project, targeting an audience with a relevant message, performing a risk assessment, and developing evaluation metrics to measure the success of the event. Emphasis will be given to basic concept development, experience design, and event marketing. Assignments will include conducting an information-gathering interview with a Meeting/Event Planner, as well as performing a site visit analysis and completing an event staging/experience design research project. Offered fall or spring. 3 credits

### COM 290 - Podcasting: Telling Stories through Sound (TEL)

This hands-on course will teach students the fundamental skills of audio storytelling through podcast creation. Students will select a topic for their podcast series and follow the real-world process of professional podcasters to produce their own podcast episodes in various formats – interview, scripted narrative, and conversational/co-hosted programs. Students will learn the technical essentials of professional sound recording and editing using microphones, digital audio recorders and audio editing software. They will examine revenue-generation opportunities, including advertising and sponsorship, while considering the ethical implications of both. They will also learn how to use social media to engage with audiences and develop a brand for their personal podcast series. Students will leave the course having established a podcast presence that they can continue to grow and cultivate. They will possess the technical skills and ethical sensibilities necessary to use the power of podcasting to make a better world. Lecture and practical application. Offered fall or spring. 3 credits

### COM 295 - Advanced Podcasting

This hands-on course expands upon students' examination and production of podcasts. It includes study in network development, branded podcast series production, and the role of the podcast editor/producer in working with multiple segments and hosts. Students will receive instruction on advanced audio processing techniques, as well as remote recording and production procedures that include the consideration of equipment needs, acoustics, and data management. Students will focus on audience generation and audience engagement through the use of analytics and social media. The course will advance students' skills in scriptwriting and podcast hosting, such as building seamless narrative bridges between source content and interviewing antagonistic guests. Special focus will be given to podcasting ethics as the course centers on using podcast media to explore solutions to social justice-focused issues. Lecture and Practical Application Prerequisite: COM 290. Offered fall or spring. 3 credits

### COM 301 - Special Topics in Communication

The instructor selects the content of this course each semester to meet the needs of students and to provide opportunities for experiments in creative teaching. Offered as needed. 1-3 credits

### [H-COM 301 - Honors Communication: Applied Mass Communication Theory \(CVL\) \(I\)](#)

In our “hands-on” world, the relevance and importance of theory and its applications in the creation of knowledge are often misunderstood and underrated. Yet how theories are realized and applied underpins virtually all of our decisions and actions. Understanding and appreciating the utility, strengths and weaknesses of theories can guide us in creating valid knowledge and making successful decisions. This course examines theories over the past century directed to the understanding of mediated communication from the early “hypodermic needle” theory to the complex, individuated nuances of internet mediated communication theories. Concurrently, we study the processes and methods of primary social science research as creators of knowledge. The final project of the course is the creation, implementation and analysis of a primary research study on a topic selected by the student related to one or more of these theories with the study’s findings presented at the campus Arts, Research & Scholarship Symposium. Offered fall or spring. 3 credits.

### [COM 303 - Junior Professional Development Program](#)

This course is part of the department’s four-year Professional Development program. Junior Professional Development asks students to explore opportunities for real-world experience (e.g., internships, part-time employment) and ready themselves to apply for these opportunities. Students will research internships and part-time positions that align with their personal and professional goals and objectives. They will also engage in a professional identity analysis where they consider how other people perceive them. The focus is on helping students consider their “brand,” and the story their brand is conveying to their target audience. Once students take stock of their current professional identity, they are asked to determine what they want their identity to be, and to develop a story narrative that aligns to their preferred reputation. Students will produce an employer-ready resume that effectively conveys this reputation by telling the story of the impacts and results they have been able to achieve in their various job roles, as well as curricular and extra-curricular activities. This course is required of all undergraduate juniors in the Communication Department, both semesters. See Cabrini Learn for the schedule. Offered fall and spring. 0.5 credits each semester

### [COM/PHI 307 - Ethics and Communication \(ETH\) \(V\)](#)

The primary objective of this course is to introduce students to the basic concept of ethics and ethical decision-making in application to a variety of media channels. This course will make students aware of the ethics of professional communication, such as in advertising, public relations, entertainment, social media, and journalism; personal communication, such as in what an individual says, creates or presents; and civic communication, such as in what and how governing bodies communicate. It will familiarize students with underlying ethical values that guide communication processes. Students will develop a critical appreciation of what goes into ethical decision-making, the tough calls that communication professionals are often forced to make, and the ethical lapses that also abound in these professions. This course will be conducted through lecture and discussion. The goal of the course is to equip students with tools to make ethical decisions, especially in reference to media production and media consumption. Satisfies the Interdisciplinarity Bridge area of the major to core curriculum. 3 credits

### [COM 309 - Paid Social Advertising](#)

Paid social advertising is a key component of a comprehensive digital marketing strategy. In this course, students will learn to develop creative ad campaigns for at least three major social media platforms. This course walks students through the process of identifying the target audience for the campaign, creating ads for different platforms, planning a budget, and measuring the campaign. Students will gain practical skills through hands-on assignments and projects. They will examine case study examples of notable campaigns and discuss best practices that will help them consider marketing objectives across all phases of the consumer buying pathway. Offered fall or spring. 3 credits

### COM 321 - Social Nexus

This course offers guided work in social media for the Social Nexus student-run media agency. Students will work individually or in teams with real world clients to help them with their social media strategy. Students will learn how to conduct a social media audit, help the client to develop a strategy, pitch content ideas and create and manage posts. Students must work under close supervision of the instructor. As an added feature of this course, students will be introduced to a select number of career-ready competencies from the National Association of Colleges and Employers (NACE) and gain hands-on experience in developing them. Course may be repeated for credit. Offered fall and spring. 1 credit

### COM 325 - Social Media Evaluation and Analytics

This course introduces students to the fundamentals of social media performance measurement. Students learn the importance of measurement and evaluation as a part of the strategic communication plan. They learn about trending tools and practices of social media analytics, both embedded in the social media platforms and external tools. Through life projects, students learn to develop metrics and KPIs designed to measure specific campaign goals. Students gain an understating about social media performance reporting, data visualization and incorporating results in strategic decision making. Prerequisite: COM 232. Offered fall or spring. 3 credits

### COM 327 - Media Analytics

This course introduces students to the fundamental concepts, processes, and practices of gathering and analyzing data about media users and media content. Students will learn how to formulate the right questions, collect data to answer them, distill actionable insights from data, and present these insights in an easy-to-understand manner. Special emphasis will be given to helping students tell the story of their insights through data-driven presentations to key stakeholders who are responsible for making marketing and business decisions. This course takes a learning-by-doing approach and has students employ the latest analytics platforms and tools used by industry professionals today. The course includes individual and group assignments, as well as discussions and presentations. Offered spring. 3 credits

### COM 329 - Social Nexus Leadership

Students in this course serve as student leaders of the Social Nexus agency. They work with the professor/agency advisor to set the strategy of the agency, execute on that strategy, and manage the efforts of all students engaged in agency work. In this role, students develop valuable skills in critical thinking, problem solving, verbal and written communication, flexibility/adaptability, and leadership. Offered fall and spring. Prerequisite: COM 232, COM 321. 2 credits

### COM 331 - Presentation Communication

This course prepares students to succeed in delivering a wide range of presentations. Diligently prepared and delivered, an effective presentation is a requirement in both workplace and academic settings. Students will learn how to analyze and engage their audience, position their thoughts and ideas, and tailor their presentations and delivery for desired impact. Skill building in audience analysis, critical listening, structured organization, fielding questions, and the use of visual aids will be included. Students will put their knowledge and skills into practice by preparing and delivering several different presentations to an audience of their peers. They will give and receive peer feedback in the process and be evaluated by their professor. Special consideration will be given to pitfalls that can derail a successful presentation, as well as how to present a positive and credible image. The styles and effectiveness of well-regarded presenters will be studied and analyzed. Offered spring. 3 credits

### COM 333 - Research for Communication

This course focuses on the methods of social scientific research with primary emphasis on developing real-world research skills necessary for the design, implementation and analysis of effective and precise knowledge.

Students will: practice the fundamental steps in any research process; learn the importance and complexity of knowing how to identify and formulate the best research question for a situation and need; understand the strengths and weaknesses of interviews, surveys, focus groups and content analyses to answer their questions; successfully implement at least one of these methods in a semester-long study; and realize both the meanings and limitations of the knowledge created. Each student will design a real-world study during the semester—preferably with a community partner or with instructors and students in other Cabrini courses and projects—and showcase and present the results at the annual Cabrini University Undergraduate Arts, Research, and Scholarship Symposium or in another appropriate forum. 3 credits

### COM 338 - Play-by-Play Sports Announcing

This one-credit course prepares students for live sports broadcasts on radio or TV. It teaches them about the research and preparation necessary to engage in a successful broadcast as a play-by-play announcer or color commentator. It also emphasizes the need to keep accurate statistics during a game and deliver them to audiences with useful context and human interest. Students in this course will continually practice how to announce live sports events for Cabrini's athletic teams and professional sports teams. Offered fall or spring. 1 credit

### COM 339 - Fan Relationship Management through Digital Strategies

This one-credit course examines the digital strategies and technologies that sports organizations are now using to engage fans who are increasingly more connected and craving 24/7 interaction with their favorite teams. Students will analyze examples of shareable content that have been produced by sports entities to foster relationship building among their fan base and increase brand loyalty. Students will also learn about the importance of encouraging cost-effective fan-generated content and how it can improve revenue streams for sports organizations. Students in this course will be required to produce shareable content using digital and social technologies to build the relationship between Cabrini's sports teams and their fans. Offered fall or spring. 1 credit

### COM 354 - Journalism Practicum

Students perform special project work for the award-winning, student-run Loquitur News Media agency. Practicum projects may include pitching and planning new product verticals for target audience segments; research, writing and editing special issue content; assisting with the creation of new layout, design, and production of the Loquitur's print or web presence; and more. Course may be repeated for credit. Offered fall or spring. 1 credit

### COM 356 - Loquitur News Media Leadership

Students in this course serve as student leaders/editors of the Loquitur News Media agency. They work with the professor/agency advisor to set the strategy of the agency, execute on that strategy, and manage the efforts of all students engaged in agency work. In this role, students develop valuable skills in critical thinking, problem solving, verbal and written communication, flexibility/adaptability, and leadership. Offered fall and spring. Prerequisite: COM 250 and COM 251. 3 credits



### COM 359 - Sports Communication Practicum

This course requires students to produce live media of Cabrini's athletic events as well as other asynchronous sports media content. In terms of live media, students will be required to announce live sports events for Cabrini athletic teams in partnership with Cabrini Athletics. May be repeated for credit. Students must have sports communication projects approved by instructor before registering. Prerequisite: COM 257. Offered spring. Credit to be arranged.

### COM 360 - Public Relations

This is a comprehensive introductory course to public relations theory, concepts, and practices. The content focuses on the role of the practitioner as a communications specialist, an analyst of public opinion, and a counselor to management. In this course the student will be introduced to the history and principles of public relations in industry, in institutions, and in other organizations. The student will discover the processes used to influence public opinion and will acquire the necessary background to confidently analyze public relations programs and cases. Additionally, students will begin to recognize the role public relations can take in the promotion of understanding, compassion, and action for the common good. Offered fall or spring. 3 credits

### COM 361 - Public Relations Case Studies

This course focuses on the application of public relations theory and techniques to case problems in industry, labor, education, government, social welfare, and trade organizations. It is designed to look at the execution of key managerial PR functions in corporations, agencies, and nonprofit organizations. Course instruction examines such responsibilities as staffing, budgeting, and problem-solving techniques as well as designing PR campaigns and communication strategies. Additional topics to be discussed include the ethical and legal concerns of a PR executive and the advisory role he/she plays, in addition to the promotion of understanding, compassion, and action for the common good. Offered fall or spring, alternate years. 3 credits

### COM 362 - Public Relations Campaigns

This course focuses on the challenges, opportunities, strategies, solutions, and outcomes organizations experience in managing their reputations – providing practical, real-world experience analyzing and applying case-specific solutions. The cases cover a wide range of communications issues, including internal communications, media relations, community relations, investor relations, consumer relations, issues management and crisis communications. Just as history provides a framework for leaders to learn how to govern, the study of past and current public relations (PR) campaigns test public relations theories, illustrate the challenge of setting objectives, and offer valuable lessons on how to execute and evaluate PR campaigns. Students will have the opportunity to review, discuss, and critically analyze multiple PR campaigns across a variety of disciplines. Using various public relations models discussed at the beginning of the course, students will be able to evaluate the strengths and weaknesses of individual campaigns. In addition, students will gain a valuable body of knowledge of public relations tactics. Offered fall or spring, alternate years. 3 credits

### COM 364 - Project Leadership Practicum

This practicum course is designed for students who have applied and been selected to lead their fellow student peers in the creation of a Communication Department capstone project. As part of this practicum, students will assume leadership roles across all sections of the capstone course, as well as the capstone project itself. Specific responsibilities include working with capstone course faculty members to: (1) develop the project plan for the capstone initiative and execute on that plan; (2) begin the topic research process to develop a repository of resources and frame out the project design; (3) serve as a liaison to students in all capstone course sections in order to ensure their work is on topic, well produced and audience focused; (4) create data visualizations of complex topics related to the project to make them more easily understood, and; (5) attend weekly project



meetings with capstone faculty to check in on progress, manage change, and mitigate risks on the project. Offered fall and spring, as needed. Credit to be arranged.

### COM 365 - Advertising

Students are introduced to advertising, including social and economic roles, the organization of the advertising industry, the advertising campaign, market definition, budget, evaluating effectiveness, creation of the message, and other topics. Offered fall or spring. 3 credits

### COM 369 - Integrated Marketing Communication

This course will provide students with both a theoretical and practical understanding of integrated marketing communication (IMC). IMC considers all means by which a unified message is communicated to the public. These methods include inbound and outbound promotional channels—advertisements, direct marketing, public relations, sponsorships, sales promotion, interactive and social media, and more. However, messages also are communicated via a product's craftsmanship, price, and distribution channels. Without even "saying" a word, marketers can communicate effectively with customers and prospects. Students will create an IMC plan based on an organization's strategic marketing and business goals. Offered spring. 3 credits

### COM 372 - In-Studio Video Producing/Directing

This hands-on course covers the basic principles and techniques of video producing and directing in studio. Students analyze the decisions a producer/director makes developing a program from concept to execution. While creating video productions, students take program material from ideas through pre-production, writing, organizing crew, budgeting, and handling the actual studio production. Students will produce programs in a variety of formats including news, variety and interview. The course provides team building and teamwork skill development. Students will design program credits and graphics, produce roll-in segments, operate audio, manage teleprompting, and design lighting. The course will expose students to several video switching systems including Tricatser, Sling Studio and OBS. Prerequisite: COM 218. Offered fall or spring, alternate years. 3 credits

### COM 374 - Remote Video Production

This course provides advanced video production students with a working knowledge of single-camera production. Post-production editing is included. Special attention is paid to remote lighting, remote audio acquisition, sequencing shots to tell a story and recording outside the video studio. Lecture and Practical Application. Prerequisite: COM 218. Offered fall or spring, alternate years. 3 credits

### COM 376 - Advanced Video Editing

This course provides students with advanced skills in digital video editing. Hands-on projects stress effective video editing techniques for both new and traditional media, video compression, and special effects. Lecture and Practical Application. Prerequisite: COM 218. Offered fall or spring, alternate years. 3 credits

### COM 377 - Video Documentary Production

This course is designed to provide advanced video production students with a working knowledge of documentary video storytelling and production techniques. By the end of this course students will have practical experience cooperatively designing, writing, directing, and producing documentary video productions. Lecture and Practical Application. Prerequisite: COM 218. Offered fall or spring, alternate years. 3 credits

### COM 378 - Short Narrative Filmmaking

The primary objective for this course is to introduce students to the fundamentals of short narrative film production. Students will gain a broad understanding of short narrative films' different genres and story structures

as well as hands-on exposure to the production process. Students will learn how to use the essential tools of filmmaking in order to produce a short fictional story from script to screen. Topics include – but are not limited to – ideation, screenwriting, casting, rehearsing, blocking, shooting, editing and sound design. In terms of course expectations, students will be producing a short narrative film as well as a number of short scenes. This course will be conducted with a mixture of lectures, screenings and in-class exercises. Lecture and Practical Application. Prerequisite: COM 218. Offered fall or spring, alternate years. 3 credits.

#### COM 379 - House 67 Productions

This course offers guided work in video production for House 67 Productions, the student-run media agency. Students will work individually or in teams to video content for broadcast, YouTube, and social media channels. Projects include news reporting, studio interviews, sports roundtables, and creative entertainment using single camera and multi-cam recording techniques. Students act as talent and production crew. As an added feature of this course, students will be introduced to a select number of career-ready competencies from the National Association of Colleges and Employers (NACE) and gain hands-on experience in developing them. Course may be repeated for credit. Offered fall and spring. 1 credit

#### COM 383 - House 67 Productions Leadership

Students in this course serve as student leaders of the Social Nexus agency. They work with the professor/agency advisor to set the strategy of the agency, execute on that strategy, and manage the efforts of all students engaged in agency work. In this role, students develop valuable skills in critical thinking, problem solving, verbal and written communication, flexibility/adaptability, and leadership. Prerequisite: COM 218, COM 379. Offered fall and spring. 2 credits

#### COM 391 - Cavalier Radio

This practicum course involves hands-on experience in radio and podcasting production through working for Cavalier Radio, the student-run media agency. Students will develop an on-air talent to produce a 2-hour show including music, talk or a mix of both. Students will be trained on podcasting equipment, as well as studio equipment and will learn station policies and streaming regulations and will work in a department such as news, production, music, promotions, or sports. Note: Students in the Sports Communication Minor can engage listeners through an on-air sports talk show. As an added feature of this course, students will be introduced to a select number of career-ready competencies from the National Association of Colleges and Employers (NACE) and gain hands-on experience in developing them. Course may be repeated for credit. Offered fall and spring. 1 credit. Course may be repeated for credit. Open to all majors.

#### COM 392 - Cavalier Radio Leadership

Students in this course serve as leaders of the Cavalier Radio media agency. They work with the professor/agency advisor to oversee all operations of Cavalier Radio's departments, such as news, production, music, promotions, public affairs, or sports. Students also will do advanced work in podcasting, programming, production, and promotion. In their agency role, students develop valuable skills in critical thinking, problem solving, verbal and written communication, flexibility/adaptability, and leadership. Prerequisite: COM 391. Course may be repeated or credit. Offered fall and spring. 2 credits

#### COM 403 - Senior Professional Development Program

This course is part of the department's four-year Professional Development program. Senior Professional Development prepares students to think like an entrepreneur and take a leadership role in their career management process. Students will come to understand that thinking like an entrepreneur means to be continually scanning the environment for opportunities, examining one's own capabilities, seeking out additional

training and education to remain current, and networking continually to grow one's contact list. Students will perform a Senior Skills Presentation where they showcase for the COM Department faculty their 30-second elevator pitch, their knowledge of key trends in their chosen industry/occupation, their positioning of their strengths in the employer's frame, and their most notable portfolio items to demonstrate their competencies. Students also hone their LinkedIn profile and Wordpress portfolio site to tell a compelling story of their accomplishments. This course is required of all undergraduate seniors in the Communication department, both semesters. See Cabrini Learn for the schedule. Offered fall and spring. 0.5 credits each semester

#### [R-COM 466 - Undergraduate Research](#)

This course offers an independent, but directed, collaborative course of study involving a specific research agenda in the discipline under departmental faculty supervision. Research projects typically require a review of the literature, a paper developing and defending a hypothesis, and a poster or an oral presentation of the completed research project. Prerequisite: Department approval. Offered fall, spring or summer. 1-3 credits

#### [COM 472 - Senior Capstone: Media for Social Justice](#)

The primary objective for this one-semester capstone course in the Communication Department is to enable students to create a compelling multimedia story package on an important social justice topic. Students will work as digital journalists to produce a portfolio-ready final convergence project that demonstrates their knowledge and skills in multimedia storytelling, social justice, and project management. Students will apply their understanding of objectivity, accuracy, and truthfulness to report on a social justice issue fairly and comprehensively. This one-semester course, or the two-semester honors course sequence (COM 474 & 475), is required of all seniors. Lecture and Practical Application. Satisfies the Diversity, Equity and Inclusion Bridge area of the major to core curriculum. Prerequisite: COM 218, COM 250. Seniors only. Offered fall or spring. 3 credits

#### [COM 474 - Senior Honors Capstone- Fall Seminar](#)

Senior students research, plan and oversee production of media content that will be assembled into a converged media project in the spring. This is a one-year course and continues as COM 475, Senior Honors Capstone- Spring Seminar, during spring semester. Participation in the convergence sequence is limited to students who have distinguished themselves in prior communication courses and whose participation is endorsed by department faculty. Students must be approved each semester by the Convergence-seminar instructor to advance to the next level course. Lecture and Practical Application. Satisfies the Diversity, Equity and Inclusion Bridge area of the major to core curriculum. Prerequisite: COM 218, COM 250, COM 251 and permission of instructor or department chair. Offered fall. 3 credits

#### [COM 475 - Senior Honors Capstone- Spring Seminar](#)

Students with considerable experience working on one or more media platforms plan and produce a converged media project that uses audio, video, text, photographic, and marketing assets produced in fall courses. Students develop project management and leadership skills and will enhance their ability to tell a story via multiple media for web distribution. The Senior Honors Capstone- Spring Seminar is the department's culminating senior seminar limited to those students whose work in previous department courses has prepared them for the very highest level communication experience the department offers. Participation in the convergence sequence is limited to students who have distinguished themselves in prior communication courses and whose participation is endorsed by department faculty. Students must be approved each semester by the Convergence seminar instructor to advance to the next level course. Lecture and Practical Application. Satisfies the Diversity, Equity and Inclusion Bridge area of the major to core curriculum. Prerequisites: COM 474 and permission of instructor or department chair. Offered spring. 3 credits

### COM 486 -Supervised Professional Experience: Event Management

This course requires students to complete supervised field work in event management. Students will be responsible for leading and managing an approved on-campus event in coordination with designated offices, departments, and clubs, such as SEaL, the Wolfington Center, the Center for Career and Professional Development, and many more. Students would work under the supervision of a Faculty Advisor and Office/Department/Club Advisor to develop an event plan, marketing plan, and budget. They will work to execute on these plans, lead/manage the event, and measure the success of its outcome. Students will need to submit a final event portfolio and reflection at the conclusion of this supervised experience. Offered fall or spring. 3 credits

### COM 487 - Career Preparation and Job-Search Techniques

This required skills course focuses on vital aspects of career-preparation and job-search processes. It asks students to look both within themselves and outside at the needs and conventions of society in order to market their skills effectively. Keynoting research as the frequently missing element in successful job and graduate school searches, students in this course will repeatedly practice how to find information vital for any successful interview; self-evaluation of transferable skills and how they can be demonstrated; how to produce and polish effective resumes, cover letters, highlight reels, and digital portfolios that get noticed and are acted upon by decision makers; characteristics that single out candidates as professionals. Offered fall or spring. Seniors only. 3 credits

### COM 488 - Internship

The department offers qualified upper-division students the opportunity for communication internships. Internships are conducted on campus or at the facilities of cooperating professional communication media.

- Journalism/Editorial/Publishing Internship
- Video Internship
- Radio Internship
- Strategic Communication Internship (Advertising/Public Relations/Event Marketing)
- Social Media Internship

The department must approve all internships. Consult department for requirements. Offered fall and spring. Credit to be arranged.

### COM 489 - Communication Curriculum and Methods

Students are introduced to methods and materials of instruction for teaching literature, composition, speech, and related communication skills on the secondary level. The development of useful lesson plans, and an appreciation for the value of research and information literacy in the high school classroom will be discussed by prospective teachers enrolled in this course. Course is required for secondary education certification in communication. Offered upon sufficient enrollment. 3 credits

### COM 499 - Independent Study

This course offers directed but independent study. Course content is determined after consultation with the instructor. Prerequisite: Approval of instructor, department chair, and Associate Dean for Business, Education, and Professional Studies. Fee. Offered fall and spring. Credit to be arranged.

## **CRM - Criminology**

(School of Arts and Sciences, Sociology, Criminology, and Justice Department)

### **CRM 200 - Sophomore Professional Development**

This course asks students to explore opportunities for real-world experiences such as internships and prepare for these possibilities. Students will learn about the internship process and how to apply for a position within the field. The course will enhance students' professionalism for introduction into the workplace. Topics may include: resume preparation, interview skills, cover letters, etc. Prerequisite: completion of 24 credits. 1 credit

### **CRM 210 - Introduction to Criminal Justice (ETH)**

This course offers a broad examination of the American system of criminal justice. The development and contemporary functions of the three subsystems (law enforcement, judicial system and correctional system) are analyzed. This course provides the foundation for further Criminal Justice studies. Offered fall and spring. 3 credits

### **CRM/PSY 275 - Forensic Psychology**

This interactive course will provide students with an introduction to the field of forensic psychology. Students will gain exposure to the multifaceted roles psychologists play within the contemporary legal system, as well as key forensic concepts like competency, psychopathy, deception detection, eyewitness testimony, and risk assessment. Throughout the semester, students will learn about criminal behavior, as well as multiple aspects of the legal process, including the investigation, prosecution, and treatment of crime in the United States. Through the review of empirical research, case studies, and case law, students will have the opportunity to discuss controversial topics like sentencing minimums and eyewitness testimony, critique contemporary legal practices, and learn how forensic psychology can be used to build a more just and equitable world. Students will also become familiar with the skills, ethical principles, and training necessary to practice forensic psychology. 3 credits

### **CRM 301 - Special Topics in Criminology**

This course offers a criminological perspective of a particular social institution or process. Topics could include cybercrime, white collar crime, gang behavior, and social psychology of crime, comparative criminal justice systems or other topics in the field. Prerequisite: CRM 210. Offered upon sufficient enrollment. 3 credits

### **CRM 309 - Criminology**

Students examine historical and contemporary theories of crime causation. Topics include competing theories, specialized theories (juvenile crime or gender differences in crime), and different theoretical perspectives (micro vs. macro). Prerequisite: CRM 210. 3 credits

### **CRM 310 - Punishment and Corrections**

This course explores the major social and social-psychological perspectives on punishment and behavioral change. Topics include historical and contemporary philosophies of punishment and rehabilitation: capital punishment, prisons, probation and parole, rehabilitation programs, community corrections, restorative justice, and contemporary experimental approaches to corrections. Prerequisite: CRM 210. Offered spring. 3 credits

### **CRM 312 - Sex Crimes**

This course is an introduction to criminal sexual offending and sexual behaviors, both criminal and non-criminal, which Criminal Justice professionals may encounter. We will look at various definitions of sex offenses, criminological theories behind sexual offending, the history of sex and sexual offending, victims of sex crimes and treatment of sexual offenders. Prerequisite: CRM 210. 3 credits

### CRM 313 - Victimology

This course examines the relationship between the victim of crime and its perpetrator, critically exploring the arguments surrounding victim precipitation and facilitation from both a contemporary and historical perspective. Students will examine the representation and treatment of victims within both the criminal justice system and popular media. Topics include the analysis of victims of such acts as human trafficking, school shootings, terrorism, homicide, gang violence, hate crimes, wrongful convictions, and natural disasters. Prerequisite: CRM 210. 3 credits

### CRM 314 - Criminal Procedures and Evidence

An analysis of criminal procedure and criminal evidence rules in the United States. Topics include trial procedures, examination of witnesses, real/physical evidence, circumstantial evidence, hearsay evidence and exceptions, privileged communications, declarations against interests and judicial notice. In addition, the course will consider the constitutional issues of arrest, search and seizure, interrogation and confession, self-incrimination and right to counsel. Prerequisite: CRM 210. 3 credits

### CRM 315 - Criminal Law and Society

This course will introduce students to elements of crimes against persons, property and order. Students will obtain an understanding of: the nature, origins and purposes of the criminal law, general principals of criminal liability, complicity and vicarious liability, and defenses to liability. Students will demonstrate an understanding of the unique role that government institutions play in influencing our behavior. Prerequisite: CRM 210. 3 credits

### CRM 320 - Juvenile Justice

This course is a general orientation to the field of juvenile delinquency. The major theories of delinquency among youth will be presented and critically examined in connection with U.S. trends in juvenile delinquency. Students will learn about the history, philosophical objectives and current operation of the juvenile-justice system. The future of delinquency prevention and treatment also will be explored. Prerequisite: CRM 210. 3 credits

### CRM 325 - Police and Society

This course reviews the fundamental purpose and role of law enforcement agencies in American society. Primary attention is given to the relationship between the formal organization of policing and community security. The practical investigative and patrol operations of policing at both local and federal levels will be explored, along with a discussion of the unique cultural aspects of police organizations. Prerequisite: CRM 210. 3 credits

### CRM 326 - Drugs, Addiction and Society

The course examines the impact of substance abuse and dependence at the individual and societal levels. It will explore research, primary documents and policies related to individual narcotics use, prevention, intervention and treatment. Evidence-based treatment practices including methadone maintenance, therapeutic communities, cognitive-behavioral therapy (CBT), and harm reduction practices will be discussed. The course will also discuss the presence of co-occurring disorders such as mental illness and its relationship to recovery. The relationship between drugs, crime and the consequences of the criminal justice system's response to drugs will also be analyzed. Prerequisite: CRM 210. 3 credits

### CRM 330 - Class, Race, Gender, and Crime

This course examines the ways in which social class, racial, ethnic and gender identification, and labeling shape the victimization, offending, and criminal justice processing of individuals. Emphasis is placed on the role of intersectionality and its role in the criminal justice system. The course covers the patterned differences regarding gender, race, ethnicity and class. Such topics are examined from a historical and contemporary perspective,

analyzing the changing legal status of individuals based on social location and the institutional response to individuals as victims and/or criminals. Equity and Inclusion Bridge area of the criminology major to core curriculum. Prerequisite: CRM 210. 3 credits

### CRM 333 - Rehabilitation and Reentry of the Offender

This course examines key issues associated with the rehabilitation of the offender and their reentry experience in the United States after a period of incarceration. Theoretical models of rehabilitation and recidivism will be explored. Emphasis will also be on the collateral consequences of mass imprisonment in America. Topics such as historical trends of the prison population, an empirical portrait of the current status of reentry, and current policies directly affecting the reentry process of individuals (housing, employment, voting, etc.) will be at the center of the discussion. Additionally, the course will cover information on the reentry experience of women and effective/non-effective program services for both genders. Prerequisite: CRM 210. 3 credits

### CRM 335 - Hate Crimes

This class is an interdisciplinary examination of human hatred and how to understand it. Hate is at times an emotion, an action, a belief, an ideology. It can be manifested with great passion or become so normalized that it is not even recognized as hate – perhaps seen, instead, as a manifestation of how things are. Many academic fields, such as social psychology, anthropology, criminology, sociology, religion, history, law and others, offer important windows to our understanding of hate. This course is designed to pull together strands from a variety of disciplines, in order to present a cohesive examination of hate, and we will explore a view of hate as a system. Prerequisite: CRM 210. 3 credits

### CRM 340 - Comparative Criminal Justice Systems

This course examines, compares, and critically analyzes various criminal justice systems from around the world with a focus on police, courts, and corrections and how various systems operate within a framework of social, cultural, and political ideologies. Topics will include: measuring and comparing crime rates; systems of law; organization and function of law enforcement; the court system; and the correctional system. Students will gain a deeper understanding of how the American criminal justice system compares on an international level. Prerequisite: CRM 210. 3 credits

### CRM 341 - Crowds, Cults, and Revolutions

Collective Behavior (CB) involves shared but non-routine responses to events, things, or ideas. The study of CB and Social Movements (SM) is the study of collective agency, as Social Movements arise when people act together to promote or resist social change. The term Collective Behavior covers a wide range of human behaviors, from “panics” in burning theaters to the Salem Witch trials and Halloween riots in Madison, and from peaceful protests to social revolutions and terrorism. Most of the course will focus on how particular kinds of collective actions are or are not associated with social movements. Social Movements are collective actions organized to bring about or prevent social change. Our main objective is to better understand why people engage in collective behavior and action as they do by critically examining different explanatory models of collective action. Prerequisite: CRM 210. 3 credits

### CRM 345 - Mental Health in the Criminal Justice System

This course focuses on how and why individuals with mental illness become involved in the criminal justice system, and on how the criminal justice and public mental health systems respond to that involvement. Topics include law enforcement responses, court-based strategies, mental health and corrections systems, community supervision of individuals with mental illness, as well as the intersection of violence and mental disorder. Prerequisite: CRM 210. 3 credits



### CRM 351 - Crime, Media, and Pop-Culture

This course will examine the role of the media in the construction of crime. A selection of major topics will be explored in depth to investigate how the media continues to impact a variety of factors including, but not limited to: social location, celebrity status, criminal justice processing, fear mongering and agenda setting. It will also investigate the representation of victims, offenders, and the role of the criminal justice system. The power of media narratives and how it shapes criminology and criminal justice will be explored in depth. Prerequisite: CRM 210. 3 credits

### CRM 360 - Serial and Mass Murder

This course will use a sociological lens to examine both modern and historical cases of serial and mass murders. The course is designed to examine the nature, extent, and origins of such crimes. Students will discuss a variety of sociological factors that affect serial and mass murders by looking at the influence of culture, structure, and power on these crimes. Topics will include serial murders, mass murders, stalking, sexual murders, healthcare killings, team killings, criminal justice system response to these crimes, and an examination of the victimology behind these crimes. Additionally, students will examine the interdisciplinary theoretical explanations for these crimes. Prerequisite: CRM 210. 3 credits

### CRM/SOC 420 - Senior Capstone

Students will work on synthesizing information and skills from all major courses and demonstrate mastery of criminological methodology and theory through the preparation and presentation of a senior research project. Students will prepare a major senior paper and make a formal presentation of their findings to the class and invited faculty from the department. Prerequisites: CRM 210, SOC 203 and SOC 215, and completion of SOC 271 and SOC 341 with a grade of "C-" or above, and department approval. Offered fall and spring. 3 credits

### R-CRM 466 - Undergraduate Research

This course offers an independent but directed collaborative course of study involving a specific research agenda in the discipline under departmental faculty supervision. Research projects typically require a review of the literature, a paper developing and defending a hypothesis, and a poster or an oral presentation of the completed research project. Prerequisites: Approval of instructor, department chair, and Dean for Arts and Sciences. Offered fall, spring or summer. 1-3 credits

### CRM/SOC 488 - Criminology/Sociology Internship

The department offers qualified upper-division students the opportunity for criminology and sociology internships. Internships are conducted at cooperating off-campus institutions. Students must consult with the department's internship coordinator the semester before beginning this course. Acceptance is subject to the approval of the department. Prerequisites: SOC 215, CRM 210, two 300-level CRM courses, and approval of the Internship Coordinator or the Department chair is required. 1-6 credits, max credits: 6

### CRM/SOC 498 - Research Practicum

This course offers an independent but directed course of study leading to the completion and presentation of undergraduate research. Students select projects of interest, typically already underway, involving empirical research under supervision of a department faculty liaison. Projects typically require a comprehensive report written ASA or APA style and suitable for publication and/or presentation at a local or regional conference. Prerequisite: Department approval. Offered fall and spring. 3 credits



### [CRM/SOC 499 - Independent Study](#)

This course requires independent research. Before registration, students must submit a written proposal for approval by the instructor. A final report written in acceptable professional style is required. Prerequisites: Approval of instructor, completion of SOC/PSY 341 and 342, junior or senior status, and approval from department chair, and Dean for Humanities and Social Sciences. Fee. Offered fall and spring. 3 credits

## **ECE - Education**

(School of Business, Education, and Professional Studies, Teacher Education Department)

### [ECE 200 - Infant and Toddler Development](#)

This course uses a relationship-based model as a framework for understanding how infants and toddlers grow and learn with the support of their families and teachers. The first section of the course sets the stage by focusing on early experiences, family relationships, theoretical perspectives, and why and how to observe and document children's interests, development, and behavior. The second section describes the remarkable development of children in the prenatal period and in the emotional, social, cognitive, language, and motor domains. The third section covers responsive program planning that happens day-to-day the relationship way, guidance, early intervention including infants and toddlers with special needs in early childhood education settings, universal design for learning, and professionalism. The Pennsylvania Learning Standards for Early Childhood: Infants/Toddlers will also be addressed. 3 credits

### [ECE 201 - Infant and Toddler Early Intervention](#)

This course provides an overview of development from birth, through infancy, and into toddlerhood. The course is designed as five mini-modules covering introductory material on typical and atypical development from birth – age 3; developmental assessment tools and procedures, accessing the Early Intervention system in Pennsylvania, the development of the Individual Family Service Plan, and working with & supporting families. The course utilizes materials and resources grounded in research, evidence-based & best practices, practitioner expertise, and state & federal guidelines. 1 credit

### [ECE 202 - Trauma and its Implications for Early Educator Providers](#)

Candidates define and examine trauma and the different types of stress. The impact of each is explored with an emphasis of the importance of early childhood. Major theories of human development and learning are discussed as they relate to the impacts of trauma. The importance of understanding the Adverse Childhood Experiences (ACE) Study in order to better support and educate young children experiencing trauma is emphasized. Educational strategies and pedagogical tools to address the needs of children exposed to trauma will be provided. Offered fall, spring, summer. 1 credit

### [ECE 203 - Connecting Culturally Relevant and Sustaining Pedagogy to Early Childhood Education](#)

This course explores the fundamental scholarship related to childhood development, through the lens of Culturally Relevant and Sustaining Pedagogy. Specifically, this course argues that intersecting proponents of Culturally Relevant and Sustaining Pedagogy to the teaching practices, programming and infrastructure of early childhood programs, is a critical component to the holistic success of young children. Therefore, this course explicitly focuses on equity, attitude, assumptions, and knowledge base regarding Culturally Relevant and Sustaining Pedagogy. Offered fall, spring, and summer. 1 credit

### [ECE 211 - Introduction to Infant-Toddler Development: A Relationship-Based Approach](#)

This course provides an introduction to infant-toddler development from birth – 36 months, focusing on the importance of these first years of brain development and the role that relationships play in building brain

architecture. The course is designed as modules introducing the relationship-based approach as a lens for creating responsive early childhood experiences for infants and toddlers. It also covers introductory material on family systems and parenting; observation as a tool for assessing development; and genetics & prenatal development. 1 credit

### [ECE 212 - Infant-Toddler Growth Across Developmental Domains](#)

This course explores the fundamentals of infant and toddler development across the domains of emotional, social, cognitive, language and motor learning. The material in this course draws upon the foundations introduced in ECE 211, continuing the use the relationship-based approach as a lens to examine and understand the tremendous developmental changes occurring in the first 36 months of life. This course is constructed into 5 modules covering developmental milestones within the context of brain development and focuses on why certain early education practices support or hinder a young child's learning. 1 credit

### [ECE 213 - Infant-Toddler Curriculum and Inclusion](#)

This course is the culmination of ECE 211 and ECE 212. The 5 modules of this course ask students to create curriculum, routines, and environments for infants and toddlers that are responsive to the needs of all children; focuses on the inclusion of children with developmental and learning differences; and examines the early childhood profession, its standards, and ethics. 1 credit

## **ECG - Engagements with the Common Good**

(School of Arts and Sciences)

### [ECG 100 - \(Variable Topics\)](#)

This course is the first in a series (ECG 100, 200, and 300) of core curriculum classes. This course makes students increasingly prepared to see solidarity, reciprocity, and mutual engagement as social justice. Through reading, writing, classroom discussion, and co-curricular activities, students come to a greater understanding of the formal and informal social structures that construct their identities. All students will complete ECG 100 in spring of their first year after successfully completing WNA 101 in fall of their first year. A final grade of "C-" or better in WNA 101 is required to enroll in ECG 100. A student may withdraw from ECG 100 only with the permission of the Assistant Dean of the Core Curriculum. Additionally, no student may take ECG 100 and ECG 200 concurrently. A final grade of "C-" or better is required to enroll in ECG 200, the next course in the series. Offered fall and spring. 3 credits

### [H-ECG 100 - Honors Engagements with the Common Good: Reacting to the Past, Engaging the Present](#)

This writing-intensive course approaches the common good from a variety of perspectives by exposing and interrogating the tension between the individual and society. It also examines the individual's position in various communities: family, nation, race, class, gender, and other categories of identity. This course makes students increasingly prepared to see solidarity, reciprocity, and mutual engagement as social justice. Through reading, writing, classroom discussion, and co-curricular activities, students come to a greater understanding of the formal and informal social structures that construct their identities. A key teaching method in the class is the nationally recognized "Reacting to the Past" pedagogy. This method was developed originally at Barnard and Columbia, and it is now used in college classrooms across the country. "Reacting" calls on students to play out the parts of historical figures in key moments of cultural and political crisis. Students inhabit their roles, getting into the minds and hearts of those historical individuals they portray. Public speaking and writing "in character" are essential features of the "reacting" method. For first-year Honors students only. Offered fall. Final grade of "C" or better required to meet graduation requirements. 3 credits

### ECG 200 - (Variable Topics)

This experiential, writing-intensive course explores through texts and community partnerships how power, privilege, and difference affect solidarity, equality, and dignity—the essential elements of the Common Good. Students will expand their moral imaginations through their exploration of contemporary, historical, and cross-cultural causes of systemic justice and injustice in the world. A final grade of “C-” or better is required to enroll in ECG 300. Students cannot take ECG 200 and ECG 300 concurrently without the approval of the Assistant Dean of the Core Curriculum. Offered fall and spring. 3 credits

### ECG 300 - (Variable Topics)

This experiential, writing-intensive course helps students utilize their assets and the assets of community partners (local or global) in the pursuit of social justice. Students will work with community partners, contributing to research that will be used to expand the capacity and quality of the partner organizations while providing students with life-long tools for civic engagement. This research also may be used to advocate for systemic changes that will affect greater solidarity with local and global communities. Offered fall and spring. 3 credits

## ECO - Economics

(School of Business, Education, and Professional Studies, Business and Technology Department)

### ECO 131 - Microeconomics (I)

Economics is the study of choice. In this course students will learn about concepts and models that are used to describe how individuals, companies and societies make choices. Students will study the model of Supply and Demand and show how the firm/consumer dynamics vary in different market structures. Microeconomic tools will then be used to analyze societal issues such as labor, local environmental impacts, and wages. Students will begin to appreciate how changes in economic policy can impact the wellbeing of individuals and groups. Sophomore or higher status suggested. Offered fall and spring. 3 credits

### ECO 132 - Macroeconomics

Macroeconomics is the study of the regional, national and global economy. In this course we will develop economic concepts and models that help explain the macroeconomic decisions facing society. Macroeconomics will help shed light on issues ranging from government spending to the effects of interest rates on job growth, to global outsourcing effects on Supply and Demand. Sophomore or higher status suggested. Offered fall and spring. 3 credits

### ECO 212 - Environmental Economics (I)

This course uses the tools of microeconomics to study today’s important environmental issues. By placing economic activity within a broader environmental context, focus is placed on the “external” impacts that much of our economic activity has on the planet. During the course, students learn specific models used to describe environmental issues, and apply the models to specific issues, including pollution, climate change, fisheries management, and energy. Particular attention is paid to modeling and policy issues. Students write a semester-long research paper on a specific topic, and present their findings to their classmates. 3 credits

### ECO 261 - Managerial Economics

This course is a continuation of microeconomics using mathematical applications including business condition analysis, short- and long-range planning, monopolistic analysis, and production profitability analysis. This course should emphasize qualitative and quantitative economic analysis as applied to business theories. Prerequisite: ECO 131. 3 credits

### H-ECO 300 - Honors Business Management: The Great Depression (H)

This course studies the various conditions leading up to the Great Depression—commercial banking, the Federal Reserve, stock markets, and macroeconomic policies. Current monetary and fiscal policies will be compared and contrasted to those in operation during the Great Depression. Learn the history of banking in the U.S. and contrast it with today's financial market. Offered fall, alternate years. 3 credits

### H-ECO 303 - Honors Business Management: Game Theory

This course introduces students to the basic tools of game theoretical analysis and some of its many applications to economics. Students will learn how to recognize and model strategic situations, and to predict when and how their actions will influence the decisions of others. Offered spring, alternate years. 3 credits

### ECO 308/FIN 308 - Money and Banking

This course is designed to help students understand the connections between money (the Federal Reserve), financial markets, and the macroeconomy. How are interest rates determined, and how does the Federal Reserve conduct monetary policy? What economic factors drive the yield curves in different bond markets? We will pay particular attention to the banking system, with an eye toward understanding the function and importance of banks. Topics will include the role of the Federal Reserve as a lender of last resort during the recent, and prior, financial crises, unconventional monetary policy tools such as quantitative easing and forward guidance. We discuss new developments in payment and clearing including cryptocurrencies. The course is appropriate for anyone trying to gain a macroeconomic perspective on capital markets, from investors to bankers, or those simply interested in the linkages between interest rates, banks and the economy. 3 credits

## **EDF - Education**

(School of Business, Education, and Professional Studies, Teacher Education Department)

### EDF 290 - Field Experience for Education Majors

During this field placement, students will work closely with a school-based teacher and university supervisor as they observe and work with individual students, small groups or the whole class as assigned by the cooperating teacher. Students complete a field portfolio that documents their growth as a reflective teacher who is able to meet the needs of all students in the classroom. Portfolio assignments are aligned with the four domains in The Danielson Framework for teaching. Prerequisites: SPE 110 and 3.0 GPA. Also, students should have met or be in progress of meeting their basic skills requirement. Students will work with the Director of Field Experiences to complete all clearances required to work in schools and details about their field placement. Field Experiences are scheduled on Wednesdays and offered fall and spring. 1 credit

### EDF 291 - Additional Field Experience for Education Majors

During this optional/additional field placement, students will work closely with a school-based teacher and university supervisor as they observe and work with individual students, small groups or the whole class as assigned by the cooperating teacher. Students complete a field portfolio that documents their growth as a reflective teacher who is able to meet the needs of all students in the classroom. Portfolio assignments are aligned with the four domains in The Danielson Framework for teaching. Prerequisites: SPE 110 and 3.0 GPA. Also, students should have met or be in progress of meeting their basic skills requirement. Students will work with the Director of Field Experiences to complete all clearances required to work in schools and details about their field placement. Field Experiences are scheduled on Wednesdays and offered fall and spring. 1 credit

### [EDF 390 - English Language Learners Field Experience](#)

During this field placement in a PK-12 school setting education majors investigate the needs of English Language Learners (ELL). Assignments focus on cultural awareness, as well as instructional strategies and assessments that support the growth and learning of ELL students. Students complete a field portfolio that documents their growth as a reflective teacher, who is able to meet the needs of diverse students in the classroom. Students work with a school-based teacher and university field supervisor to meet course requirements. Prerequisites: SPE 110 and 3.0 GPA. Also, students should have met or be in progress of meeting their basic skills requirement. Students will work with the Director of Field Experiences to complete all clearances required to work in schools and details about their field placement. Field Experiences are scheduled on Wednesdays and offered fall and spring. 1 credit

### [EDF 391 - Inclusion/Special Education Field Experience](#)

During this placement, education majors will develop a strong understanding of the role the classroom environment, lesson planning, differentiated teaching strategies, teacher philosophy and support personnel play in the success of struggling and/or advanced learners. Field Portfolio assignments include a focus on the Individualized Education Program (IEP) process and the various partnerships required for student success, as well as planning for tiered lessons to meet the needs of a diverse classroom community. Prerequisites: SPE 110 and 3.0 GPA. Also, students should have met or be in progress of meeting their basic skills requirement. Students will work with the Director of Field Experiences, complete all clearances required to work in schools and details about their field placement. Field Experiences are scheduled on Wednesdays and offered fall and spring. 1 credit

### [EDF 392 - Low-Incidence Field Experience for Special Education Majors](#)

During this field placement in a setting which serves students with specific high needs, PK4 with Special Education majors will work closely with a school-based teacher and university supervisor, as they observe and help to support the growth and learning of students. Students observe and work with individual students and small groups as assigned by the cooperating teacher. Students complete a field portfolio that documents their growth as a reflective teacher who is able to meet the needs of diverse students in the classroom. Prerequisites: SPE 110 and 3.0 GPA. Also, students should have met or be in progress of meeting their basic skills requirement. Students will work with the Director of Field Experiences to complete all clearances required to work in schools and details about their field placement. Field Experiences are scheduled on Wednesdays and offered fall and spring. 1 credit

## **EDU - Education**

(School of Business, Education, and Professional Studies, Teacher Education Department)

### [EDU 105 - Reading and Writing Skills for Teachers](#)

This course is designed to address reading and writing skills that are important to being an educator. In this course, students will review and study the fundamentals of composition (i.e., editing, grammar, punctuation). Through the analysis of stories, essay, fictional and non-fictional works, students will be able to demonstrate the ability to both analyze and synthesize main ideas and key information. For students receiving a final grade of B or better in this course will meet the requirements for Reading and Writing Basic Skills, as approved by the Pennsylvania Department of Education. 1 credit

### [EDU 106 - Mathematics Prep Course](#)

This course is designed to help students prepare for the Praxis CORE in Math. It can also be used for the Math Basic Skills Course Alternative, as approved by the Pennsylvania Department of Education in conjunction with MAT 107 and MAT 111 or MAT 114. Students must earn a "B" or better in order for it to be used for the Basic Skills Requirement. Students will leave the seminar with the skills they need to pass this important exam. Standard letter grades are issued. Offered in fall and spring. 1 credit

### EDU 171 - Reading and Language Arts I

This course provides an in-depth introduction to the theory, research and practice of language and literacy development from birth to age five. Students assess language comprehension as evidenced in interviews and classroom settings and focus on emergent literacy skills. Students begin planning for instruction based on knowledge of language and literacy development. The Pennsylvania Standards and key vocabulary on certification exams (PECTs) will be emphasized. Offered fall. 3 credits

### EDU 172 - Reading and Language Arts II

This course provides an in-depth experience in the theory, research, and practice of teaching writing or composed text and associated language arts (handwriting, spelling, grammar, listening, and speaking) skills to children in grades Pre-K-4. Students will incorporate this knowledge of literacy development in reviewing curriculum and planning instruction for learners in grades Pre-K-4. Students also examine cultural differences in literacy development and supporting the needs of English Language Learners. Offered spring. 3 credits

### EDU 219 - The Future and American Education

The area of contemporary American government in which the citizen and the governing body interact most closely is usually the local public school system, and yet the nature of public schools and the way in which they function are often widely misunderstood. This course offers insights into how citizens can understand and relate to the public schools as they continue to play an important role in the shaping of the social, political and economic well-being of our communities, states and nation. 3 credits

### EDU 225 - History of Educational Social Movements

This course explores the general and specific dimensions of the history of educational social movements throughout the 20th century and social activism among diverse racial, ethnic and linguistic groups leading up to and following the landmark decisions of the 1954 Brown vs. Board of Education of Topeka. The course will further study the impact that desegregation efforts have made on urban schools - which ultimately generated activism for other historically marginalized groups. The relationships between the goals of public schooling, democracy, equity, and equality are explored. 3 credits

### EDU 267 - Bullying in Education

This course exposes the student to current issues regarding bullying in schools. Students will gain knowledge of what bullying is, the characteristics of the bully, the bullied/target and the bystander. The differences between confrontation and bullying will be discussed with the use of films, songs, YouTube clips as well as the text and scholarly journals. Students will discuss possible solutions for initial confrontations that can escalate into a bullying situation. An online component will be utilized for additional discussion and research. 1 credit

### EDU 304 - Foundations of Education

This course focuses on the socio-cultural contexts of schools and schooling in the United States and issues of equity in educationally opportunity linking a historical perspective to current day issues. Course topics include the teaching profession, school law and professional ethics, school funding, educational reform and major schools of educational philosophy. The instructional format of the course involves lecture presentations, frequent group discussion, debates, role playing, and group and individual student presentations. Offered fall. 3 credits

### EDU 308 - Classroom Management Techniques

This course centers on the development of classroom management techniques which foster student success and promote positive student behavior. The course examines strategies for keeping students motivated and on task as well as techniques for working with disruptive students. Topics include the start of the school year, legal issues,

effective teaching techniques, conflict resolution, behavior intervention strategies, and working with parents. The instructional format of the course involves lecture presentations, frequent group discussion, debates, role playing, and group and individual student presentations. Offered fall. 3 credits

#### [H-EDU 340 - Honors Education: Social Justice and Global Education Systems \(I\)](#)

This course focuses on educational systems that fail to consistently produce a high quality and equitable education experience for all U.S. students. The aforementioned is critically important since most jobs require specialized skills. Therefore, this course links: (1) issues of race, racism, and class-based achievement gaps, (2) the importance of producing an equitable educational system and (3) 21st century global market place skill development. Social Justice and Global Educational Systems also explores how other nations (e.g. Finland, South Korea, Singapore) have transformed their educational systems through curriculum, pedagogy, teacher preparation, and assessment, as a means to meet the needs of the global marketplace. The main argument in this course is that “Race Still Matters” in society and educational spaces, thus, our nation’s inability to address issues of equity and social justice will recapitulate opportunity gaps for countless U.S. students. 3 credits

#### [H-EDU 345 - Honors Education: The Psychology and Educational Strategies of Cults \(ETH\) \(V\)](#)

What actually is a cult? Are cults dangerous? What is it about the human psyche and nature of being human that leads an individual into joining or following a cult? Are there other cults outside of religious ones (e.g., the People’s Temple in Jonestown, Guyana). This course will explore the phenomenon of cults. It will explore the psychological activities and educational strategies that are used by cult leaders to gain members. The course will explore the various type of cults and how the same tactics can be transferred to other groups (e.g. educational fads, professional sports teams), that are considered less dangerous by society. 3 credits

#### [EDU 380 - Theories and Activities for Early Childhood Education](#)

This course stresses creating an environment conducive to healthy child development and learning. A historical review of events/trends in the education of young children as well as major education models will be reviewed. Students will investigate current research in early childhood curriculum and program design, as well as plan for instruction that meets the developmental needs of young children and supports growth of the whole child. Offered fall. 3 credits

#### [EDU 390 - Culturally Responsive Pedagogy: Theory to Practice](#)

This course covers the research, theory, philosophy, and practical implications of employing cultural pedagogical and programmatic practices and enacting curriculum in and across school boundaries. Specifically, this course explores influential critical theorists with the goal of preparing teacher candidates to develop reciprocal relationships with students and communities, while simultaneously employing exemplar cultural teaching methods within their professional practice. Additionally, this course will assist students in learning about and developing culturally responsive curriculum and pedagogy in their different content/subject matter areas. This course serves as the Bridges to the Major requirement for Diversity, Equity, and Inclusion. Offered spring. 3 credits.

#### [EDU 393 - Advocacy for Well-Being Seminar](#)

This is a special topics seminar advocating well-being and safety which may include but is not limited to: social and emotional first aid; responding to trauma; bullying, bullied, and bystander, mindfulness in teaching, caring and courage. Offered fall and spring. 1 credit

#### [EDU 402 - Pre-Student Teaching](#)

For this course, Cabrini students begin to work in their student teaching placement under the guidance of the cooperating teacher and University supervisor. Students complete a field notebook or portfolio. Prerequisites:



Admission into the Teacher Education Department; completion of sophomore and junior field experiences; completion of basic skills assessment; documentation of having met disposition expectations, and updated clearances. Application process is required. See Academic Advisor or Director of Student Teaching & Field Experiences for specific deadlines. Offered fall and spring. 2 credits

#### EDU 406 - Family, School, and Community

This course focuses on parent and community roles in the educational process. The essential role parents assume in their child's growth and development is reviewed, as well as an overview of family and community involvement in and advocacy for equity in education. Effective communication strategies and collaborative leadership styles will be stressed. Further, the rights of students and teacher responsibility in advocating for the family will be emphasized. Critical issues regarding child rearing will be discussed with a particular focus on diversity, disabilities, and abuse. Offered fall. 3 credits

#### R-EDU 466 - Undergraduate Research

This course offers an independent but directed collaborative course of study involving a specific research agenda in the discipline under departmental faculty supervision. Research projects typically require literature review, empirical analysis and a written report, poster or oral presentation of the completed research project. Prerequisite: Department approval. Offered fall, spring, and summer. 1-3 credits

#### EDU 488 - Internship

The internship is a practical experience designed to meet the career goals of Educational Studies majors. Students must apply for a school placement six (6) months prior to the start of the internship semester. This course is graded as pass/fail and limited to seniors only. This course serves as the Bridges to the Major requirement for Writing and Interdisciplinarity. Prerequisites: GPA 2.50. Graded pass/fail. Offered fall, spring, and summer. Variable 3-12 credits. Course may be repeated up to a maximum of 12 credits.

#### EDU 489 - Internship

The internship is a practical experience designed to meet the career goals of Educational Studies majors. Students must apply for a school placement six (6) months prior to the start of the internship semester. This course is graded as pass/fail and limited to seniors only. This course serves as the Bridges to the Major requirement for Writing and Interdisciplinarity. Prerequisites: GPA 2.50. Graded pass/fail. Offered fall, spring, and summer. Variable 1-6 credits

#### EDU 490 - Student Teaching

Student teaching includes two seven-week sessions in a school setting appropriate for the certification being sought. The experience is supervised by the cooperating teacher and the University supervisor. Student teachers are required to attend seminar on campus and meet with their supervisor as a group. Students must apply for student teaching six (6) months prior to the start of the student teaching semester (deadlines are January 30 for fall and winter placements and May 30 for spring and summer placements and deadlines may be updated by the Director of Student Teaching & Field Experiences, when necessary). This course serves as the Bridges to the Major requirement for Writing and Interdisciplinarity. Prerequisites: Admission into the Education Department; completion of the sophomore, junior, and senior field placements; 3.0 grade point average; required clearances (PA Child Abuse, PA Criminal History, FBI Criminal Check, TB test); passing scores on basic skills assessment, and have taken PECT exams and fundamental subjects (for those areas of certification requiring this exam). Graded pass/fail. Offered fall, spring, and summer. Variable 1-12 credits (consult with Director of Student Teaching & Field Experiences to determine appropriate credits)



### EDU 492 - Practicum in Education

Practicum is a field-based course of study designed to prepare experienced teachers for completing competencies in a new area of certification. Emphasis is on practical experience in the classroom. Practicum is limited to those completing second certification areas and/or having previous teaching experience. Prerequisite: Limited to seniors; acceptance into a certification program; acceptance GPA of 3.0 or above. An application for a practicum must be submitted to the Director of Student Teaching & Field Experiences one year prior to the start of the student teaching semester. Variable credits are based on prior experience. Grades are pass/fail. Offered fall and spring. 1-3 credits

### EDU 493 - Advocating for Equity and Inclusion Seminar

This is a special topics seminar focusing on advocacy which may include but is not limited to: community organizing for equal funding; community learning exchanges; the power of the arts for social change; a focus on human rights education in an international context. Prerequisites: Education major or permission of the instructor. (Formally called Student Teaching Seminar) 1 credit

### EDU 499 - Independent Study

Those who wish to pursue research or field work may submit plans to the area coordinator. Prerequisite: Approval of instructor, department chair, and Associate Dean for Business, Education and Professional Studies. Fee. Offered fall and spring. 1-3 credits, depending on the nature or complexity of the study.

## ELE - Elementary Education

(School of Business, Education, and Professional Studies, Teacher Education Department)

### ELE 281 - Teaching Social Studies and Social Justice

Readings and discussions during this course introduce concepts and basic skills in the elementary social studies curriculum. Students participate in simulations, role playing, and other methods for involving children in social studies. Textbooks, media, and/or computer software are evaluated. Students prepare lesson plans and assessment plans for the preschool and elementary learner. Social justice issues are discussed and researched, with a focus on multicultural education. Students, through class exercises, become aware of cultural identities, explore stereotyping and discrimination in education, and discover techniques for nurturing cultural strengths brought to school by children with diverse backgrounds. Offered fall. 3 credits

### ELE 381 - Curriculum Methods in Science and Health

Students are introduced to methods, strategies, and curriculum materials used in teaching of elementary school science and health. Special emphasis is placed on developing the science skills necessary for science literacy and current health issues, as well as inquiry-based lesson planning. Offered spring. 3 credits

### ELE 471 - Reading and Language Arts III

This course focuses on using formal and informal assessments to guide planning for language arts instruction appropriate to each learner. Emphasis is placed on the reading and writing as meaning-making processes that communicate ideas and emotions. Students will review emergent literacy and language development, and deepen their understanding of best practices to support children's development of reading strategies. Course covers a balanced approach to teaching language arts through use of case studies, designing literature units with high-quality children's books which reflect diversity, and evaluation of current research and practices in schools. The Pennsylvania Standards and key vocabulary related to the Praxis will be emphasized. Offered fall. 3 credits

### [ELE 481 - Math Discoveries](#)

This course will provide procedures, strategies, and curriculum materials to introduce and reinforce mathematical concepts in Pre-K-4 classrooms. A focus on performance assessments to guide instruction, developing children's conceptual understanding as well as skills, and effective lesson-planning with manipulatives is emphasized.

Practical demonstrations and individual projects will be an important component of the course. Offered spring.  
3 credits

## **ESH - Exercise Science and Health Promotion**

(School of Arts and Sciences, Health and Exercise Sciences Department)

### [ESH 101 - Introduction to Personal Health, Fitness, and Wellness](#)

This course provides a personal health, fitness and wellness exploration, offering students the opportunity to utilize health-enhancing strategies for optimal well-being. Students will examine key lifestyle choices and issues, including nutrition, fitness, stress management, relationships, sexual health, substance use, and disease prevention, and will be motivated to consider positive behavior change for improved life quality and longevity.

Non-majors only. 3 credits

### [ESH 110 - Exercise Science and Health Promotion Seminar](#)

This course provides an overview of Exercise Science and Health Promotion field. Students will learn the basics of becoming a professional, from creating course projections to creating resumes, from formulating professional emails to building professional portfolios. Students will attend career-focused workshops to learn about professional branding. Students will meet and engage with professionals from Health and Fitness disciplines to assist in career choices and preparation for post-graduate work. 1 credit

### [ESH 201 - Aging, Physical Activity, and Health](#)

Physical activity as a health-related behavior is explored with specific reference to aging and chronic degenerative diseases. The factors that can modify, improve functional capacity, and upgrade one's quality of life are studied. Concepts of physical activity epidemiology with regard to health and longevity are introduced. Completion of ECG 100 recommended. 3 credits

### [ESH 215 - International Health Promotion](#)

In this seminar course, students will explore health statistics, cultural and behavioral influences on diseases, health promotion resources and strategies in developed countries and compare them to the United States. Students will work in small groups to research, synthesize, and orally present material pertaining to their selected country.

Prerequisite: ECG 100. Non-majors only. 3 credits

### [ESH 220 - Health Promotion/Disease Prevention \(SCL\)](#)

This course focuses on various common chronic health problems and diseases in the US today. Risk factor identification and prevention/management approaches including physical activity and nutrition are a main focus. Techniques and programs to maintain and enhance existing levels of health among various populations will be studied. Concepts of preventive medicine, disease prevention, health education, and wellness will be considered. Completion of ECG 100 recommended. 3 credits

### [ESH 225 - Fundamentals of Exercise Physiology](#)

Examination of the fundamental concepts of energy transfer and physical training are studied. Special emphasis is placed on the integration of pulmonary dynamics and cardiovascular function during exercise and training.

Students will be required to participate in laboratory session of physical activity. Completion of BIO 101 recommended. 3 credits

#### [ESH 230 - Introduction to Biomechanics](#)

This course will introduce students to fundamental principles that describe and govern human movements. The topics will include basic kinematics, kinetics, statics, muscle movement, and mechanics. Pre-requisite: BIO 177 or BIO 101. Offered as needed. 3 credits

#### [ESH 319 - Personal Training and Group Exercise Instruction](#)

This course focuses on professional preparation for personal trainers and group exercise class instructors. Students will become familiar with a variety of techniques, principles and safety issues with opportunity for application and practice. Professional organizations and certifications also will be discussed, as well as modalities for training/instructing various populations. Prerequisites: ESH 225 with a "C+" or higher. Completion of BIO 230 recommended. 2 credits

#### [ESH 340 - Metabolic and Biochemical Aspects of Physical Activity](#)

The energy spectrum of exercise is evaluated. Mechanisms of nutrient transport, delivery and utilization in relation to frequency, intensity and type of physical activity are closely examined. The relationship between available nutrients and the assessment of anaerobic power, anaerobic capacity, and aerobic fitness are reviewed. Prerequisite: ESH 225 with a "C+" or higher. 3 credits

#### [ESH 350 - Cardiovascular Physiology / Pathophysiology](#)

The role of the cardiovascular system and the process of circulation in oxygen delivery during exercise are studied. The functional capacity of the cardiovascular system is evaluated with respect to health and disease. Topics reviewed include cardiac disease testing and treatments like cardiac rehabilitation, pharmaceuticals and electrocardiograms. Prerequisites: ESH 225 with a "C+" or higher. 3 credits

#### [ESH 360 - Body Composition and Nutrition](#)

This course examines principles of nutrition as related to body composition, disease prevention and athletic performance. Nutritional software is utilized as a tool to analyze dietary habits and programs for weight management are discussed. Students will become skilled in the administration of various techniques used to assess body composition. Prerequisite: ESH 220 with "C+" or higher. (Students are required to purchase access to online nutritional analysis software. Current cost is approximately \$20.) 3 credits

#### [ESH 370 - Laboratory Methods in Exercise Science](#)

This comprehensive, interactive course deals with a variety of health and fitness assessments. Students will practice and participate in the measurement of body composition, blood pressure, flexibility, muscular strength and endurance, pulmonary function, and aerobic fitness. The focus is on safe and effective administration of these tests. Prerequisite: ESH 225 with a "C+" or higher and BIO 231. 3 credits

#### [ESH 388 - Internship](#)

Completed senior year, this internship experience is required for students to gain relevant practical experience in the field. Internship opportunities include a variety of clinical settings, wellness and fitness centers, and sports conditioning programs (120 hours). Prerequisite: ESH 370 completed or in progress. 3 credits

### ESH 410 - Kinesiology

This course addresses the applied kinematics of human performance via neural and cellular adaptations to training and rehabilitation. Special emphasis will be placed on biomechanics, motor learning and kinetic anatomy. Program design for athletic performance and rehabilitation of injuries will also be discussed. Prerequisites: ESH 225 with a C+ or higher and BIO 230. 3 credits

### ESH 440 - Care and Prevention of Athletic Injury

This course is an introduction into the field of athletic training. Administrative issues and the type of scientific knowledge needed to implement a program of injury prevention are studied. Special emphasis is placed upon the care, treatment and injury management of various sport-related injuries. Prerequisites: ESH 225 with a "C+" or higher and BIO 230. 3 credits

### ESH 450 - Research Methods and Statistics

Experimental methods and statistical applications used in exercise science and sports medicine research are presented. Students will utilize a statistical software package and develop a scientific research proposal which includes literature review, method design, and hypothesis development. Prerequisite: ESH 225 with a "C+" or higher. Completion of MAT 118 recommended. 3 credits

### ESH 465 - Health and Wellness Programming

Methods and techniques essential to planning, implementing and evaluating successful health and wellness programs will be surveyed. Major areas covered are needs assessment, allocating resources, marketing strategies and evaluation methods. These topics will be presented as they pertain to community, commercial, corporate and clinical health promotion programs. Prerequisite: ESH 220 with a "C+" or higher. 3 credits

### ESH 470 - Methods of Exercise Testing and Exercise Prescription

The application of data gained from assessments of body composition, pulmonary function, muscular strength, anaerobic power and capacity, and aerobic fitness is emphasized. Course objectives include proficiency in quantitating exercise programs and exercise counseling, as well as program implications for special populations. Prerequisite: ESH 370. 3 credits

### ESH 488 - Internship

Completed senior year, this internship experience is required for students to gain relevant practical experience in the field. Internship opportunities include a variety of clinical settings, wellness and fitness centers, and sports conditioning programs (160 hours). Prerequisite: ESH 370 completed or in progress. 4 credits

### ESH 499 - Independent Study

This course offers independent but directed study on a topic of interest to the student but not included in the regular course offerings. Prerequisite: Approval of instructor, department chair and Dean for Natural Sciences and Allied Health. Fee. Offered fall and spring. 3 credits

## **FIN - Finance**

(School of Business, Education, and Professional Studies, Business and Technology Department)

### FIN 235 - Principles of Investment

Students are introduced to problems and procedures of investment management, including types of risk, types of investments, timing, selection, and basic determinants of investment value and risk. The course provides fundamental and technical analyses and sources of information. Prerequisite: FIN 285. Offered fall. 3 credits

### FIN 238 - Special Topics in Finance

This course focuses on timely and relevant topics in finance that are not covered in the regular curriculum. Topics will include the democratization of finance, blockchain technology, cryptocurrency, decentralized finance, crowdfunding, behavioral finance, technology and social media, and Environmental, Social, and Governance (ESG) investing. The areas of study are determined each semester by the instructor offering the course. 3 credits

### FIN 285 - Business Finance I

Students are introduced to the financial functions of business and capital markets. Topics include time value of money, financial markets, and security analysis. Prerequisite: ACC 210; BUS 220. Offered fall and spring. 3 credits

### FIN 302 - Financial Markets

This course explores the working of money markets, capital markets, futures markets, and options markets. The course will highlight the role of investment bankers, money market instruments, futures market contracts, and options trading. There also will be a thorough study of interest rate determination, term structure of interest rates, and yield curves. Prerequisite: FIN 285. Offered fall. 3 credits

### FIN 306 - International Finance

This course examines investment and financing strategies of multinational corporations. Topics covered include international trade, international monetary systems in connection with fiscal and monetary policy, currency arbitrage, parity, and hedging techniques. Prerequisites: ECO 132 and FIN 285. Offered spring. 3 credits

### FIN 308/ECO 308 - Money and Banking

This course is designed to help students understand the connections between money (the Federal Reserve), financial markets, and the macroeconomy. How are interest rates determined, and how does the Federal Reserve conduct monetary policy? What economic factors drive the yield curves in different bond markets? We will pay particular attention to the banking system, with an eye toward understanding the function and importance of banks. Topics will include the role of the Federal Reserve as a lender of last resort during the recent, and prior, financial crises, unconventional monetary policy tools such as quantitative easing and forward guidance. We discuss new developments in payment and clearing including cryptocurrencies. The course is appropriate for anyone trying to gain a macroeconomic perspective on capital markets, from investors to bankers, or those simply interested in the linkages between interest rates, banks and the economy. 3 credits

### FIN 342 - Financial Statement Analysis

This course studies the methods of investors, creditors, and other groups in examining financial statements of a business firm for a variety of important decisions. Prerequisite: FIN 371. Offered spring, alternate years. 3 credits

### FIN 371 - Business Finance II

This course continues the work in FIN 285 with the application of analytical tools and concepts used in the business decision process. Topics include financial forecasting, capital structure, and risk management. Prerequisite: FIN 285 with a grade of 'C' or better. Offered fall. 3 credits

### FIN 374 - Risk Management

This course is designed to be an introduction to the fundamentals of risk management and insurance and will provide a broad perspective of risk management that will emphasize traditional risk management and insurance as well as introduce other types of risk management. Prerequisite: FIN 371. Offered spring, alternate years. 3 credits

### FIN 375 - Fundamentals of Fixed Income

The primary objective of this course is to provide students with a solid background in fixed income securities. The concepts covered in this course are useful to managers and investors who can use these securities for investing, raising capital, hedging, or speculating. The topics include, but are not limited to, definitions of fixed income securities and markets, valuation and risk concepts, term structure of interest rates and forward rates, bonds with embedded options, credit risk analysis, basics of swap contracts (credit and interest rate swaps), and asset backed securities. Upon completing the course, students will demonstrate a thorough working knowledge of the analysis of fixed income securities. Prerequisites: FIN 285 and BUS 220. Students are expected to have a proficiency in (i) time value of money concepts and calculations, (ii) general mathematical calculation including exponents, and (iii) spreadsheet applications. The study of fixed income securities is quantitative by nature; students should be comfortable with using math and working with numbers. Offered every other Spring semester. 3 credits

### FIN 403 - Mergers & Acquisitions

This course is designed to provide students with an understanding of basic merger and acquisitions principles and analysis grounded in current market dynamics. Prerequisite: FIN 371. Offered spring, alternate years. 3 credits

### FIN 405 - Capital Budgeting

The student will learn capital expenditure project evaluation, allocation and management of capital assets and how to calculate rates of return as well as cost of capital. Also studied will be the impact of capital budgeting decisions on the debt-to-equity balance, long-term profit planning, and the impact of these decisions on shareholder wealth. Prerequisite: FIN 371. Offered spring, alternate years. 3 credits

### FIN 431 - Investment Portfolio Management

This course studies the security markets with discussions of both technical and fundamental analysis techniques. Portfolio management problems are considered. Prerequisite: FIN 235 or FIN 302. Offered spring, alternate years. 3 credits

### FIN 432 - Wealth Management

This course provides an introductory study of the subject of wealth management and contemporary financial planning. This course provides an overview of the major components of financial planning, namely consumption planning, tax planning, insurance planning, retirement planning and estate planning. Throughout, focus is placed on the practical application of portfolio management and asset allocation of wealth management clients. 3 credits

## FNA - Fine Arts

(School of Business, Education, and Professional Studies, Visual and Performing Arts Department)

### FNA 100 - Introduction to Studio Art (CLA) (A)

In this introductory studio experience, students will explore a variety of two-dimensional media such as graphite, charcoal, and watercolor. Design elements and principles will also be examined through slide lectures and assignments. No prerequisite. 3 credits

### FNA 105 - Drawing Techniques

This course introduces students to the elements of drawing such as line, shape, proportion, value, and the illusion of space. Students will learn how to effectively use various wet and dry drawing media throughout the semester. Lectures and demonstrations will further enhance students' understanding of what makes an effective drawing. The process of drawing is stressed as well as the product. No prerequisite. 3 credits

### FNA 132 - Classical Ballet

In a class setting, students are introduced to beginning ballet technique, barré work, and center floor exercises. Pilates, Yoga, and floor barre will be incorporated into the class. Students will gain knowledge of the art form of ballet while developing alignment, strength, musicality, and overall fitness. This is open to all skill levels. 1 credit. Course may be repeated for up to 3 credits.

### FNA 133 - Jazz/Hip-Hop Dance

Jazz/Hip Hop is a physical activity class that emphasizes full body movement through the study of both Jazz and Hip Hop techniques. Class material is drawn from traditional and contemporary jazz dance sources and organized around principles of movement that safely develop core support, body connectivity, alignment, strength, flexibility and expressivity. Students will also learn the rich history of Jazz and Hip Hop and their connection to each other. This class is designed for both beginning level students and those with more dance training. Students are asked to identify and strive for personal movement goals that will allow them to move with awareness, articulation, breath, and ease. Students will move beyond the basics of Jazz and Hip-Hop dance and be asked to put their own artistry into the movements. 1 credit. Course may be repeated for up to 3 credits.

### FNA 134 - Modern Dance

This class is designed for students who have some previous dance experience but is open to anyone interested in dance. The class will be a full workout including floor exercises for flexibility. Center floor work incorporates traditional modern dance techniques such as swings, slides and momentum, simple jumps, leg extensions and full body movement across the floor. A number of these elements will be incorporated into dance combinations and routines. 1 credit. Course may be repeated for up to 3 credits.

### FNA 135 - Dance of Life

Each week students will participate in a variety of dance genres ranging from improvisation, jazz and hip hop, contemporary, ballet, folk, and musical theatre. This class will provide an opportunity for students to exercise, socialize, communicate and express themselves through movement and provides a healthy physical outlet for any student with or without dance training. 1 credit. Course may be repeated for up to 3 credits.

### FNA 137 - Interdisciplinary Choreography and Repertory

This is a fun and invigorating class, where students will learn both dance and choreographic skills along with collaboration and problem-solving techniques through exploring a variety of contemporary dance works. Students will learn 2-3 repertory pieces and have an opportunity to explore ways to create dance using current social trends, media, music, and art areas to motivate and initiate content. This class is open to both the trained dancer and anyone with a creative spirit. No pre-requisite. 1 credit. Course may be repeated for up to 3 credits.

### FNA 201 - Art History I: Prehistoric Through the Middle Ages

Students examine painting, sculpture, and architecture as developed from the Old Stone Age to the end of the Middle Ages. Offered fall. 3 credits

### FNA 202 - Survey of Art History

This course encompasses a broad overview of Western art from the Renaissance up to, and including, the contemporary art world. Students will learn about major artists, artistic movements, and technological developments that helped shape artistic expression. The societal and historical context within which artists created their work will also be explored. No prerequisite. 3 credits

### FNA 203 - Art History II: Renaissance through the Twentieth Century

Students examine painting, sculpture, and architecture as developed from the Renaissance to the Modern World. Offered spring. 3 credits

### FNA 205 - Twentieth Century Western Art (A)

This course is an exploration of artistic developments in painting, sculpture and architecture in Europe and the United States from the early - mid 20th century. Defined as 'Modern Art,' the art created during this era will be studied beginning with its origins in the Enlightenment and ending with the emergence of mid-century abstraction. Notions of modernity and what it means to be 'modern' are explored in relation to art and architecture. The class will move chronologically through the various movements of Modern Art including (but not limited to) Fauvism, Expressionism, Cubism, Dada, De Stijl, Bauhaus, Surrealism and Abstract Expressionism. 3 credits

### FNA 211 - Introduction to Drawing and Painting (A)

This course provides an introductory experience in drawing and painting for prospective studio art minors, as well as for students in other majors who wish to fulfill their Aesthetic requirement by taking a studio art course. Experiences will include exposure to the work of famous artists, as well as the use of a variety of drawing and painting materials and techniques. 3 credits

### FNA 213 - Painting I

This course involves the student with an introductory experience in oil painting. This course includes working in a variety of oil painting materials and techniques. Experiences will also include basic problem solving regarding both color and composition. The craft of painting is stressed as well as the product. Prerequisite: FNA 215 or permission of instructor. 3 credits

### FNA 215 - Drawing I

The Drawing I course is designed to acquaint each student with drawing knowledge, skills, and attitudes needed for continued study in both graphic design and studio art. The focus of this course will be on the language of line, proportion, structure, and the use of perspective in developing a drawing. Students will learn how to draw what is seen through direct observation and communicate through employment of basic techniques. Offered fall. 3 credits

### FNA 220 - History of Graphic Design

This course is a historical survey of graphic design within the context of style and visual communications. It will focus on how major design movements, notable designers, materials, and technology influenced culture and the profession. No prerequisite. This course is offered every other year. 3 credits

### FNA 221 - Two-Dimensional Design

Design implies order, arrangement, and plan. The student will study how design elements and principles influence perception and personal expression. Analysis of historical and contemporary art, together with exploration in various media and techniques, should give the student experience in conceptualizing, visualizing, and executing two-dimensional designs. Prerequisite: FNA 215. 3 credits

### FNA 226 - Digital Art: Your Photos and You (A)

This lecture-lab course provides an introduction to the use of the computer as a design tool for creating photo-based artwork. Working with Apple/Mac studio workstations, students will learn the basic skills necessary to produce computer-generated images for graphic design, illustration, and fine art projects. Students will have the opportunity to create original pieces of artwork and to develop them as professional-grade digital files. Previous experience with computers is helpful, but not necessary. 3 credits



### FNA 228 - Stress Management (I)

How can we harness our stress and use it to forward our connection to the world? Once students learn how to define stress, they will investigate the underlying physiological and psychological principles of stress and thus use stress to enhance performance and balance their lives. In addition to lecture and discussion, students will engage in physical activity and relaxation techniques throughout the semester. Goal setting, time management, and diet will also be integrated into the curriculum. There will be a final research paper to be shared with the class on one of the following topics: Stress and Occupation, Stress and Sex roles, Stress and Ethnicity, Stress and Poverty, or Stress and the Elderly. 3 credits

### FNA 229 - De-Mystifying the Museum (A)

The art museum is widely considered the most important cultural institution in any city; however, it can also be one of the most intimidating. This course is designed to give students the tools they need to effectively discuss their preferences and reactions to works of art. Through the use of digital slide lectures, readings, and films, students will learn about design elements and principles, common fine art terminology, artists' materials, and general art history from the Renaissance to Present in order to better understand how to interpret their own aesthetic experience when viewing works of art. There is an experiential dimension to this course in the form of a museum trip, and if time permits, a visit to one or more commercial art galleries. This co-curricular activity enhances students' ability to successfully fulfill the Aesthetics learning outcomes by taking students out of the traditional classroom learning environment and placing them in the midst of physical artwork, for which the concept of aesthetics (i.e., beauty) is a primary concern. The ability to explore the work in person creates an intimate learning experience that is not present in slide-lectures alone. 3 credits

### FNA 230 - History of Architecture (CLA) (H)

This class is an examination of the development of architecture from the ancient world through the present. We will look at the underlying structural principles of architecture as well as how architectural design is a direct response to religious, political, economic, and cultural needs. 3 credits

### FNA 232 - Fine Arts Photography

This course is an introduction to photography as a fine art using the contemporary tools of the digital camera, image processing software and the inkjet printer. Students will employ the art and craft of photographic printmaking, but most importantly we will practice the art of seeing and convey self-expression via the medium of photography. Students will also master a literal and a figurative language of vision. Learning the vocabulary related to seeing "light" as a medium for creative expression will set the groundwork for understanding what we are looking at and how to organize and communicate our ideas and feelings. We will explore historic trends as well as contemporary photographic art, all building your knowledge and confidence in this still young medium. No prerequisite. 3 credits

### FNA 234 - Dance Around the World (H)

Dance is the universal language that connects all people. Through the study of Dance History we can gain insights into the past, which informs the present and can help predict the future. Dancing Around the World will take an interactive Arts approach where students will learn about and observe dancers, dances and dance literature to understand how they interrelate with other arts in a number of historical and cultural time periods. Dance exists as part of a tapestry of many arts across culture, time, and society. This course has both lecture/lab and participation components. We will begin studying dance as ritual with primal cultures and then trace dance through early Egyptian, Greek, and Roman times, to Medieval and Renaissance Europe. We will then delve into African and Asian traditions of the Mask. The course will culminate with Dance in the Americas in the 20th and

21st century. There will be a culminating activity that brings together student learning, art making, and performance. 3 credits

#### FNA 250 - Oil Painting

This course involves students with an introductory experience in oil painting. Both direct and indirect painting techniques will be explored. Lectures and demonstrations will further enhance the student's understanding of paint as a means of visual expression. Other experiences will include basic problems in both color and composition. The craft of painting is stressed as well as the product. Prerequisite: FNA 105 Drawing Techniques. 3 credits

#### FNA 254 - Printmaking

This course is intended as an introduction to the basic processes of intaglio and relief printmaking. Course work will include monoprint, dry point and collagraph as well as linoleum and wood cut techniques. The craft of printmaking is stressed as well as the product. Prerequisite: FNA 105 Drawing Techniques. 3 credits

#### FNA 256 - Sculpture

This course as an introduction to the creation of three-dimensional artwork using a variety of mediums from traditional clays to found objects. Explorations in scale, texture, material, and positive/negative form will enhance students' ability to understand how their creative work will interact with its surrounding space. The craft of sculpture is stressed as well as the product. Prerequisite: FNA 100 Intro to Studio Art. 3 credits

#### FNA 301 - Special Topics: Studio Art

This course focuses on a timely subject of special interest. Course may be repeated for credit. 1-3 credits

#### FNA 313 - Painting II

This course is designed to further acquaint each student with painting knowledge, skills, and attitudes needed for the development of a personal imagery as well as the development for self-direction. Students take a deeper look at the language of structure, tone, color and concept in developing a painting. The craft of painting is stressed as well as the product. Prerequisite: FNA 213 or permission of instructor. 3 credits

#### FNA 315 - Drawing II

The Drawing II course is designed to further acquaint each student with drawing knowledge, skills, and attitudes needed for continued study in both graphic design and studio art. Through a variety of media, students will continue to build upon the skills learned in Drawing I while focusing most of the semester on value (light and shadow) and color. The process of drawing is stressed as well as the final product. Prerequisite: FNA 215. 3 credits

#### FNA 321 - Color Theory

This course centers on color theory and its relationship to design. Problems in color mixing and color grouping are studied and solved through studio and outside assignments. Individual and group critiques continue as a means of refining analytical thinking and of developing a vocabulary to express design concepts. Scientific as well as the emotive and symbolic qualities of color will be explored. 3 credits

#### FNA 335 - Special Topics

The course focuses on a timely subject of special interest. 3 credits

### FNA 413 - Painting III

This course stresses individual growth and a culmination of techniques and methods used in previous painting courses. Prerequisite: FNA 313. 3 credits

### FNA 415 - Drawing III

This course stresses individual growth and a culmination of techniques and media used in previous drawing courses. Prerequisite: FNA 315. 3 credits

### FNA 499 - Independent Study

Students are able to work in special areas of interest under faculty direction. Prerequisite: Approval of instructor, department chair, and Dean for Business, Arts and Media. Fee. Offered fall and spring. Credit to be arranged.

## **FRE - French**

(School of Arts and Sciences, Sociology, Criminology, and Justice Department)

### FRE 101 - Introductory French I

This sequence of introductory French presents a thorough groundwork in spoken and written language, as well as an emphasis on listening and reading comprehension, while enhancing cultural awareness and appreciation. Students are provided numerous realistic opportunities to apply vocabulary, grammatical structures, and cultural information in a wide variety of practical contexts. This course is open to students with no previous experience with French, or those with only one year of French in secondary school. Offered upon enough enrollment. 3 credits

### FRE 102 - Introductory French II

This sequence of introductory French presents a thorough groundwork in spoken and written language, as well as an emphasis on listening and reading comprehension, while enhancing cultural awareness and appreciation. Students are provided numerous realistic opportunities to apply vocabulary, grammatical structures, and cultural information in a wide variety of practical contexts. This course is open to students with two years of French in secondary school. Offered upon enough enrollment. 3 credits

## **GBS - Gender and Body Studies**

(School of Arts and Sciences, History and Political Science Department)

### GBS/AST 117 - Playing Like a Girl: Women and Sports (CLA) (A)

This course covers the multi-faceted experiences of women who played both amateur and professional sports in the United States and other areas around the world. This course will introduce students to the beliefs that limited women's participation in competitive sports and to the ways women pushed to play sports on their own terms. Additionally, the course will introduce students to media depictions of athletic women and will challenge them to examine how those depictions shaped public perceptions of women who play sports. Some of the athletes covered in the course include Mildred "Babe" Didrikson Zaharias, Althea Gibson, Billy Jean King, Pat Summitt, Venus Williams, Serena Williams, and the female athletes of the All-American Girls Professional Baseball League (AAGPBL). 3 credits

### GBS 201 - Special Topics in Gender and Body Studies

This course investigates a wide variety of humanities topics. Topics and themes are determined each semester by the instructor and explored through both literature and other media (*e.g.*, film, television, art, music).

Interdepartmental credit may be granted in cooperation with other departments and majors, subject to approval.  
3 credits

#### [GBS/AST 217 - Dreams in Popular Culture \(A\)](#)

This course introduces students to three elements of American popular culture: advertisements, movies, and television programs. Throughout the semester, analyses of those three popular culture elements will focus on the theme of the “realization of dreams.” Analyses of those three popular culture elements also will focus on depictions of gender and race related to the “realization of dreams.” Offered as required. 3 credits

#### [GBS 227 - Difficult Men: Masculinity and the Media \(I\)](#)

This “Individual & Society” course focuses on multimedia portrayals and ideological deconstructions of male identity, particularly in the context of the so-called “Third Golden Age” of television drama. The course will treat iconic depictions of men in crisis in shows such as *The Sopranos*, *Deadwood*, *The Wire*, *Mad Men*, *Breaking Bad*, and *Ted Lasso*, as well as the cinematic and literary forerunners of these narratives. The role of the internet as a forum of dialogue and debate on gender roles will also be explored, as will sociological data on male responses to perceived powerlessness. 3 credits

#### [GBS 228 - Social Realism in Literature and the Media \(I\)](#)

This “Individual and Society” course looks at social realism as an artistic mode and philosophical approach to subjects, themes, and social issues that most people do not wish to acknowledge, let alone see or transform. The raw materials of this course are literary and media representations of socio-economic and political injustices that would otherwise go unnoticed or misunderstood. These materials can include novels, journalism, music, film, or television; non-fiction works and data-driven studies in other disciplines (sociological studies, etc.) will also be incorporated to shed new light on the media materials examined. Contemporary materials also may be complemented with historical examples. 3 credits

#### [GBS 250 - Introduction to Bioethics, Health-ethics, and Christian Existentialism \(ETH\)](#)

This course focuses on developing tools for critical analysis through the Catholic Intellectual Tradition and modern philosophical thoughts on bio-medical, sexual ethical issues, the idea of the human person, the dignity of the human person, and the idea of human flourishing. It brings into conversation the Catholic theological-philosophical idea of the person-body, the contemporary philosophical idea of the human person-body, and the technological-scientific framing of the person-body. With this course, students should become familiar with the grounds and intelligibility of Catholic ethical arguments, principles, terminologies, and values on the human person. They will be able to bring those arguments into conversation with contemporary ideas of human bodies, sexual practices, and medical practices. 3 credits

#### [GBS 253 - Bodies of Literature: Women’s Studies in the Arts and Humanities \(H\)](#)

In this “Heritage” course students will survey many Women’s Studies issues, such as work, sexuality, violence, and gender roles. By examining the tradition of women’s writing, deconstructing the controlling images of women in the media, and analyzing how women define their experiences through language, we will contemplate how a tradition of women’s literature has evolved—one that both reflects and impacts the place of women in contemporary Western and non-Western societies. 3 credits

#### [GBS 290 - Literary Theory and Cultural Studies](#)

This advanced course provides an introduction to key concepts and developments in contemporary literary theory, from the “linguistic turn” to deconstruction, new historicism, and beyond. Students in the course also will meet

the interdisciplinary challenges posed by “cultural studies” as a new mode of analysis that can be brought to bear not only on literature, but on other cultural “texts” such as films, television, the Internet, music, “found artifacts,” school textbooks, marketing campaigns, and many other products of high or popular culture. In the course of wrestling with these various perspectives, students will be exposed to a range of classical, modern, and postmodern contributions to the most essential and heated debates in the humanities today. This course will also train students in the essentials of research methods and information literacy in the discipline. 3 credits

### GBS 301 - Special Topics in Literature

This course investigates a wide variety of humanities topics at an advanced level with Writing and Narrative Arts majors and minors specifically in mind. Topics and themes are determined each semester by the instructor and explored through both literature and other media (e.g., film, television, art, music). The work of single authors—such as Toni Morrison, Samuel Beckett, and Dante—are sometimes explored in detail. Interdepartmental credit may be granted in cooperation with other departments and majors, subject to approval. 3 credits

### GBS 325 - Queer Theory

In this course, students will be introduced to queer theory, which is a way of seeing how power and hegemonic norms can institutionalize and legitimate certain forms of sexuality and violence, while stigmatizing and oppressing others. Students will explore what the term “queer” means in the context of this theoretical lens and apply that understanding to sites of cultural production and consumption. In this course, students will read theorists such as Michel Foucault, Judith Butler, and Eve Sedgwick. 3 credits

### GBS 329 - Women and Sexuality

In this class, students will explore how women’s sexuality has been a site of abuse, reproduction, pleasure, political control, perversion, and subversive agency. Students will consider how theories and viewpoints on women’s sexuality and violence against women are shaped by cultural assumptions about race, class, gender, religion, and sexual orientation. The course will engage the study of theoretical texts like Foucault’s *The History of Sexuality*, literature like Hawthorne’s *The Scarlet Letter* and Kate Chopin’s “The Storm,” and current issues in women’s sexuality such as human trafficking and sex work that has enslaved millions of young women worldwide. 3 credits

### GBS 330 - Theorizing Beauty in Literature and Culture (I)

In this “Individual and Society” course students will examine various arguments about what and who defines beauty in America. Students will also explore how a culturally constructed standard of beauty becomes complicated by questions about race, class, and gender. Student researchers will gather data on subjects such as the impact of media on perceptions of physical attractiveness, body satisfaction in different cultures, and the relationship between beauty and justice. The class will develop a consensus theory of beauty that will be applied to texts— material and literary—to see how those texts both express and shape an evolving culture of beauty in America. 3 credits

### GBS 335 - Images of Women in Literature and Media

This course will focus on typical portrayals of women in literature and the media, such as woman as wife and mother, woman as sex object, woman as artist, and woman as professional. Readings will include classic and controversial portrayals of women such as Blanche DuBois in *A Streetcar Named Desire* and Nora Helmer in *A Doll’s House*. Through works by well-known and little-known male and female writers, students will come to appreciate the evolving and multiple roles available to women over time. 3 credits

### [GBS 336 - African-American Women Writers](#)

This course will focus on archetypal African-American women writers such as Toni Morrison, Alice Walker, Maya Angelou, and Gloria Naylor. Students will read novels, short stories, poems, and essays to gain an understanding of the importance of these significant women of color and their influence upon the fabric of American life. 3 credits

### [GBS 338 - Feminist Theory and Gender Studies](#)

This theory course will examine several frameworks for thinking about sex, gender, and power that inform the scholarship of Women's Studies. Students will study the theoretical essays that reflect the multiple waves of feminism, along with key texts about gender and queer theories. Examining key feminist debates regarding race, class, essentialism, and the politics of sameness and difference, students will have the opportunity to apply theoretical texts to their reading of literature, art, and film. 3 credits

### [GBS 341 - In My Body: The Beauty and Aesthetics of Bodies](#)

This women's studies course focuses specifically on body image, self-perception, and body work/changes. Students in this course will deepen their understanding of body image as they study literature, art, film, and material culture in order to examine the diversity of human experience related to our bodies. The course will explore biological, sociological, and feminist perspectives on body image and beauty culture, focusing on how race, class, and the media influence self-perception and our perceptions of others. The course will culminate with the creation of a collaborative, co-curricular project to share publicly student research findings about body image and the challenges and triumphs associated with it in our contemporary culture. 3 credits

## **GRA - Graphic Design**

(School of Business, Education, and Professional Studies, Visual and Performing Arts Department)

### [GRA 105 - Computer Graphics](#)

This course is an introduction to the use of the computer as a design tool for the creation of visual communication. Students will learn the basic skills necessary to produce vector graphic generated images for graphic design and web development. Students will demonstrate their proficiency in computer graphics through lessons and project creation. Offered fall. 3 credits

### [GRA 110 - Digital Imaging \(TEL\)](#)

Students will learn bitmap imaging techniques for application in graphic design and web development. Using professional editing software, digital images can be retouched, modified, and combined to create exciting new visual images. Students will demonstrate their proficiency in digital imaging through lessons and project creation. Offered spring. 3 credits

### [GRA 130 - Visual Design for Non-Designers \(TEL\)](#)

This is a hands-on course for students to learn design fundamentals to apply to a range of online media using open-source technology. Students will be introduced to the principles and elements of design, graphic design terminology and theory, and graphic editing, to apply to the layout and production of modern webpages and digital campaigns. With open-source creative software now widely available, students will learn about the societal impact of such tools and ethical considerations of topics such as image manipulation, and legal usage of imagery. Students will use their skills to complete focused creative projects with a range of techniques that will demonstrate their understanding of design by creating a website (using Wordpress) and visual media as part of the coursework. This is a class for non-Graphic Design majors. 3 credits

### GRA 135 - Design for Digital Media

Design is an essential component of telling stories through digital media. This hands-on course teaches students the visual basics of color, composition, and typography in developing print, video, web, and social media communication. Students will learn how to use industry standard design tools to produce visual content that maximizes the meaning and impact of their mediated messages. As part of this process, students must consider their relationship with – and obligation to – the public who will consume their messages. Special emphasis will be given to abiding by ethical and inclusive design practices when creating digital media content. Offered fall. 3 credits

### GRA 215 - Typography

This course is an introduction to typography as a visual communications tool. Students will study the principles of type from a historical and technological context. Type selection, hierarchy, and creative expression will be emphasized. Prerequisite: GRA 105. Offered fall. 3 credits

### GRA 225 - User Interface Design & Prototyping

This course is an introduction to strategies, tactics and workflow practices necessary to design user interfaces. Students will study how UI design systems, site architecture, navigational systems, color, typography, web content accessibility and layout are used to enhance the user experience. Emphasis is placed on the development of projects that demonstrate effective use of these concepts. Prerequisites: GRA 105 and GRA 110. Offered fall. 3 credits

### GRA 250 - Design Career Development

This required course focuses on developing essential career preparation skills. Students will gain an understanding of the various career opportunities in the field of graphic design. In addition, students will explore the career development topics of resume development, job searching and online portfolios. Graphic Design and Design Management majors only. Offered spring. 1 credit

### GRA 253 - Publication Design

This course is designed to explore the working environment used in publication design. Students will experiment with creative problem solving through the use of grids, typography and imagery. These concepts will be applied, using professional page layout and graphics software, to design and produce several comprehensive publication layouts. Prerequisites: GRA 105 and 110. Offered spring. 3 credits

### GRA 275 - Interactive Design

Students will expand their skills in developing user interfaces and learn the basics of Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS) used to design and produce modern web pages. Students will use HTML to create the structure of web pages and CSS to design and apply styles including layout, color, graphics and typography. Students will create several examples of web pages as part of the coursework. Prerequisite: GRA 225 Offered spring. 3 credits

### GRA 301 - Special Topics: Graphic Design

This course focuses on a timely subject of special interest. Course may be repeated for credit. 1-3 credits

### GRA 305 - Digital Color Theory

Color is an important communications tool for graphic designers. Learning how to manage color for print and digital is essential to achieving the desired expectation. Fundamental color theory principles also will be addressed

using the computer. Color expression, limited color, and color harmony will be just some of the exercises reviewed. Prerequisites: GRA 105 and 110. Offered fall. 3 credits

#### [GRA 312 - Advanced Interactive Design](#)

This course is designed to further build on the skills developed in Web Design I. Students will refine their skills with advanced techniques using HTML & CSS. Students will also be introduced to the use of JavaScript in developing websites for today's modern browsers. This project-based course will include the creation of a working website on the internet. Prerequisite: GRA 275. Offered fall. 3 credits

#### [GRA 318 - Graphic Design Principles](#)

This course is an introduction to the elements and principles of two-dimensional graphic design. Students will begin to develop a visual vocabulary and a working knowledge of the basic creative problem-solving process. Students also will learn, through assignments, techniques necessary to produce successful and creative designs. Emphasis is placed on visual communication through conceptualization and technical proficiency using the computer. The relationship between graphic design and computer graphics also will be discussed. Prerequisites: GRA 105, 110, and 253. Offered fall. 3 credits

#### [GRA 319 - Advanced Typography](#)

This course covers the study of the relationship between research, concept, image, typography, and color within the field of publication design. Projects emphasize the use of research techniques, design principles, typography, software and terminology used in professional practice. Prerequisite: GRA 318. Offered spring. 3 credits

#### [GRA 320 - Experience Design for Events](#)

This course provides students with both a theoretical and practical understanding of experience design (XD). Students will learn about this mix of branding and user experience design as it applies to medium and large-scale events. Topics will include the integration of strategy, design and technology to create an event experience that connects with customers emotionally and rationally and enhances their relationship with the brand. 3 credits

#### [GRA 325 - Content Management Systems](#)

This course is designed to explore the features and benefits of using a Content Management System (CMS) for web development. Students will learn the principles of content management and databases. Students will also install, operate, and maintain WordPress websites. Students will develop web components and style guides to work within WordPress themes and plugins. Students will also learn how to utilize HTML and CSS to give a custom look and feel to their WordPress site. Prerequisite: GRA 312. Offered spring. 3 credits

#### [GRA 330 - Business of Graphic Design](#)

In this course, students will gain an understanding of professional practices in graphic design. Management issues such as: estimates, contracts, client relations, vendor proposals as well as professional business conduct will be explored. Students will research, develop and design marketing materials for a freelance design business. Offered spring. 3 credits

#### [GRA 405 - Responsive Design Systems](#)

This course will explore responsive web design for the creation of websites specifically designed to adapt to a variety of devices and screen sizes to ensure usability and user satisfaction. The course will utilize the principles of responsive web development while further developing skills in HTML and CSS. In addition, specific design considerations, including layout, graphics, typography and color for each of these devices will be explored.



In this course, students will create a final responsive website that will perform on multiple devices. Prerequisite: GRA 325. Offered fall. 3 credits

#### GRA 408 - Visual Branding

This course introduces students to corporate identity and branding. Students will use the principles of brand identity to research, design and develop a visual identity system. This system will include logo design and examples of its use for all applications in the form of a graphic identity manual. Prerequisite: GRA 319. Offered fall. 3 credits

#### GRA 409 - Integrated Campaign Design

Students will propose a senior project that demonstrates advanced proficiency in the following areas: print and web, design and production. The project will be a comprehensive exploration of the students' topic, which includes design and production. The resulting project will be presented in a final group presentation. Prerequisite: GRA 408. Offered spring. 3 credits

#### GRA 425 - Studio Design

This course is designed to simulate the experience of working in a professional design studio. Students will participate as staff designers and work with art directors and clients to produce real design solutions for area non-profit organizations. Students will be involved in all aspects of design including: production, scheduling and client relations. This course will satisfy the internship requirement if a student does not qualify for internship or failed internship. Prerequisite: Juniors and Seniors. Course may be repeated for credit. Offered spring. 3 credits

#### GRA 475 - Portfolio Seminar

This is the study of the presentation of students' artwork in portfolio and exhibition format. Students will explore and develop portfolio presentation techniques. Each student must prepare and display their artwork in the Senior Design Exhibition. The exhibition will be held for spring graduates only. Prerequisite: Seniors Only. Offered spring. 3 credits

#### GRA 488 - Design Internship

The Design Internship is designed to link classroom learning and acquired knowledge through an applied work experience. Students will work directly with qualified professionals to gain advanced experience related to their field in a workplace environment. Students in their Junior or Senior year, who meet the 3.0 GPA in major eligibility requirements, will work with the Center for Career & Professional Development and their Department Chair to insure suitable placement in an internship experience. Prerequisite: GRA 250 and GRA 253. Course may be repeated for credit. Offered fall and spring. 2-3 credits

#### GRA 489 - Design Practicum

This course offers students guided and advanced work in the design discipline. Students must have projects approved by the instructor before registering. This course will satisfy the internship requirement for design management or graphic design major if a student does not qualify for internship or failed internship. Permission of department chair required. Prerequisite: Seniors only. Offered fall and spring. 2-3 credits

#### GRA 490 - Design Lab Assistantship

This course provides top undergraduate design students with an opportunity to gain experience as a lab assistant. Responsibilities may include peer assistance during open labs, doing mini presentations, assist with general lab maintenance and supervision, for an average 3 hrs/wk, with a maximum 5 hrs/wk. Prerequisite: Approval of instructor and department chair is required. Limited to junior and senior graphic design majors only with a GPA of

3.0 or higher in major. Students are limited to 1 credit per semester as a design lab assistant. Course may be repeated for credit with a maximum of 4 credits. This course does not count for credit toward the major.

#### [GRA 499 - Independent Study](#)

Students are able to work in advanced areas of interest under faculty direction. Prerequisite: Approval of instructor, department chair, and Dean for Business and Professional Studies. Lab fee. Offered fall and spring. Credit to be arranged.

### **H - Honors Courses**

(Interdisciplinary)

#### [HON 100 - Honors First-Year Seminar](#)

The first-year seminar is an introduction to the honors program. In the course, students will explore topics related to academic success and engage in topics that will prepare them for upper level seminar work. Additionally, students will work on writing, presentation, and critical thinking. All first-year students will be enrolled during their first semester and must earn a B or better in order to maintain their status in the honors program. Offered Fall. 1 credit

\*Refer to specific discipline's course lists for detailed descriptions about Honors Program courses.

### **HIS - History**

(School of Arts and Sciences, History and Political Science Department)

#### [HIS 103 - Europe in the Middle Ages](#)

This course explores cultural history in the broadest sense—economics, social structure, politics, religion, literature, and art in the Middle Ages. 3 credits

#### [HIS 104 - Europe from the Middle Ages to 1815](#)

This course explores cultural history in the broadest sense—economics, social structure, politics, religion, literature, and art from the Middle Ages to 1815. 3 credits

#### [HIS 105 - European History from 1815 to 1914 \(H\)](#)

This course studies the progress of European history from the end of the Thirty Year's War to the dawn of the twentieth century. Special attention will be paid to the Enlightenment, the French Revolution, Napoleon Bonaparte, the development of modern ideologies, the era of national unification, and imperialism. Offered fall. 3 credits

#### [HIS 106 - European History in the 20th Century \(H\)](#)

This course studies the progress of European history in the twentieth century. Special attention will be given to World War I, the rise of totalitarian dictators, World War II, the Cold War, and the evolution of the European Union. Offered spring. 3 credits

#### [HIS 107 - Survey of United States History I \(CVL\) \(H\)](#)

This course presents a general appraisal of United States history from the migration of Indian Peoples to the Civil War. Special attention will be paid to European Exploration, colonization, the struggle for independence, nation building, the development of democracy, Manifest Destiny, and the division of the nation. Offered fall. 3 credits

### [HIS 108 - Survey of United States History II \(CVL\) \(H\)](#)

This course presents a general appraisal of United States history from Reconstruction to the present. Fundamental political, economic, social, and cultural trends in American history are discussed. Offered spring. 3 credits

### [HIS 198 - Survey World History I \(ETH\) \(V\)](#)

This course introduces you to world history to achieve a more critical and integrated understanding of global societies and cultures from ancient time through the Fifteenth Century of the Common Era. You will explore technological, social, economic, and political developments in Africa, Asia, the Americas, and Europe. Additionally, you will learn how peoples' religious and political belief systems affected their views of themselves and their place in the world. Significant focus will be placed on the causes and outcomes to the rise and fall of various political and economic empires and how people's faith traditions and political values systems affected these events. Special attention is paid to human evolution, the development of culture and religious belief systems, as well as how the process of globalization brought many of the world's inhabitants closer together. Offered fall. 3 credits

### [HIS 199 - Survey World History II \(ETH\) \(V\)](#)

This course introduces students to modern world history to achieve a more critical and integrated understanding of global societies and cultures since the Fifteenth Century. Students will explore social, economic, and political developments in Africa, Asia, the Americas, and Europe and how people's religious and political belief systems affected their views of themselves and their place in the world. Students will focus on the causes and outcomes to the rise and fall of various political and economic empires and how people's faith traditions and political values systems affected these events. Special attention is paid to the concept of "just wars," the Peace and Green Movements, human rights, medical ethics, and globalization. Offered spring. 3 credits

### [HIS 206 - Leaders in the History of Alchemy \(H\)](#)

Science is an intriguing and fascinating field which has been gaining fame through History Channel programs as well as through cinema and forensic science fields. Television programs like, Modern Marvels, Pawn Stars, Good Eats and Forensic Files, have blended science and history making it appealing and interesting. This course takes a look at the History of Science and the most influential leaders from each historical period. Also non-traditional leaders of science will be explored which may include the development of colors, medicine, drugs, and everyday necessities. This is an online course and will be offered every third spring. 3 credits

### [HIS/BLK 211 - African American History from 1619 to 1877 \(DEI\) \(H\)](#)

This course focuses on the complex historical experience of African-Americans in American society from 1619 to the end of Reconstruction. The early history of Africa and Africans is considered, as is the history of the African American in Latin America, the Caribbean, and Canada. Topics considered include: the Atlantic Slave Trade, Slavery in America, the Civil War, and Reconstruction. Offered spring. 3 credits

### [HIS/BLK 212 - African American History from 1877 to the Present \(DEI\) \(I\)](#)

This course focuses on the complex historical experience of African-Americans in American society from 1877 to the present. The life and times of Booker T. Washington, the involvement of African-Americans in the World Wars, the social and cultural history of the Harlem Renaissance, the epoch of Roosevelt, and the era of integration, civil rights, and the protests of the 1950s and 1960s. Offered spring. 3 credits

### [HIS 213 - American Constitutional History](#)

This course traces the development of the American Constitution from its colonial roots to its contemporary interpretations. The impact of the colonial experience, the American Revolution and the Articles of Confederation on the constitutional design adopted by the delegates to the Constitutional Convention will be analyzed in detail.

Basic constitutional principles and civil liberties will be examined in light of their historical evolution and their effects on political, economic and social change in American society. Offered fall. 3 credits

#### [HIS/AST 250 - Capoeira and the Art of Resistance \(CLA\)](#)

This course explores the cultural and historical contexts of the development of Capoeira in Brazil as a folkloric form and its continued evolution as a current social phenomenon throughout the world. Using multiple methodologies (textual, visual, kinesthetic/movement, musical, etc.), the course uses the focal point of capoeira as a means to examine deeply differential experiences of power: as lived on the ground and as experienced across historical, political, social and cultural periods. A particular emphasis is placed both on African roots of this martial art—part dance, part fight, part game—and its development in Brazil and around the globe into contemporary venues. This course uses interdisciplinary methods from history, anthropological, philosophical, religious studies, gender studies and scientific methods for analysis of one's reflexive cultural behavior. (HIS course, cross-listed with American Studies and with Black Studies; Part seminar, part movement lab). 3 credits

#### [HIS 251 - Survey of Latin American History from Colonization to 1800 \(CVL\) \(H\)](#)

This course covers the growth and development of Hispanic America from pre-Columbian times to the emergence of Independence movements. Course stresses the transmission of institutions and ideas from Spain and Portugal to the Western Hemisphere and considers how those forces were altered or changed in the New World. Offered fall. 3 credits

#### [HIS 252 - Survey of Latin American History from 1800 to the Present \(CVL\) \(H\)](#)

This course covers the growth and development of Hispanic America from the emergence of Independence movements to the present. Course stresses the post-revolutionary struggles of Latin American people. Offered fall. 3 credits

#### [HIS/BLK 261 - Introduction to African History](#)

This course examines the diversity and historical development of African societies from Egypt through the late 20th century. Major topics include African religious beliefs, the Atlantic slave trade, the rise and impact of European rule, and the historical background to problems such as the AIDS crisis and economic difficulties that face the continent's people today. 3 credits

#### [H-HIS/PHI 309 - Honors History/Philosophy: Baseball and the American Tradition \(H\)](#)

Within the context of the game of baseball, this course will examine significant historical/cultural aspects of American life. The history of the game itself sets the stage for analyzing class stratification of rich and poor; race and gender relations; the "level playing fields" of baseball as a business; the inspiring influence the game has had on literature and the arts and the psychology of the human drama of triumph and tragedy played out on and off the field. 3 credits

#### [H-HIS 314 - Honors History: The European Renaissance \(H\)](#)

This "Heritage" course provides a detailed examination of the European Renaissance from its Italian origins to its unique manifestation in the literature and culture of England. Students will explore the dynamic cultural history of a watershed moment in the transformation of the western world. They will interrogate important yet controversial notions of art, culture, and historical periodization—seen through the linked lenses of primary, secondary, and interdisciplinary sources. Course enrollment is limited to Honors students. Offered spring, alternate years. 3 credits

### [HIS 315/H-HIS 315 - The Civil War/Honors History: The Civil War \(H\)](#)

This course offers a dramatic and detailed examination of causes, people, strategies, and battles that shaped the most violent and pivotal event in American history. Offered fall. 3 credits

### [HIS 330 - Greece and Rome](#)

This course studies the Greek and Roman foundations of Western thoughts and institutions. 3 credits

### [HIS 331 - The Early and Antebellum Republic \(H\)](#)

This course presents the history of America from the ratification of the Constitution to the end of the Mexican-American War. Students examine the development of political parties, the growth of industrialization in the North, the entrenchment of slavery in the South, and the evolution of American culture. Offered as required. 3 credits

### [HIS 376/H-HIS 376 - Pennsylvania History: A History of the Keystone State/Honors History: Pennsylvania History: A History of the Keystone State \(CVL\) \(H\)](#)

This course covers Pennsylvania's history from the colonial era to the present day. Special attention will be paid to Philadelphia's central role in the colonial and revolutionary eras, to the ethnic diversity of Pennsylvania's society, to the conflicts between labor and industrialists in late nineteenth century western Pennsylvania, and to the evolution of city politics in twentieth century Pittsburgh and Philadelphia. 3 credits

### [HIS 400 - Special Topics in History](#)

The instructor selects content of this upper-division course, keeping in mind the needs of the students and providing experimental coursework at an advanced level. Consult the department chair for specific information on course content each semester. Offered as required. 1-3 credits

### [HIS 406 - Comparative Revolutions](#)

Students study selected revolutions, including the French, American, Russian and Chinese, in addition to a study of revolutionary theory, philosophy, and personality. Offered as required. 3 credits

### [HIS 409 - American Colonial History](#)

This course presents the history of America from colonial times to the Constitutional Convention of 1787. Students examine the political, economic, and social development of the American colonies with special emphasis on the coming of the American Revolution and the early Independence period. Offered fall. 3 credits

### [HIS 410 - Twentieth Century United States History](#)

This course studies the domestic history of the United States in the twentieth century with emphasis on the political, economic, and social factors that changed America from a rural, agrarian nation to an urban, industrial, technological state. Offered spring. 3 credits

### [HIS 411 - Gloria Richardson and Freedom](#)

This course examines the human rights work of Gloria Richardson, a key leader of the Civil Rights and Black Power waves of the Black Liberation Movement. Her intellectual history is foregrounded in this course so that students may understand the reasons why she engaged in human rights activism, particularly the goals she worked toward, and the strategies and tactics she used to reach them. Some of the main areas of her life that will be covered are her childhood when her family groomed her for race service, and her college education that prepared her to engage effectively in community advocacy and activism. Also covered are the gender and class aspects of her life and how they affected her life and human rights activism. Offered as required. 3 credits

#### [HIS 416 - America and the Vietnam War](#)

This course studies the United States' involvement in the Vietnam War that includes political, diplomatic, social and military analysis of the conflict both in the United States and Southeast Asia. Offered fall. 3 credits

#### [HIS 419 - The History of Women's and Gender Studies](#)

This course takes an interdisciplinary approach to the global study of gender, sex, and sexuality. Topics include sexism, human sexuality, critical theory, gender studies, post-colonial feminism, and queer theory. Offered fall. 3 credits

#### [HIS/POL 420 - United States Military and Diplomatic Studies](#)

This course presents the study of American foreign relations from the Revolutionary War to the present. Course stresses domestic and external factors in United States history that led to American foreign policy. The second half stresses the rise of America to world power in the twentieth century. This course also considers the purpose and functions of the military in a democratic society, the use of American military in national security, and the evolution of the American armed forces through more than two centuries of United States history. Offered fall. 3 credits

#### [HIS/BLK 424 - Comparative Slavery](#)

This course provides a comparative framework to examine the development of slavery across the globe. Students explore the history of slavery in Africa, Asian, Latin America, and North America. The course also examines slave cultures and slave resistance to and eventual independence from the exploitation. Offered fall. 3 credits

#### [HIS 426 - The Gilded Age and the Progressive Era](#)

This course presents the history of America from the end of Reconstruction to the end of World War I. Students examine the settlement of the American West, the emergence of the industrial "titans," the growth of worker's unions, the influx of immigrants to America's rowing cities, and the Populist and Progressive movements. Offered as required. 3 credits

#### [HIS/BLK 427 - The Struggle for Black Equality](#)

This course will examine efforts to break down racially based segregation and inequality in Western social, economic, political, and cultural arenas. This course will analyze these united efforts through the lens of moral and values-based motivations that led individuals and groups to challenge existing hegemonic structures. The course will highlight connections among Western struggles for the rights of black peoples and broader Pan-African and diasporic battles for the rights of people of African descent. Offered as required. 3 credits

#### [HIS 428 - Nazi Germany](#)

This course presents the history of the rise and fall of Nazi Germany. Offered as needed. 3 credits

#### [HIS/BLK 436 - Black Power](#)

Encompassing most of the 1960's and early 1970's, Black Power was a distinct wave of the Black Liberation Movement. Its advocates sought to use their social, economic, and political institutions and power in ways that would maintain their gains from the civil rights era and expand them in all facets of American life. For some, Black Power would be realized through their creation of an all-Black nation-state. This course will discuss the political and intellectual roots to the rise of Black Power, its major organizations and key figures, and the reasons for its decline. 3 credits

### [HIS 439 - World War II](#)

This course covers the history of the Second World War, beginning with World War I and the Treaty of Versailles and ending with Japan's surrender in 1945. Students examine the causes of World War II, America's reaction to the outbreak of war in 1939, America's war effort in the European and Pacific theaters, Franklin Roosevelt's wartime diplomacy, and the Allied victory over the Axis powers. Offered as required. (Formerly offered as HIS 417.) 3 credits

### [R-HIS 466 - Undergraduate Research](#)

This course offers an independent but directed collaborative course of study involving a specific research agenda in the discipline under departmental faculty supervision. Research projects typically require a review of the literature, a paper developing and defending a hypothesis, and a poster or an oral presentation of the completed research project. Prerequisite: Department approval. Offered fall, spring, or summer. 1-3 credits

### [HIS 487 - Historiography Seminar](#)

This course surveys historical writing with readings of the great historians. Course includes extensive study of modern historical writing arranged according to type: political, social, economic, and so forth. Course limited to History, Political Science, and American Studies majors. Must have approval of instructor. Offered yearly, 1.5 credits in fall and 1.5 credits in spring. Students must complete both 1.5-credit segments to earn a passing grade in this course. 3 credits

### [HIS 488 - Internship](#)

Students have the opportunity to be involved with an internship in a museum, a library or historical site. Credit to be arranged.

### [HIS 489 - History Curriculum and Methods](#)

This course is designed to help prepare students to become secondary school social studies teachers. Coursework will involve the creation, delivery and evaluation of social studies lessons. History 489 is recommended only for students with a strong background in history and government and a desire to teach high school or middle school. Course required for those seeking secondary education certification in social studies. Students not enrolled in a teacher-certification program must have the permission of the instructor. Offered fall. 3 credits

### [HIS 499 - Independent Study](#)

This course offers independent but directed study of a special topic of interest to the student but not included in the regular course offerings. Prerequisite: Approval of instructor, department chair, and the Associate Dean for Arts and Sciences. Fee. Offered fall and spring. 3 credits

## **HRM - Human Resources Management**

(School of Business, Education, and Professional Studies, Business and Technology Department)

### [HRM 200 - Human Resources Management](#)

This is a survey course that helps students understand various elements to be addressed in managing an organization's most important resource, its employees. Students learn about areas such as human capital, staffing needs, recruiting and hiring, EEO/AA, leading work groups, compensation and benefits, employee evaluation, and evaluating and improving performance. Offered fall and spring. 3 credits

### HRM 310 - Training and Development

This course emphasizes how to determine training needs and design training sessions that are interesting and effective. Material is also applicable to creating and making important presentations to peers and supervisors, as well as subordinates. Prerequisite: Sophomore or higher class standing. Offered fall, alternate years. 3 credits

### HRM 319 - Compensation and Benefit Management

Students examine the establishment and administration of compensation and benefit programs. Topics include salary surveys, job descriptions, and benefit analysis (health, life, pension, profit sharing, etc.). Prerequisite: BUS 120. Offered spring, alternate years. 3 credits

### HRM 322 - Labor Relations

This course examines the relationship between employees and their managers. Guest lecturers, case studies, award-winning documentaries, and texts are used to generate learning about such topics as current events in labor relations, why strikes occur, and different responses management can take toward efforts to unionize their companies. Students form teams and learn about contract negotiations in simulated collective bargaining sessions. Prerequisite: BUS 120 or permission of instructor. Offered fall, alternate years. 3 credits

### HRM 324 - International Management

This course focuses on how international management differs from domestic management. Students gain an overall perspective on international management, learn about issues in international planning, study the function of international human resources management, and learn how to manage and lead people in international organizations. Prerequisite: BUS 120. Offered fall. 3 credits

### HRM 415 - Staffing

An organization's most important resource is its people. Managers and their organizations can only be as good as their people. In today's highly competitive environment, careers can be made or broken based on how effectively managers and their organizations conduct the staffing process. Having the right staff affects how managers/leaders experience the workplace every day. At the heart of this process is an attempt to form matches between people and jobs that result in an effective, satisfied workforce. This course teaches students the staffing activities that result in good person/job matches that help create productive, positive work environments. A must for those who want to advance their careers by having the right people in the right place at the right time. Offered spring, alternate years. 3 credits

### HRM 424 - Organization Change and Development

This course teaches specific strategies and approaches for planned, sustained efforts to improve an organization's culture and the lives of its workers. Students learn to diagnose/ analyze sources of problems in organizations. This is an important course given today's new business environment that emphasizes organizational flexibility and change as a key survival strategy. Students, working in teams, apply their learning by facilitating change in a mock real-world work group. The practical aspect of the course is to focus upon improving students' soft skills. Prerequisites: BUS 120 and upper-class standing. Offered fall and spring. 3 credits



## HSC - Health Science

(School of Arts and Sciences, Health and Exercise Sciences Department)

### Health Professions Seminar Series

These courses are a series of developmental professional and career seminars. These courses taken over the first three years serve as an introduction to health care and expectations of individuals within the profession. In addition, students will meet and engage with professionals from different health disciplines to assist in career choices and preparation for post-graduate work. 1 credit each

#### HSC 101 (Professional Basics)

This course is designed to bridge the gap between the student and the professional. Students will learn the basics of becoming a professional, from creating course projections to creating resumes, from formulating professional emails to building professional portfolios. Students will attend career-focused workshops to learn about professional branding. Students will meet and engage with professionals from different health disciplines to assist in career choices and preparation for post-graduate work.

#### HSC 201 (Reviewing Health care Applications)

This course is designed to step into the unfamiliar aspects of health professions through the eyes of authors. Students will spend a semester reviewing a memoir, articles, or best-selling books that detail the unconventional and conventional applications of healthcare, as well as the perceptions of people who lack conventional training. Prerequisite: HSC 101

#### HSC 301 (Applying Ethical Lenses)

Many people learn their morals and ethics as kids such as “don’t hit your sister” or “don’t steal” or “be kind” so some may think additional training is not needed, but much like a math equation, simple addition formulas are not enough to assist us in our adult lives or during tough situations. As adults and as professionals we are faced with complex situations. This course teaches students the paradigm of ethical lenses, and trains them to use self-reflection in applying those lenses to complex situations to explain their positions and influence courses of action. Prerequisite: HSC 201

### HSC 220 - Communication for Health Care Professionals

This course focuses on the critical role of communication in health. The application of health communication theory to practice, including health literacy, cross-cultural issues, and risk communication are examined. Students will learn oral and written communication skills unique to the health care profession. Communication strategies designed to impact health and health behavior, and also communicate with diverse patient populations, will be applied. 3 credits

### HSC 230 - Medical Terminology

Medical terminology is the study of the principles of medical word building to help the student develop the extensive medical vocabulary used in health care occupations. Students study root words, prefixes and suffixes, spelling and pronunciation in the context of human anatomy, physiology, and pathophysiology. Prerequisite: BIO 101. 3 credits

### HSC 320 - Health Systems Organizations

This course introduces students to the foundation of understanding the organization of the US healthcare system. The history, organization, and effectiveness of private and public health care delivery systems in the U.S. with

comparisons to abroad are examined. The impact that health care costs, insurance/access, quality, ethical issues, government and state policies has on health care delivery is examined. Prerequisite: BIO 101. 3 credits

### [HSC 330 - Pathophysiology and Treatment of Disease](#)

This course applies content learned in Anatomy and Physiology I and II, focusing on mechanisms of disease at the molecular, cellular, tissue and systematic level. Students will be exposed to basic diagnostic tests and techniques, as well as disease prevention and treatment. Prerequisites: BIO 231, HSC 230. 3 credits

### [HSC 400 - Health Professions Senior Capstone](#)

The Senior Capstone serves as one of the capstone experiences required of all Health Science majors allowing synthesis and application of theoretical and practical coursework learned in prior classes. Students will be required to conduct extensive research on chosen health topics that will culminate as an oral, written, and/or digital format to be presented to an academic body. This course is designed to meet High Impact Practice guidelines for all majors. Prerequisite: HSC 320. 3 credits

### [HSC 488 - Health Professions Internship](#)

A Health Professions Senior Internship serves as one of the capstone experiences providing students with a hands-on experience in a private or public health care setting, allowing synthesis and application of theoretical and practical coursework learned in prior classes. Students will be required to present work in oral and written formats. This course will be designed to meet High Impact Practice guidelines for all majors. Prerequisites: HSC 320 and BIO 231. Requirements and procedures for securing internships will be provided to students. 3 credits

## **INTE - Internship**

(Center for Career and Professional Development)

### [INTE 488 - Internship Elective](#)

The course is limited to students with less than 45 total credits (any major) and received approval to obtain credits for an internship experience. Offered in the fall, spring, and summer semesters. Credit/No Credit grade is awarded.

## **ITA - Italian**

(School of Arts and Sciences, Sociology, Criminology, and Justice Department)

### [ITA 101 - Introductory Italian I](#)

This sequence of introductory Italian presents a thorough groundwork in spoken and written language as well as an emphasis on listening and reading comprehension, while enhancing cultural awareness and appreciation. Students are provided numerous realistic opportunities to apply vocabulary, grammatical structures and cultural information in a wide variety of practical contexts. Course is open to students with no previous experience with Italian, or those with only one year of Italian in secondary school. Offered upon sufficient enrollment. 3 credits

### [ITA 102 - Introductory Italian II](#)

This sequence of introductory Italian presents a thorough groundwork in spoken and written language as well as an emphasis on listening and reading comprehension, while enhancing cultural awareness and appreciation. Students are provided numerous realistic opportunities to apply vocabulary, grammatical structures and cultural information in a wide variety of practical contexts. Course is open to students with two years of Italian in secondary school. Offered upon sufficient enrollment. 3 credits

## LAN - Language

(School of Arts and Sciences, Sociology, Criminology, and Justice Department)

### H-LAN/SPA 301 - Honors Language/Spanish: *Don Quixote and the Art of Imagination*

This online course is a study of Cervantes' masterpiece, *Don Quixote*, and includes an examination of critical and scholarly approaches to the novel. Particular attention is given to the creative process and the imagination. Emphasis is placed on the theme of injustice and recurrent topics such as identity crisis, the partnership of opposites, appearance versus reality, and idealism versus realism. Students need not speak Spanish to take this course. The text and other reading selections are in English. Spanish minors wishing to fulfill elective credits must complete all journal entries, quizzes, the midterm paper and the final oral presentation in Spanish. Prerequisites: SPA 203 and 204 or approval of the Coordinator for Foreign Languages. Offered upon sufficient enrollment. Offered fully online. 3 credits

### LAN 400 - Special Topics

This course is devoted to intensive study of a specific area of interest in language, culture or society. The instructor will choose topics pertinent to the needs of the students enrolled. Credit by arrangement.

## LAS - Latin American Studies

(School of Arts and Sciences, Sociology, Criminology, and Justice Department)

### LAS 303 - Spanish and Latin American Cultures through Film (DEI)

The course examines the essential moments of the history, politics, and culture of the societies of Spain and Latin America; a special emphasis will be placed on the connections between the different regions that are seen as connected by "Hispanismo" using a postcolonial approach. The hybrid nature of the course permits students to view the documentaries and films on their own time, and prepare written work outside of class that will then be discussed in the face-to-face classroom. Class discussions are conducted entirely in English. This three-credit lecture and discussion-styled course serves as a requirement for the Latin American Studies Minor and an elective for the Sociology Major or Minor. Additionally, the course serves as an elective for the Spanish Minor and Spanish Certificate only if all written and presentation work is completed in Spanish. Offered upon sufficient enrollment. 3 credits

### LAS 313 - Stories of Resistance (open, concealed, and passive) of Women in the Spanish Speaking World

This course studies the representation of resistance of historical/contemporary women and fictional female characters of the Spanish-speaking world through their writings (novels, biographies, and essays) and their stories told in films and documentaries. We will use a postcolonial feminist perspective to take a closer look at manifest and latent forms of resistance to interlocking forms of oppressions. We will read sections of Rigoberta Menchú's biography, *I. Rigoberta Menchu*, of *Entre costuras* by Maria Dueñas, of *In the Time of Butterflies* by Julia Alvarez and writings by Sor Juana Inés de la Cruz. We will watch films and documentaries about Frida Kahlo, Malinali Malinche, Pilar Primo de Rivera, Evita Perón, etc. This eight-week intensive lecture and discussion-styled course serves as an elective for the Latin American Studies Minor, Sociology Major or Minor. Additionally, the course serves as an elective for the Spanish Minor and Spanish Certificate only if all written and presentation work is completed in Spanish. Offered upon sufficient enrollment. 3 credits

### LAS 315 - Identity Politics in Latin America

The course examines how identities have been constructed from colonial times to the present; how different power structures throughout the history of Latin America have forged and empowered certain identities while

denying and even violently suppressing others. The course will use different markers of identity such as race, ethnicity, class, gender, sexual identity, etc. to examine how those identities are often hybrid and multidimensional. The course will consider how “identity politics” have come to encapsulate a wide diversity of oppositional movements in contemporary Latin America, marking a transition away from the previous moment of unified, “national-popular” projects. This three-credit lecture and discussion-styled course serves as a requirement in the Latin American Studies Minor, and an elective for the Sociology Major or Minor. Additionally, the course serves as an elective for the Spanish Minor and Spanish Certificate. This course is structured in two parts. All students will attend the first part of the class that will be conducted in English. Students who are taking this class for Spanish minor or certificate credit will complete all their written and presentation work in Spanish and will stay for an additional 40 minutes to practice their Spanish speaking skills. Offered upon sufficient enrollment. 3 credits

### [LAS 318 - U.S. LatinX \(DEI\)](#)

This course is an intensive examination of the Latino/a American experience in the U.S. Major Latinx groups (such as Puerto Rican, Mexican-American, Cubans, Dominicans, Central Americans, and Colombians, etc.) will be examined within the context of their historical and contemporary contributions, their immigration experience, their identity formation, and interlocking oppressions. The course will draw from writings from multiple disciplines such as cultural studies, sociology, and history as well as from documentaries and films. Student’s work, both oral and written, can be presented either in English, if completing the class for the Latin American Studies Minor, or in Spanish, if completing the class for the Spanish minor. Class discussions are conducted in English for the first half of the class and in Spanish for the last 40 minutes. This three-credit lecture and discussion-styled course serves as a requirement for the Latin American Studies Minor and an elective for the Sociology Major or Minor. Additionally, the class serves as an elective for the Spanish Minor and the Spanish Certificate if all written and presentation work is completed in Spanish. Offered upon sufficient enrollment. 3 credits

## **LEAD/LDR - Leadership**

(School of Business, Education, and Professional Studies, Leadership and Organization Development and Change Department)

### [LEAD 101 - Foundations of Leadership](#)

Students are introduced to theories and models of leadership which emerged during the 20th Century and continue to evolve today with an added focus on cross-cultural leadership. 3 credits

### [LEAD 212 - Group and Team Leadership](#)

This course examines the development, implementation and importance of teams and groups in organizations. Leading theories and processes of team and group behavior will be examined. Particular attention will be paid to the role of leaders in teams and groups. 3 credits

### [LEAD 301 - Experiential Leadership](#)

This experience is designed to help students integrate what they have learned in their studies of leadership through hands-on engagement that showcases leadership as a tangible, high-impact learning experience. The capstone experience provides the means to help students translate theory into practice. 3 credits

### [LEAD 303 - Global Leadership](#)

Students focus on thinking globally, understanding intercultural communication and how ethics, philosophical, historical and contemporary movements affect intercultural understanding. Main topics include the study of leaders throughout time who have had both a positive and negative global impact stretching from Nobel Peace Prize Winners to dictators. 3 credits

## **MAT - Mathematics**

(School of Arts and Sciences, Mathematics Department)

### **MAT 098 - Introduction to Contemporary Mathematics**

This course is designed for students who need a review of basic arithmetic and algebraic techniques and properties. It is conducted using an individualized instructional approach. Topics include whole numbers, prime and composite numbers, fractions, mixed numbers, decimals, operations on numbers, expressions and equations, real numbers and their properties, introduction to algebra, ratios, proportions, and solutions of linear equations. Students must have permission of the chair of the Mathematics Department to enroll in MAT 098. A student may not take both MAT 098 and MAT 099. Meet three times a week. Additional time working with the instructor outside of class time is required. Course fee \$150. Offered fall and spring. 3 credits for purposes of financial aid eligibility and full-time student status, not counted toward graduation.

### **MAT 099 - Contemporary Mathematics I**

This course covers selected topics to strengthen students' basic arithmetic and algebra skills. Topics include prime and composite numbers, integers, order of operations, rational and irrational numbers, real numbers and their properties, exponents, algebraic expressions, linear equations and inequalities in one variable, quadratic equations, and problem-solving techniques. Students must have permission of the chair of the Mathematics Department to enroll in MAT 099. A student may not take both MAT 098 and MAT 099. Offered fall and spring. 3 credits for purposes of financial aid eligibility and full-time student status, not counted toward graduation.

### **MAT 107 - Quantitative Methods (QTL)**

This course is an extension to the fundamental concepts and processes of Elementary Algebra found in MAT 098/099, with an emphasis on problem-solving. It is designed to prepare students for the rigors of MAT 117, Algebra/Trigonometry, and to provide teacher certification candidates with the background needed to pass the pre-professional tests. Topics include factoring; multiples; decimal and percent notation; fraction notation; exponential notation; scientific notation; order of operations; addition, subtraction, multiplication, and division of real numbers; properties of real numbers; simplifying expressions; solving equations and inequalities; solving word problems; graphs of linear equations and inequalities; applications of linear and quadratic equations; operations and factoring of polynomials; multiplying, simplifying, and solving rational expressions; applications using rational equations and proportions; introduction to radical expressions; multiplying and simplifying radical expressions; and quadratic functions and their graphs. May be taken only with the permission of the chair of the Mathematics Department. Offered fall and spring. 3 credits

### **MAT 110 - Contemporary Mathematics II (QTL)**

This course is a continuation of MAT 098 and MAT 099. Topics include lines and systems of linear equations with applications, geometry, functions, consumer mathematics and the mathematics of finance. Prerequisite: MAT 098 or MAT 099. This course may not be taken for credit by students who have completed MAT 113 or higher or their equivalent. Offered fall and spring. 3 credits

### **MAT 111 - Contemporary Mathematics III (QTL)**

This course is designed for students who have completed MAT 098 or 099 and MAT 110. Topics include set theory, Venn diagrams, counting principles, permutations and combinations, probability, statistics, the normal distribution, summarizing bivariate data using scatter plots and interpretation of the correlation coefficient. Prerequisite: MAT 110. This course may not be taken for credit by students who have completed MAT 114, MAT 118, MAT 313, or their equivalents, without the permission of the chair of the Mathematics Department. Offered fall and spring. 3 credits

### [MAT 113 - Modern College Mathematics I \(QTL\)](#)

This course presents topics including linear equations and their graphs, applications of linear equations, the mathematics of finance, systems of linear equations, and geometry. The material is presented at a higher level than in MAT 110. This course may not be taken for credit by students who have completed MAT 110, MAT 117 or their equivalents without permission of the chair of the Mathematics Department. Note: MAT 113 and 114 may be taken in either order. Offered fall and spring. 3 credits

### [MAT 114 - Modern College Mathematics II \(QTL\)](#)

This course presents topics including set theory, Venn diagrams, counting principles, permutations and combinations, probability, statistics, the normal distribution and applications, summarizing bivariate data using scatterplots and interpretation of the correlation coefficient. The material is presented at a higher level than in MAT 111. This course may not be taken for credit by students who have completed MAT 111, MAT 118, MAT 313, or their equivalents without the permission of the chair of the Mathematics Department. Note: MAT 113 and 114 may be taken in either order. Offered fall and spring. 3 credits

### [MAT 117 - Algebra and Trigonometry \(QTL\)](#)

This course presents a review of algebra, including functions and graphing, translations of graphs, and exponential, logarithmic and trigonometric functions. Applications are presented. May be taken only by students placed in this course by the chair of the Mathematics Department. Offered fall and spring. 3 credits

### [MAT 118 - Introduction to Statistics \(QTL\)](#)

This course includes descriptive and inferential statistics including sampling, types of statistical studies, measurement in statistics, visual displays of data, measures of central tendency, measures of variation, probability, the normal distribution, the Central Limit Theorem, basic probability, expected value, sampling distributions, confidence intervals, hypothesis testing, and correlation. This course may not be taken for credit by students who have completed MAT 111, MAT 114, MAT 313, or their equivalents without the permission of the chair of the Mathematics Department. May be taken only by students placed in this course by the chair of the Mathematics Department. Offered fall and spring. 3 credits

### [MAT 127 - Business Mathematics \(QTL\)](#)

This course is designed to provide students majoring in an area of the Business and Technology Department with the quantitative skills they will need in their major courses. Topics include fractions, decimals and percents and applications; solving linear equations; discounts; markups and markdowns; simple and compound interest; discounting; annuities and sinking funds; how to read, analyze and interpret financial reports; and depreciation. May be taken only by students placed in this course by the chair of the Mathematics Department. Offered fall and spring. 3 credits

### [MAT 130 - Calculus I \(QTL\)](#)

This course includes limits, continuity, differentiation, applications of the derivative and antiderivatives. Prerequisite: MAT 117 or permission of the chair of the Mathematics Department. Offered fall and spring. 4 credits

### [MAT 131 - Calculus II](#)

This course includes indeterminate forms, integration, applications of integrals, techniques of integration, improper integrals, and polar coordinates. Prerequisite: Grade of "C-" or higher in MAT 130. Offered spring or upon sufficient enrollment. 4 credits

### [MAT 201 - Introduction to Linear Algebra](#)

This course includes the algebra of matrices, solutions of systems of linear equations, vectors, vector spaces, orthogonality, linear transformations, determinants, and eigenvalues and eigenvectors. Prerequisite: MAT 130. Offered fall of even-numbered years or upon sufficient enrollment. 3 credits

### [MAT 215 - Discrete Mathematics](#)

This course includes topics chosen from counting, elementary set theory, logic including truth tables and quantifiers, basic concepts of proofs, mathematical induction, elementary number theory, functions and relations including equivalence relations and congruence relations, cardinality, an introduction to graphs and coding theory, and an introduction to algebraic structures. Offered fall or upon sufficient enrollment. (Formerly offered as MAT 310). 3 credits

### [MAT 221 - Introduction to Mathematical Proofs](#)

This course is an introduction to rigorous mathematics and includes various techniques of mathematical proofs, including direct proofs, proofs by contrapositive, proofs by contradiction and proofs by induction. Examples will be drawn from many areas of mathematics including set theory and number theory. Prerequisites: MAT 131 and MAT 215 or permission of the chair of the Mathematics Department. Fulfills the Writing Literacy major bridge area of the core. Offered spring. 3 credits

### [MAT 222 - History of Mathematics](#)

This course examines the evolution of mathematics from ancient civilizations through modern times. Topics include but are not limited to the history of geometry, calculus, probability, conics, and analytic geometry, logic, number theory, arithmetic and algebra as well as the mathematicians who developed these concepts. Prerequisite: MAT 130 or permission of the chair of the Mathematics Department. Fulfills the Diversity, Equity and Inclusion major bridge area of the core. Offered spring. (Formerly offered as MAT 402). 3 credits

### [MAT 225 - Introduction to Technology in Mathematics](#)

In this course, students will be introduced to a variety of technological tools that are used in mathematical analysis and typesetting, including graphing calculators, Microsoft Word Equation Editor, LaTeX, Excel, Scientific Workplace, Mathematica, and a geometry-related software package. Prerequisite: MAT 131 or permission of the chair of the Mathematics Department. Offered fall of even-numbered years or upon sufficient enrollment. 1 credit

### [MAT 230 - Calculus III](#)

This course includes the study of vectors, functions of several variables, partial differentiation, multiple integrals and infinite sequences and series. Prerequisite: Grade of "C-" or higher in MAT 131. Offered fall of odd-numbered years or upon sufficient enrollment. 4 credits

### [MAT 231 - Differential Equations](#)

This course covers topics including first order differential equations, homogeneous and nonhomogeneous linear differential equations, systems of linear differential equations, series solutions and Laplace transforms. Physical applications of differential equations are studied. Prerequisite: Grade of "C-" or higher in MAT 131. Offered spring of odd-numbered years or upon sufficient enrollment. 4 credits

### [MAT 301 - Abstract Algebra](#)

This course covers topics including groups, subgroups, permutations, factor groups, homomorphisms, and an introduction to rings and fields. Prerequisite: MAT 221 or permission of the chair of the Mathematics Department. Offered fall of even-numbered years or upon sufficient enrollment. 3 credits

### [MAT 313 - Probability and Statistics](#)

This course presents both descriptive and inferential statistics. Topics include data collection and classification, measures of central tendency and variability, probability concepts, discrete and continuous probability distributions, confidence intervals, hypothesis testing, and p-values. Prerequisite: C- or higher in MAT 131 or permission of the chair of the Mathematics Department. Offered spring of even-numbered years or upon sufficient enrollment. (Formerly offered as MAT 212). 4 credits

### [MAT 389 - Topics in Mathematics](#)

A series of one-credit courses is designed to explore in-depth a single topic in mathematics. Most topics relate to elementary or secondary school mathematics. Topics might include but are not limited to the metric system, calculators and calculation, math games, Montessori mathematics, problem solving in mathematics, math anxiety, math testing, mathematics and gender, and analytic geometry. Course may be repeated for credit if topics are different. Offered upon sufficient enrollment. 1 credit per topic

### [MAT 399 - Seminar](#)

The seminar course involves the study of selected topics. Course may be repeated for credit if topics are different. Offered upon sufficient enrollment. 3 credits

### [MAT 401 - Numerical Analysis](#)

This course covers topics including numerical solutions of nonlinear equations, polynomial approximation of functions, interpolation, numerical differentiation and integration and error analysis. Prerequisite: MAT 230. Offered upon sufficient enrollment. 3 credits

### [MAT 406 - Number Theory](#)

The course covers topics including the fundamental theorem of arithmetic, divisibility, prime numbers, congruences, the Chinese remainder theorem, and Diophantine equations. Prerequisite: MAT 221. Offered upon sufficient enrollment. 3 credits

### [MAT 407 - Geometry](#)

This course covers topics including Euclidean geometry, the parallel postulate, hyperbolic geometry and transformational geometry. Prerequisite: MAT 221 or permission of the chair of the Mathematics Department. Offered fall of odd-numbered years or upon sufficient enrollment. 3 credits

### [MAT 410 - Real Analysis](#)

This course covers topics concerning the analysis of sets and sequences of real numbers and real-valued functions. Specific topics include countability, limits, convergence, continuity, differentiation, and integration. Prerequisites: MAT 221 and MAT 230. Offered fall of odd-numbered years or upon sufficient enrollment. (Formerly offered as MAT 305). 3 credits

### [MAT 413 - Advanced Statistics](#)

This course covers topics in statistical inference beyond those in MAT 313, moment generating functions, transformations of random variables, and topics in multivariate probability distributions. Prerequisites: MAT 230 and MAT 313. Offered upon sufficient enrollment. 3 credits



### [MAT 430 - Complex Variables](#)

The course covers the arithmetic and algebraic properties of complex numbers, regions in the complex plane, functions of a complex variable, mappings, analytic functions and their properties, and the derivatives and integrals of complex functions. Prerequisites: MAT 221 and MAT 230. Offered upon sufficient enrollment. 3 credits

### [MAT 431 - Partial Differential Equations](#)

The course presents the derivation of the heat and wave equations, boundary value problems, the method of separation of variables, eigenvalues and eigenfunctions, the construction and properties of Fourier series, and the method of eigenfunction expansion to solve nonhomogeneous partial differential equations. Prerequisites: MAT 230 and MAT 231. Offered upon sufficient enrollment. 3 credits

### [MAT 470 - Capstone](#)

The primary objective of this intensive course is to provide opportunities for students to consolidate their mathematical knowledge learned from previous courses and to gain perspective on the meaning and significance of that knowledge. In this course, the students will learn about advanced mathematical topics not covered in their previous courses; topics will be chosen according to instructor and class interest. The course will culminate with each student writing and presenting an in-depth paper related to the topics. Prerequisite: senior status or permission of the chair of the Mathematics Department. Offered fall and spring. 3 credits

### [MAT 499 - Independent Study](#)

Topics are chosen in conjunction with the instructor and the chair of the Mathematics Department. Prerequisite: Approval of instructor, the chair of the Mathematics Department, and Associate Dean for the School of Arts and Sciences. Fee. Offered as needed. Credit to be arranged.

## **MKT - Marketing**

(School of Business, Education, and Professional Studies, Business and Technology Department)

### [MKT 230 - Principles of Marketing](#)

This course offers an overview of the entire marketing process from the creation of products and services to the disposal of products by the final user. Among the topics covered are new product development, marketing research, product promotion (advertising, publicity, sales promotion and personal selling), consumer behavior, business to business and nonprofit marketing, pricing the product and product distribution. This course is a prerequisite for most of the advanced-level marketing courses. Offered fall and spring. 3 credits

### [MKT 234 - Sports Marketing](#)

This course is designed to provide the student with an overview of one of the fastest-growing industries in the country and around the globe, the multi-billion-dollar global sports marketplace. Topics to be explored include the scope of the sports marketing industry, the structure of the industry, application of basic marketing principles to the industry, marketing segmentation, the sports marketing mix, understanding spectators as consumers, managing sports "products," product life cycles, sports sponsorship, and the strategic marketing process. Prerequisite: MKT 230. Offered fall. 3 credits

### [MKT 290 - Consumer Behavior](#)

This course explores the consumer decision process and the many influences that impact how consumers make their purchasing decisions. Among the topics discussed in the course are cultural influences, social class, personal influence, family influences, and how various situations can affect consumer purchasing decisions. Prerequisite: MKT 230. Offered fall. 3 credits

### [MKT 355 - International Marketing](#)

Students are introduced to multifaceted concepts of doing business on an international scale. Among the topics introduced are the cultural, legal, political, and economic environments. Growing emerging markets like population and demographic shifts, diffusion of market innovation, and the emergence of clean technology are also discussed. Also discussed are international distribution, product development, advertising, promotion, and pricing decisions. Prerequisite: MKT 230. Offered spring and fall. 3 credits

### [MKT 358 - Pricing Strategies](#)

This course focuses on how firms can improve profitability through pricing decisions. We start by analyzing costs, customers, and competitors to formulate proactive pricing strategies. We continue with tactics on price promotions, price bundling, price discrimination, versioning, nonlinear pricing, pricing through a distribution channel, dynamic pricing, etc. Prerequisites: MKT230. 3 credits

### [MKT 365 - Advertising](#)

Students are introduced to advertising, including social and economic roles, the organization of the advertising industry, the advertising campaign, market definition, budget, evaluating effectiveness, creation of the message, and other topics. Prerequisite: MKT 230. Offered spring. 3 credits

### [MKT 370 - Marketing Analytics](#)

This course introduces you to various tools for generating marketing insights from data in such areas as segmentation, targeting and positioning, customer lifetime analysis, customer choice, product and price decisions using conjoint analysis, forecasting, and text analysis and search analytics. This will be a hands-on course based on Excel and other software, applied to actual business situations. Prerequisites: MKT230 and BUS 220. Offered spring. 3 credits

### [MKT 375 - Professional Selling](#)

Students are introduced to selling theories and contemporary approaches to both B2B professional selling and sales management. Students will learn about developing effective communication and persuasion skills, prospecting, discovering customer needs, sales presentations, negotiations, and sales management roles and keeping customers for a lifetime. Prerequisite: MKT 230. Offered fall. 3 credits

### [MKT 380 - Social Media Marketing](#)

In this course, students will learn how to manage their brand (either personal or business) on social media and how to segment and target an audience for an integrated social media campaign. It covers different social media platforms such as Facebook, Twitter, Instagram, Snapchat, Pinterest, LinkedIn, Reddit, and YouTube. Topics include the importance of influencer marketing and brand advocates, social media advertising, social selling, brand auditing across social media, and leveraging personal social media experience professionally. Prerequisite: MKT 230. Offered fall. 3 credits

### [MKT 382 - Development of Nonprofit Organizations](#)

This course covers nonprofit managerial issues with emphasis on fund raising, grantsmanship, financial planning, and public vs. private funding sources. It identifies the critical sales and marketing techniques that nonprofit professionals can use to achieve desirable fundraising outcomes. Offered fall, every other year. Prerequisite: MKT 230. 3 credits

### [MKT 401 - Marketing Research](#)

This course introduces you to solving marketing problems through scientific research. It covers how to define marketing problems, choose research methods, design research instruments, collect data, analyze qualitative and quantitative data, and draw conclusions from your analyses to help guide important strategic and tactical marketing decisions such as market selection, product design, digital and traditional media selection, advertising messages, etc. Prerequisites: MKT230 and BUS 220. Offered Fall. 3 credits

### [MKT 406 - Retail Management and Merchandising](#)

This survey course presents retailing as the final exchange in the marketing process. The course covers such topics as the retail environment, the consumer, retailing careers, human resource management in retailing, site location, store layout and design, the merchandising mix, placing, inventory and distribution, promotion, sales and service strategies, and international retailing. Prerequisite: MKT 230. Offered spring or fall. 3 credits

## **MUS/MUSP - Music/Music Performance**

(School of Business, Education, and Professional Studies, Visual and Performing Arts Department)

### [MUS 105 - Music Therapy Foundations](#)

Using music as a therapeutic tool, music therapists can address the physical, emotional, cognitive, and social needs of individuals. Music Therapy Foundations is an introduction to Music Therapy and practice. No prior music experience is needed. Students interested in psychology, social work, education, or music are all strongly encouraged to take this course, however, all interested students are welcomed. 3 credits

### [MUS 109 - Songwriting and the DIY Musician](#)

Students will learn to write, record, and produce an original song using instruments, MIDI, and effects. We will also discuss art, song, song form, melodic writing, and how to properly setting text musically. Students will also create a short music business plan focusing on social media, brand, related music industry opportunities. 3 credits

### [MUS 110 - Music Theory & Composition I](#)

Music Theory and Composition I is designed to provide students with a solid understanding of music fundamentals and the skills to compose original music. Students will develop a basic understanding of music notation, music theory, counterpoint, composition, and aural theory. Students will be given activities and exercises to complete for each topic, along with regular music composition assignments designed to provide the student with an opportunity to practice and directly apply these skills to various original composition projects. 3 credits

### [MUS 120 - Vocal Pedagogy I](#)

Vocal Pedagogy I is especially designed for singers to improve their understanding of the anatomy, physiology and function of the singing voice. This course provides a comprehensive overview of the concepts and methodologies of modern and historical vocal pedagogy. 3 credits

### [MUS 121 - Vocal Pedagogy II](#)

Vocal Pedagogy II is a continuation of Vocal Pedagogy I and will focus on intermediate vocal skills and techniques. This course provides a comprehensive overview of the concepts and methodologies of modern and historical vocal pedagogy at the intermediate level. 3 credits

### [MUS 130 - Class Guitar I](#)

Class Guitar I is designed to establish a basic understanding of the guitar as an accompanying and solo instrument in a group learning setting. This course will introduce skills and essential rudiments for the guitar including the

fundamental techniques of strumming and finger-style. Students will also learn or improve their knowledge of standard musical notation as it applies to guitar repertory. Through repertory study, students will be introduced to the history and repertory of the guitar within both western and world cultures. No prerequisites or prior music experience required. Students will need to provide their own guitar. 2 credits

#### MUS 131 - Class Guitar II

Class Guitar II is a continuation on the skills learned in MUS 130 with an intermediate understanding of the guitar as an accompanying and solo instrument in a group learning setting with mixed learning levels. This course will introduce intermediate skills and essential rudiments for the guitar including the intermediate techniques and guitar repertory. Through repertory study, students will be introduced to the history and repertory of the guitar within both western and world cultures. Prerequisite: MUS 130 or permission of instructor. Students will need to provide their own guitar. 2 credits

#### MUS 150 - Class Piano I

Class Piano I is designed to establish a basic understanding of the piano in a group learning setting. This course will introduce fundamental techniques of scales, arpeggios, technical work, and repertoire pieces. Students will also learn or improve their knowledge of standard musical notation as it applies to piano repertory. No prerequisites or prior music experience required. 3 credits

#### MUS 160 - Music Technology & Media Scoring I (A) (TEL)

This course is a hands-on course designed to teach students the fundamentals of music technology, composition, and music scoring techniques for media. Students will use their skills to complete focused creative projects on a broad range of techniques, topics, and themes that will demonstrate their skills and understanding of music technology composition and editing. Students will also learn a general survey of music technology terminology, history, tools, and concepts. 3 credits

#### MUS 170 - Hip-Hop Songwriting (DEI)

Hip-Hop Songwriting is designed to enrich the student's understanding of hip-hop music, and composition. Students will study and analyze the lyrics, music, and culture, and will compose original hip-hop compositions. Students will be introduced to digital sampling, microphone techniques and effects, and other relevant music technology hardware and software. No prerequisites or prior music experience is required. Offered Fall. 3 credits

#### MUS 180 - Concert Ensemble

Concert Ensemble is a performance course for students who want the opportunity to participate in a musical ensemble setting. The course focuses on developing a musical technique and span of repertoire including classical, jazz, pop, rock, and contemporary for various music instrumental and vocal students in a mixed ensemble setting. This course is open to all students who possess a basic ability to play an instrument or solo voice. The ability to read music is required and students must provide their own instrument. Vocal students who are interested in performing vocal solos must also be enrolled in private voice, MUSP 101 or higher, or by permission of instructor. Variable credits, .5-2 credits (Music majors must register for 2 credits.)

#### MUS 181 - Jazz & Commercial Music Ensemble

Jazz Ensemble is a performance course for students who want the opportunity to participate in an instrumental ensemble setting. The course focuses on developing a musical technique and span of repertoire including jazz, improvisation, and contemporary styles for various music instrumental and vocal students in a mixed ensemble setting. This course is open to all students who possess a basic ability to play an instrument or solo voice. The ability to read music is required and students must provide their own instrument. Vocal students who are

interested in performing vocal solos must also be enrolled in private voice, MUSP 101 or higher, or by permission of instructor. Variable credits, .5-2 credits (Music majors must register for 2 credits.)

#### MUS 190 - Music/Performing Arts Management

Students interested in learning about and preparing for a career in the Music/Performing Arts industry will be provided with an overview of this exciting and ever-changing world of music, theatre, and dance. Students will learn about music and performing arts business career opportunities, marketing, management skills, promotion, and relevant technological tools. Students will also engage in hands-on projects in areas such as music publishing, event and concert production, management, merchandising, recording, public relations, and radio promotion. Brick and mortar versus online sales and merchandising along with advertising and budgeting will also be discussed and learned in project-based assignments. Although the course is focused on the performing arts, students interested in the visual arts may also find the tools and skills useful as they can easily be applied to any of the arts. No prerequisites and students do not need to have a background in music or the performing arts. Offered every other Spring in odd years. 3 credits

#### MUS 200 - Experiencing the Arts (A)

This course is designed to develop an awareness and enthusiasm for exploring the arts around us. Various art forms (spatial, temporal, and composite) are introduced, discussed and experienced thereby enabling the student to become part of an educated and artistically aware society capable of making informed judgments about the arts. Attendance at professional arts events is required. 3 credits

#### MUS 202 - Survey of Music (CLA) (A)

MUS 202, Survey of Music, surveys music from antiquity through today with an emphasis on music from the late Baroque to the early 20th Century. Students use this knowledge and directly apply it to the music they listen to today specifically focusing on BIPOC artists such as Florence Prince, Scott Joplin, George Walker, Wynton Marsalis, Meek Mill, Drake, Nas, Luis Miguel, Santana, and Calle 13. We also discuss and listen to the instruments and music of Gamelan from Bali Indonesia and Tanpura Drone singing demonstrations from India. In addition to traditional composers and compositions students also listen to and discuss music written by the BIPOC artists and composers focusing on making connections between the music of today with the music of the past. 3 credits

#### MUS 206 - American Music (CVL) (H)

This course encourages an appreciation of American musical life from colonial times to the present. Emphasis is on the multi-faceted aspects of America's music: art, folk, jazz, popular song, Broadway musical, and film. Lecture is supplemented with recordings, tapes, videos and live performances. Offered fall and spring. (Formerly offered as FNA 206.) 3 credits

#### MUS 208 - Jazz and Its Heritage (DEI) (H)

This course surveys jazz, tracing its development from African and European musical traditions to its fusion into American culture. Landmark recordings of major jazz artists are heard. Materials presented include ragtime to rock. Offered fall and spring. (Formerly offered as FNA 208.) 3 credits

#### MUS 211 - Music Theory and Composition II

Music Theory & Composition II is a continuation of MUS 110. The primary goal is to cultivate an understanding of technical stylistic, and expressive elements of music for both written and aural theory so that you can become a well-rounded musician. This course will focus on a continuation of diatonic theory and counterpoint and secondary harmonies leading to chromatic harmony. The focus will be on scales, intervals, chords, 7<sup>th</sup> chords, secondary dominant chords, as well as aural theory skills including melodic and rhythmic dictation. The student will have an

opportunity to practice and directly apply these skills to various original composition projects. Prerequisite: MUS 110 or permission of instructor. 3 credits

#### MUS 212 - Interpretation of the Opera

This course addresses selected operas of contrasting style and character. Lecture is supplemented with audio, video, and live performance. (Formerly offered as FNA 212.) 3 credits

#### MUS 214 - Music/Culture of South and Southeast Asia (H)

This course focuses in depth on several representative cultures from South and Southeast Asia. The traditional music of Malaysia, Indonesia and India is examined as a human activity in diverse historical, social, and cultural contexts. Films, videos, slides, sound recordings, and live performances are used to bring the student as close as possible to the culture being studied. Offered fall and spring. (Formerly offered as FNA 214.) 3 credits

#### MUS 220 - University Chorus (A)

This course involves the study and performance of music of diverse styles. No audition is required. Group performs public concert each semester. Course may be repeated for credit or may be taken as non-credit. Offered fall and spring. (Formerly offered as FNA 220.) Variable credits, .5-2 credits (Music majors must register for 2 credits.)

#### MUS 250 - Cabrini University Singers

The Cabrini University Singers is a select choir. Audition or special permission is required. In addition to participating in the larger repertoire from the University Chorus, the select group will perform solos, small ensemble, and advanced choral repertoire. The Cabrini University Singers performs public concert each semester and as the elite singing group, will be expected to perform at other relevant functions and events including commencement. Course may be repeated for credit or may be taken as non-credit. Variable credits, .5-2 credits (Music majors must register for 2 credits.)

#### MUS 300 - Composition Seminar

Students will learn music composition analysis, techniques, and skills concentrating on contemporary music composition. Compositional topics will change each semester such as songwriting, solo instrument, small ensemble, music technology, orchestration, and film scoring. Students will be expected to write for the topic instructed with the intention of a performance of their work. Course may be repeated for credit. 3 credits

#### MUS 301 - Special Topics: Music

This course focuses on a special timely subject related to music. Course may be repeated for credit. 1-3 credits

#### MUS 306 - Masterpieces of Orchestral Music

This course focuses on major orchestral works. Topics include symphonies, concertos, suites, overtures, and tone poems. Lecture is supplemented with recordings, tapes, and live performances. (Formerly offered as FNA 306.) Offered as needed. 3 credits

#### MUS 310 - Performing Arts in America

This course offers an introduction to selected performing media in America today. Particular emphasis is on Broadway musical theater, opera and dance. Reading, lecture, television performances, and analyses of critical reviews are included. Course may be repeated for credit. Offered as needed. (Formerly offered as FNA 310.) 3 credits

### MUS 312 - Music Theory and Composition III

Music Theory & Composition III is a continuation of MUS 211. This course will focus on chromatic harmony and form and structure including binary, ternary, rondo, fugue, sonata and variation forms. In addition to building upon the concepts taught MUS 110 and MUS 211, this course will focus more on score study and analysis including post-tonal analysis. Students will continue building aural theory skills including sight-singing and more complete aural theory skills through rhythmic, melodic, and chordal analysis. Prerequisite: MUS 211 or permission of instructor. 3 credits

### MUS 360 - Advanced Music Technology and Sound Recording

MUS 360 is an advanced course in music technology and sound recording techniques. Students will focus on hands-on projects including live recording, microphone techniques, and post-production. Students will also be introduced to concepts in music software computer programming languages such as Pure Data, Max/MSP, Csound, and advanced digital editing techniques. Prerequisite: MUS 160. Offered every other Spring in even years. 3 credits

### MUS 451 - Music Practicum

Students will complete their field-based work for the Music Practicum on the Cabrini campus and will have a hands-on experience focused on topics related to the music industry field such as concert management and production. Prerequisite: Senior status and permission of the Music Coordinator. May be repeated for credit. Variable credit. 1-3 credits

### MUS 488 - Music Internship

The Music Internship is an opportunity for music students to participate in an internship experience focused on topics related to the music industry and business field. Internships will be available both on and off-campus depending on the availability and academic needs and career goals of the student. May be repeated for credit. Prerequisite: Senior status and permission of the Music Coordinator. Variable credits. 1-3 credits

### MUS 490 - Music Industry (Capstone)

The Music Industry capstone is completed during the senior year and is required for the student to graduate from the Music Industry program. The topics and curriculum for this course will include a final project that matches the students' individual career goals as set by their music advisor. Prerequisite: Senior status and permission of the Music Coordinator. 1 credit

### MUSP 100 - Music Private Lessons for Non-Majors

Weekly 30-minute private lessons in either composition/songwriting, instrument, or voice. These lessons are designed to introduce students to basic musicianship skills, techniques and repertoire in their selected area. No prior music experience is needed. Students enrolled in an instrumental lesson must provide their own instrument. 1 credit

### MUSP 101 - Music Private Lessons 1

Students enrolled in this course will take weekly 1-hour private lessons in either composition/songwriting, instrument, or voice. Students will demonstrate a fundamental command of their respective performing or composing medium including fundamental techniques, repertoire, and introductory performing skills. Students need to have prior music experience, completed MUSP 100, or permission of instructor. Students enrolled in an instrumental lesson must provide their own instrument. 2 credits

### MUSP 102 - Music Private Lessons 2

Students enrolled in this course will take weekly 1-hour private lessons in either composition/songwriting, instrument, or voice. Students will demonstrate an elementary command of their respective performing or composing medium

including fundamental techniques, repertoire, and introductory performing skills. Students need to have prior music experience, completed MUSP 101, or permission of instructor. Students enrolled in an instrumental lesson must provide their own instrument. 2 credits

#### MUSP 201 - Music Private Lessons 3

Students enrolled in this course will take weekly 1-hour private lessons in either composition/songwriting, instrument, or voice. Students will demonstrate a high elementary command of their respective performing or composing medium including fundamental techniques, repertoire, and introductory performing skills. Students need to have prior music experience, completed MUSP 102, or permission of instructor. Students enrolled in an instrumental lesson must provide their own instrument. 2 credits

#### MUSP 202 - Music Private Lessons 4

Students enrolled in this course will take weekly 1-hour private lessons in either composition/songwriting, instrument, or voice. Students will demonstrate a low intermediate command of their respective performing or composing medium including fundamental techniques, repertoire, and introductory performing skills. Students need to have prior music experience, completed MUSP 201, or permission of instructor. Students enrolled in an instrumental lesson must provide their own instrument. 2 credits

#### MUSP 301 - Music Private Lessons 5

Students enrolled in this course will take weekly 1-hour private lessons in either composition/songwriting, instrument, or voice. Students will demonstrate an intermediate command of their respective performing or composing medium including fundamental techniques, repertoire, and introductory performing skills. Students need to have prior music experience, completed MUSP 202, or permission of instructor. Students enrolled in an instrumental lesson must provide their own instrument. 2 credits

#### MUSP 302 - Music Private Lessons 6

Students enrolled in this course will take weekly 1-hour private lessons in either composition/songwriting, instrument, or voice. Students will demonstrate a high intermediate command of their respective performing or composing medium including fundamental techniques, repertoire, and introductory performing skills. Students need to have prior music experience, completed MUSP 301, or permission of instructor. Students enrolled in an instrumental lesson must provide their own instrument. 2 credits

#### MUSP 401 - Music Private Lessons 7

Students enrolled in this course will take weekly 1-hour private lessons in either composition/songwriting, instrument, or voice. Students will demonstrate a low advanced command of their respective performing or composing medium including fundamental techniques, repertoire, and introductory performing skills. Students need to have prior music experience, completed MUSP 302, or permission of instructor. Students enrolled in an instrumental lesson must provide their own instrument. 2 credits

#### MUSP 402 - Music Private Lessons 8

Students enrolled in this course will take weekly 1-hour private lessons in either composition/songwriting, instrument, or voice. Students will demonstrate an advanced command of their respective performing or composing medium including fundamental techniques, repertoire, and introductory performing skills. Students need to have prior music experience, completed MUSP 401, or permission of instructor. Students enrolled in an instrumental lesson must provide their own instrument. 2 credits



## **NTR - Nutrition**

(School of Arts and Sciences, Health and Exercise Sciences Department)

### **NTR 250 - Introduction to Nutrition**

Introduction to nutrition advances a student's understanding of general biology and chemistry through study of the role of carbohydrates, proteins, lipids, minerals, vitamins, water and other dietary components in the human body. The course will emphasize digestion, absorption, and metabolism of nutrients, and will provide an introduction to diseases related to under- or malnourishment. Discussion about food insecurity and global nutrition issues will also be discussed. Prerequisite: BIO 101 and completion of CHE 111 recommended. 3 credits

## **PBH - Public Health**

(School of Arts and Sciences, Health and Exercise Sciences Department)

### **Health Professions Seminar Series**

These courses are a series of developmental professional and career seminars. These courses, taken over the first three years, serve as an introduction to health care and expectations of individuals within the profession. In addition, students will meet and engage with professionals from different health disciplines to assist in career choices and preparation for post-graduate work. 1 credit each

#### **PBH 101 (Professional Basics)**

This course is designed to bridge the gap between the student and the professional. Students will learn the basics of becoming a professional, from creating course projections to creating resumes, from formulating professional emails to building professional portfolios. Students will attend career-focused workshops to learn about professional branding. Students will meet and engage with professionals from different health disciplines to assist in career choices and preparation for post-graduate work.

#### **PBH 201 (Reviewing Health care Applications)**

This course is designed to step into the unfamiliar aspects of health professions through the eyes of authors. Students will spend a semester reviewing a memoir, articles, or best-selling books that detail the unconventional and conventional applications of healthcare, as well as the perceptions of people who lack conventional training. Prerequisite: PBH 101

#### **PBH 301 (Applying Ethical Lenses)**

Many people learn their morals and ethics as kids such as "don't hit your sister" or "don't steal" or "be kind" so some may think additional training is not needed, but much like a math equation, simple addition formulas are not enough to assist us in our adult lives or during tough situations. As adults and as professionals we are faced with complex situations. This course teaches students the paradigm of ethical lenses, and trains them to use self-reflection in applying those lenses to complex situations to explain their positions and influence courses of action. Prerequisite: PBH 201

### **PBH 218 - Introduction to Statistics and Research in Public Health**

This course provides an introduction to the statistical skills needed in public health quantitative research. The course introduces students to the basic concepts, methods and tools used in public health data collection and analysis necessary to complete evidence-based research. Students will understand when and how to use basic statistical techniques through descriptive and inferential techniques. Students will learn the use of statistical software to run, analyze, and interpret statistical results. Prerequisite: MAT 118 or equivalent. 3 credits

### [PBH 220 - Communication for Health Care Professionals](#)

This course focuses on the critical role of communication in health. The application of health communication theory to practice, including health literacy, cross-cultural issues, and risk communication are examined. Students will learn oral and written communication skills unique to the health care profession. Communication strategies designed to impact health and health behavior, and also communicate with diverse patient populations, will be applied. 3 credits

### [PBH 270 - Introduction to Public Health \(CVL\)](#)

Introduction to Public Health provides a basic but broad-reaching introduction to public health concepts by examining the philosophy, history, functions, and results of the public health practice. The history of public health and its 5 core disciplines: epidemiology, biostatistics, health policy/health administration, social and behavioral health, and environmental health are explored. Students will understand the multi-disciplinary strategies used for measuring, assessing, and promoting public health. Its influence on the current political, economic and cultural climate of today will engage students in discussions about current public health trends, emerging health issues, and global practices. Completion of BIO 101 recommended. 3 credits

### [PBH 310 - Racism: Beyond Black and White \(DEI\) \(H\)](#)

The year of 2020 engendered racial reckoning, a realization of the racial divides and systemic and social racism. It also engendered a prejudice against other countries for reasons beyond one's control. However, cultural ignorance and the lack of diversity not only existed long before the protests and riots of George Floyd or the COVID-19 global pandemic, but it long existed in other cultures and ethnicities, beyond black and white. This course will introduce students to the myriad of cultures in our society, from races to religions, political ideologies to belief systems. Students will learn about different cultures and ideologies, bringing each individual to their own societal awakening. By the end of the course, students will not only be more knowledgeable, but they will come out with an understanding and respect for the differences in the fabric of our country, making them more informed and respectable contributors of society. 3 credits

### [PBH 320 - Health Systems Organizations](#)

This course introduces students to the foundation of understanding the organization of the US healthcare system. The history, organization, and effectiveness of private and public health care delivery systems in the U.S. with comparisons to abroad are examined. The impact that health care costs, insurance/access, quality, ethical issues, government and state policies has on health care delivery is examined. Prereq. BIO 101. 3 credits

### [PBH 360 - Health Programming and Education](#)

This course looks at the roles and responsibilities of professional health educators in health counseling, guidance and referral, health needs assessment, dynamics of health counseling interaction, and individual and community program planning. Theories, practices, principles of health promotion and diseases prevention within the US are examined using an evidence-based thinking approach. Students will complete assignments, projects, and develop and implement a program related to their specific major involving external community groups, while understanding the role of health educators in assessing and planning for community-based health challenges. 3 credits

### [PBH 370 - Epidemiology](#)

Epidemiology studies the incidence, distribution, and methods of control of diseases and other health-related issues in specific populations and how this information informs public health practice and policy. Students learn concepts of epidemiology and biostatistics as applied to public health problems, disease surveillance, principles

and methods of epidemiological investigation, data analysis and presentation, and calculating disease risk factors and outcomes. Prerequisites: PBH 218 and PBH 270. 3 credits

#### **PBH 400 - Health Professions Senior Capstone**

The Senior Capstone serves as one of the capstone experiences required of all Public Health majors allowing synthesis and application of theoretical and practical coursework learned in prior classes. Students will be required to conduct extensive research on chosen health topics that will culminate as an oral, written, and/or digital format to be presented to an academic body. This course will be designed to meet High Impact Practice guidelines for all majors. Prerequisite: PBH 320. 3 credits

#### **PBH 470 - Global Health Issues**

Global Health Issues explores significant health issues at the international level. Key topics include current events in global medicine, learning and considering causes for disparities in access to and quality of health care, types and prevalence of various diseases/illnesses across the globe, strategies necessary to prevent widespread pandemics, and international organizations and ongoing scientific research supporting health and wellness (e.g. WHO). The course will also address specific health issues that affect large populations, such as malnutrition, sanitation, cardiovascular disease, and diabetes. Prerequisite: PBH 270 or PBH 370. 3 credits

#### **PBH 488 - Health Professions Internship**

A Health Professions Senior Internship serves as one of the capstone experiences providing students with a hands-on experience in a private or public health care setting, allowing synthesis and application of theoretical and practical coursework learned in prior classes. Students will be required to present work in oral and written formats. This course will be designed to meet High Impact Practice guidelines for all majors. Prerequisites: PBH 320 and PBH 370. Requirements and procedures for securing internships will be provided to students. 3 credits

### **PED - Physical Education**

(School of Arts and Sciences, Health and Exercise Sciences Department)

\*A specific physical education activity course may not be repeated for credit, and intercollegiate athletes may not receive credit for a physical education course associated with their sport. All PED courses are graded Pass/Fail.

#### **PED 100 - Basketball**

This course is designed for the beginner. The course covers the fundamentals of the sport and includes a competitive tournament. 1 credit

#### **PED 103 - Tennis**

This course is designed for the beginner. The course covers the basics of the sport including score keeping, serving and volleying. 1 credit

#### **PED 104 - Personal Fitness**

This course will familiarize the student with many approaches to becoming and staying physically fit. Students will learn to design their own personal fitness programs to meet their individual goals. 1 credit

### [PED 106 - Principles of Strength Training](#)

This course addresses the different areas of strength training and also will provide orientation to different types of strength training equipment. Students will learn to design strength training programs according to different goals and health status. 1 credit

### [PED 110 - Volleyball](#)

This course is designed for the beginner. The course covers the basics of the sport including score keeping and serving. There will be a competitive tournament. 1 credit

### [PED 111 - First Aid and CPR](#)

This course provides content needed to pass the American Heart Association First Aid and CPR certification. Students will acquire the knowledge and skills necessary for handling emergencies, such as calling for help, keeping someone alive, reducing pain and minimizing the consequences of injury or sudden illness until professional medical help arrives. This course requires students to pay the American Heart Association certification fee (approximately \$35.00). 1 credit

### [PED 114 - Lifeguard Training Certification](#)

American Red Cross Course. Upon completion of this course participants will be certified in Lifeguard Training, Standard First Aid and CPR for the professional rescuer. Prerequisite: Participants must be able to swim 20 lengths of the pool, tread water for two minutes, and retrieve a 10-pound weight from the bottom of the pool. 2 credits

### [PED 118 - Zen Yoga](#)

“Do less, accomplish more ... do nothing, accomplish everything.” The word yoga means to unite. This course will address the unity of the mind, body, and spirit. Moving, focused, and guided meditations combined with ancient exercise and universal conceptualizations will be the way to realize the “self” in the journey of consciousness and enlightenment. 1 credit

### [PED 121 - Soccer](#)

This course is designed for the beginner. The course covers the history and fundamentals of the sport, including the basic skills for all positions. There will be a competitive tournament. 1 credit

### [PED 123 - Pilates](#)

Pilates is a method of body conditioning designed to stretch, strengthen and lengthen the muscles of the body emphasizing the core. This form of exercise was created to improve balance, flexibility and posture. The mat work focuses on the body’s core stability while engaging the abdominal muscles and incorporating a rhythmic breath. This technique will train the body to work as a unit and will generate a sense of well-being. 1 credit

### [PED 130 - Kayaking](#)

This pool-based activity class is for the beginner, or anyone who wants to learn basic kayaking strokes and rolling. The course includes basic skills including forward paddling, draw and sculling strokes, high and low bracing, kayaker safety, and the Eskimo rescue and roll. Opportunities for adventure programs through Cabrini Recreation will be explored, and available in addition to the course. No previous experience is required. 1 credit

### [PED 131 - Outdoor Adventure](#)

This multi-activity class is for the beginner, or anyone who wants to learn about outdoor adventure activities in the surrounding area. The class will introduce participants to indoor rock climbing, day hiking, and whitewater rafting. Opportunities for other adventure programs through Cabrini Recreation will be explored, and available in addition

to the course. No previous experience is required. A course fee of \$30 is required and payable at the first class meeting. 1 credit

## **PHI - Philosophy**

(School of Arts and Sciences, History and Political Science Department)

### **PHI 100 - Introduction to Philosophy (ETH) (V)**

What is philosophy? What does it mean to be a “lover of wisdom?” In this course philosophy is introduced as a way of asking very basic questions about the value and limitations of human knowledge, the basic meaning of human values and how we measure the ethical worth of human actions, and the ultimate perspectives on one’s view of reality and life. Philosophical thinkers who have offered original views on these subjects will be studied to help students develop their own opinions. Offered fall and spring. 3 credits

### **PHI 102 - Critical Thinking (V)**

This course is an inquiry into the justification of knowledge and value claims and their relationship to each other. It introduces concepts of critical thinking, including background knowledge, the web of belief, the limits of evidence, the nature of proof and the twin pitfalls of dogmatism and relativism. Students are also introduced to some basic concepts of logical thinking such as the difference between deductive and inductive reasoning, reasoning about cause and effect, and some common reasoning fallacies. The course seeks to show how good critical thinking characterizes both scientific and moral reasoning. Emphasis is on thinking critically about issues from everyday life. Offered online. 3 credits

### **PHI 105 - Rhetoric (V)**

This course examines and critically analyzes rhetoric. To the Ancient Greeks rhetoric, or the art of persuasion, was valued as highly as physical prowess and was considered an art worthy of pursuit. It is perhaps self-evident that the ability to cajole, convince, or coax others is one of the most important talents one might cultivate. In effect, rhetoric helps to organize and structure thinking on a wide array of topics. Furthermore, a comprehensive grasp of rhetorical techniques is beneficial, not just in learning to persuade others, but in guarding against unwanted persuasion. Offered fall. 3 credits

### **PHI 108 - Nursing Ethics**

Nursing ethics is a study of the principles and virtues that relate to the art of nursing. It attempts to answer the enduring question of how one ought to live, while engaging with the issues and concerns specific to the world of nursing. To that end, this course focuses on the ethical concepts, theories, values, dilemmas, and decision-making that relate to nursing practice. 3 credits

### **PHI 201 - History of Philosophy: Ancient and Medieval (H)**

Students review philosophical questions and theories from Greek thought to the Middle Ages. This course emphasizes the philosophies of the Presocratics, Socrates, Plato, Aristotle, and the Medievals. Course is required of all philosophy majors. Offered fall. 3 credits

### **PHI 202 - History of Philosophy: Modern (H)**

Students review philosophical questions and theories from the early moderns to Kant. Some contemporary approaches to problems also are considered. The course treats Descartes and Continental rationalism, Hume and British empiricism, and culmination of rationalism and empiricism in Kant’s critical philosophy. Course is required of all philosophy majors. Offered spring. 3 credits

### PHI 208 - Biomedical Ethics (V)

This course examines the ethical dilemmas presented by modern medicine, including patient autonomy, informed consent, paternalism, letting die, scarcity of resources, abortion, and the right to health care. Offered spring, alternate years. 3 credits

### PHI 211 - Business Ethics

Students examine such basic issues as the relationship between moral goodness and good business practice, the role of the individual within an organization and the social obligations of corporations. Course investigates specific issues, including affirmative action, cost-benefit analysis and product liability as well as offering a critical look at the market itself. 3 credits

### PHI 223 - Contemporary Moral Problems (V)

A basic philosophical examination of some current problems that have surfaced in contemporary life and society. These problems might include terrorism and torture, abortion, capital punishment, famine relief, the future of the environment, animal rights, cloning, gender, and race issues. Offered fall. 3 credits

### PHI 224 - Love (V)

This course examines the nature of love. The inquiry is patterned after the ancient Greek conceptions of love as (1) *philia* – friendship and familial love; (2) *eros* – romantic love; and (3) *agape* – divine love. These varieties of love are considered from the perspectives of philosophy, poetry, literature, history, religion, psychology, and cinema. The course moves from the ancient and medieval periods to the modern in order to project a comprehensive understanding of the various features, significance and value of love. Offered spring. 3 credits

### PHI 225 - Philosophy of Sport (V)

This course takes up conceptual and ethical issues affecting the practice and professionalization of sports in contemporary American society and the foundational philosophical concepts of games, sport, and play. It also considers how notions of fair play, cheating, sportsmanship, competition, etc. affect the successful practice of sports. The second half of the course considers contemporary ethical issues in professional and collegiate sports including disability, the use of steroids and other enhancements, whether the NCAA should allow student-athletes to be paid, and racial stereotypes. Offered fall. 3 credits

### PHI 226 - Environmental Ethics (V)

This course examines the various traditions that have shaped attitudes toward the environment: the tradition of human dominion over nature, the tradition of human stewardship of nature and the recent tradition that accords ethical standing or even rights to nature. The role of these traditions in contributing to and/or solving environmental problems is then considered. Finally, a sketch of an environmental ethics adequate to deal with such problems as pollution, overpopulation, our responsibility for future generations, endangered species, and animal rights is offered. Offered spring, alternate years. 3 credits

### H-PHI 231 - Latin American Philosophy (H)

This course introduces students to the major problem of Latin American philosophy. Students will explore some solutions to those problems that have been proposed by Latin American thinkers and evaluate them according to their philosophical merit. Topics include Mayan rationality, the Iberian conquest of Latin America, Latin American Scholasticism, Latino identity, and others. 3 credits

### PHI 232 - Criminal Justice Ethics (V)

This course will investigate the professional and ethical issues that arise within each sector of the criminal justice system, focusing primarily on those issues relevant to the police, legal professionals, and corrections officers. We will consider the particular ethical code governing each profession, the moral dilemmas each faces, and paradigm cases of misconduct. Foundational to the course will be consideration of traditional moral theories as well as major theories of justice. This course was formerly called "Morality, Crime, and Justice." Offered spring, alternate years. 3 credits

### PHI 275 - Gender and Social Justice (V)

In this course students will examine how gender inequality and oppression have affected different groups of women throughout history as well as currently in the United States and abroad. To understand the particular ways in which gender complicates discussions of social justice the course also examines historical and contemporary texts addressing women's oppression and liberation. The course also considers how other intersectionalities such as race, ethnicity, class, sexuality, and religion make achieving gender justice more complex. Contemporary issues to be considered are the portrayals of women in the media; the challenges women face in the fields of science, engineering, and math; gender roles in the family; and women in the work place. This course was formerly called "Philosophy of Women." Offered spring, alternate years. 3 credits

### PHI 280 - Global Ethics: Human Migration (V)

In this course, we will consider global human movement from the perspective of migrant populations as well as sending and receiving states. Our primary focus will be to consider the ethical issues that arise when humans want, need, or are forced to leave their homelands. In particular, we will consider such issues as the moral and metaphysical status of borders, whether states have a moral right to exclude non-citizens, the obligations citizens have to non-citizens (especially those fleeing systems of violence, war, famine, etc.), the ethical harms individuals face during their migratory journeys, and the exploitation and other harms immigrants are exposed to during the resettlement and acculturation process. Values Exploration. 3 credits

### PHI 301 - Philosophical Issues and the Law (H)

Students are introduced to basic concepts of law including the relationship between law and morality, the nature of legal reasoning and the ethical problems of professional practice. Special emphasis is placed on contemporary issues before the courts such as civil rights and affirmative action, right to privacy, free speech and the death penalty. Recommended for pre-law students. Offered spring, alternate years. 3 credits

### H-PHI 302 - Honors Philosophy: The Idea of Beauty /The Philosophy of Art (A)

The seminar explores the human response to aesthetic values. Art forms such as painting, drama, and music are analyzed in light of the philosophical contributions of Plato, Aristotle, Hume, Kant, and others. 3 credits

### PHI 303 - Logic

This course is an introduction to traditional Aristotelian logic and symbolic logic. Emphasis is on the nature of deductive reasoning and formal systems of deduction. Course is recommended for LSAT preparation and required of all philosophy majors. Offered fall, alternate years. 3 credits

### PHI 304 - History and Philosophy of Science

This course addresses contemporary issues in the philosophy of science through examination of examples from the history of science. These issues include what it means for a theory to be scientific, the nature of discovery, what constitutes a scientific theory, how theories are confirmed, and the problems of inductive reasoning.

Contemporary issues in science are used to illustrate scientific practice. Prerequisite: Two courses in philosophy or permission of the instructor. Offered spring, alternate years. 3 credits

#### [H-PHI 305 - Honors Philosophy: Existentialism \(I\)](#)

This course offers an examination of philosophies of Kierkegaard and Nietzsche as well as an exposition of major phenomenologists as Husserl, Heidegger, and Sartre. Course is supplemented with readings from contemporary literature. Prerequisite: Two courses in philosophy or permission of the instructor. Offered alternate years. 3 credits

#### [PHI/H-PHI 306 - Myths, Symbols, and Images/Honors Philosophy: Myths, Symbols, and Images \(H\)](#)

The course examines a variety of cultural mythologies such as Native American, Latin American, Nordic, Greek, and African to determine the meaning and significance of these myths as they reveal human experiences. The use of myths, symbols and images are analyzed within the context of the cultural history and as expressions of profound relationships that humankind bear with each other and their surroundings. Offered fall, alternate years. 3 credits

#### [PHI/COM 307 - Ethics and Communication \(ETH\) \(V\)](#)

Ethical theories are applied to actual cases in the media industry. All aspects of the media are considered: broadcast and print media, advertising and public relations, as well as entertainment. Students analyze the loyalties of case participants to understand the underlying moral values and ethical principles. Offered spring, alternate years. 3 credits

#### [H-PHI/HIS 309 - Honors History/Philosophy: Baseball and the American Tradition \(H\)](#)

Within the context of the game of baseball, this course will examine significant historical/cultural aspects of American life. The history of the game itself sets the stage for analyzing class stratification of rich and poor; race and gender relations; the "level playing fields" of baseball as a business; the inspiring influence the game has had on literature and the arts and the psychology of the human drama of triumph and tragedy played out on and off the field. 3 credits

#### [H-PHI 310 - Honors Philosophy: American Philosophy \(H\)](#)

This course analyzes the philosophical writings of American thinkers from colonial times to the twentieth century. Two fundamental questions are addressed throughout the course: What are the philosophical theories that support the development of America? Is there a uniquely American philosophy that is independent of European thinkers? Offered spring, alternate years. 3 credits

#### [PHI 312 - Philosophy on Film \(A\)](#)

The course examines the hugely popular form of entertainment of film. The title of the course is intentionally ambiguous: the course is concerned with "philosophy on film" both in the sense of the philosophical issues raised in films and in the sense of what philosophy has to say about film. Students look at films, read about films and make films. Readings include philosophies raised in the films viewed. Students attempt to give at least provisional answers to questions such as "Are films inherently philosophical?" and "Are films more or less effective than written works for raising certain philosophical issues?" Offered fall. 3 credits

#### [PHI 315 - Ethics \(V\)](#)

This course offers a philosophical inquiry into the nature and meaning of ethical values. What does it mean to be a good human being? Is there a rational way to determine the ethical rightness and wrongness of human actions? What role do human emotions play in our ethical lives? Are there ethical implications behind our political,



economic and social lives? Classic and contemporary views of ethics will be studied. This course is required of all philosophy majors. Prerequisite: Two courses in philosophy or permission of the instructor. Offered fall, alternate years. 3 credits

### PHI 320 - Political Philosophy (H)

In this course we examine the foundations of political philosophy as well as contemporary theory. Some of the questions considered: What justifies the State? What authority should the State have? Should the State enforce morality? Does the State have the right to control its borders? What does it mean to be free? How should resources be distributed? By the end of the course students should be able to apply philosophical theories to contemporary issues, including immigration, poverty, and oppression. We will be asking, "How the State can and should be?" Offered spring, alternate years. 3 credits

### PHI 325 - The Idea of Beauty/The Philosophy of Art (A)

The course explores the human response to aesthetic experience. Art forms such as painting, drama and music are analyzed in light of the philosophical contributions of Plato, Aristotle, Hume, Kant, and others. Offered fall, alternate years. 3 credits

### PHI 331 - War and Terrorism

The course considers fundamental contemporary questions: what constitutes a just war, what is terrorism, and how war and terrorism differ from other forms of violence. In answering these questions, it will consider what social and political circumstances precipitate acts of war and terrorism, how to differentiate between freedom fighters and what is a justified, ethical response to acts of terrorism and war crimes. The course will use traditional philosophical texts, public statements from terrorist groups, films, news documents and broadcasts, and television shows. Offered fall, alternate years. 3 credits

### H-PHI 335 - Honors Philosophy: Philosophy of Medicine (I)

This course will give students in depth exposure to three areas of longstanding debate within the philosophy of medicine including the nature of disease, the social construction of scientific knowledge, and the determination of the efficacy of medical treatments. Through critical exploration and analysis of these topics students will learn to appreciate the inexact nature of medical knowledge and come to understand why and how medical facts are socially constructed. At the end of the course students will be able to apply the principles and concepts they have learned to their personal experience(s) with medical institutions and professionals. Individual & Society. 3 credits

### H-PHI 340 - Honors Philosophy: The Horror of Society (V)

This course uses horror movies as a medium to explore social, ethical, and political critiques of contemporary society. Typically dismissed as low-brow, shock and awe entertainment, many horror films use complex imagery, symbolism, and narratives to address societal issues, such as racism, sexism, gentrification, nationalism, and consumerism. After screening a film, readings focused on the relevant ethical, social, and/or political issues will be used to better understand and analyze the social commentary advanced by the film. Course participants will be required to access films either by rental and/or streaming services. Students must be prepared to cover any rental or membership fees to access the films. 3 credits

### H-PHI 343 - Honors Philosophy: Criminalizing Vulnerability

America's police force is justified by society's implicit social contract. In theory, this contract guarantees that individuals will be granted protection by the police (and the larger criminal justice system) in exchange for giving up their unfettered freedoms. This class will examine how such protections not only fail to apply to society's most vulnerable populations, but often lead to their criminalization. Furthermore, we will examine how one's social

environment and failing social policy measures (at both the federal and state levels) contribute to the creation of vulnerability, marginalization, and criminalization. Some of the populations we will consider include persons with substance abuse disorders, individuals living with mental illness, “street children,” immigrants, “bad moms,” people of color, and the LGBTQ community. Readings for the course will be drawn primarily from ethical theory, feminist theory, and political/social philosophy. This class will be offered in a hybrid online format. Students will complete part of the class through asynchronous work and part of the class through synchronous class meetings. 3 credits

#### [PHI 401 - Special Topics](#)

This course covers selected topics from the history of philosophy such as Plato’s later dialogues, Kant and German idealism, contemporary analytic philosophy and post modernism, and philosophy of religion. Prerequisites: PHI 201 and PHI 202 or permission of the instructor. Offered upon sufficient enrollment. 3 credits

#### [R-PHI 466 - Undergraduate Research](#)

This course offers an independent but directed collaborative course of study involving a specific research agenda in the discipline under departmental faculty supervision. Research projects typically require a review of the literature, a paper developing and defending a hypothesis, and a poster or an oral presentation of the completed research project. Required of all senior philosophy majors. Prerequisite: Department approval. Offered fall, spring or summer. 1-3 credits

#### [PHI 499 - Independent Study](#)

This course offers independent but directed study on a topic of interest to the student but not included in the regular course offerings. Prerequisite: Approval of instructor, department chair and the Associate Dean for Arts and Sciences. Fee. Offered fall and spring. 3 credits

### **PHY - Physics**

(School of Arts and Sciences, Science Department)

#### [PHY 101 - General Physics I \(SCL\) \(S\)](#)

This course covers the basic concepts of mechanics, including vectors, motion through space and time, rotation, mass, forces (e.g., gravity), friction, conservation of energy and momentum, torque, and fluid dynamics (density, pressure, motion, and viscosity). Limited to majors in Biology, Chemistry, Mathematics, and Exercise Science and Health Promotion. Prerequisites: MAT 117 or placement into MAT 130 or higher. Three hours lecture. Offered fall. 4 credits

#### [PHY 101L - General Physics I Laboratory \(S\)](#)

This course includes laboratory activities that are related to the topics covered in PHY 101 class and must be registered along with PHY 101, General Physics I. Limited to majors in Biology, Chemistry, Mathematics, and Exercise Science and Health Promotion. Prerequisites: MAT 117 or placement into MAT 130 or higher. Three hours lab. Lab fee. Offered fall. 0 credits

#### [PHY 102 - General Physics II \(S\)](#)

This course covers topics including harmonic motion, waves, sound, electrostatics, electric circuits, electromagnetism, electromagnetic waves, optics, and atomic and nuclear structure. Limited to majors in Biology, Chemistry, Mathematics, and Exercise Science and Health Promotion. Prerequisite: PHY 101, earning a “C-” or higher. Three hours lecture. Offered spring. 4 credits

#### PHY 102L - General Physics II Laboratory (S)

This course includes laboratory activities that are related to the topics covered in PHY 102 class and must be registered along with PHY 102, General Physics II. Limited to majors in Biology, Chemistry, Mathematics, and Exercise Science and Health Promotion. Prerequisite: PHY 101, earning a "C-" or higher. Three hours lab. Lab fee. Offered spring. 0 credits

#### PHY 111 - University Physics I (SCL) (S)

This course is a calculus-based introduction to the principles of physics. Topics include motion in one and many dimensions, Newtonian mechanics, energy, momentum, collisions, rotation, gravitation, oscillations, and waves. Limited to majors in Chemistry, Mathematics, and Biology. Prerequisites: Completion with a "C-" or higher or co-registration of MAT 131. Offered fall. 4 credits

#### PHY 111L - University Physics I Laboratory (S)

This course includes laboratory activities that are related to the topics covered in PHY 111 class and must be registered along with PHY 111. Limited to majors in Chemistry, Mathematics, and Biology. Prerequisites: Completion with a "C-" or higher or co-registration of MAT 131. Offered fall. 0 credits

#### PHY 112 - University Physics II (S)

This course is part two of a calculus-based introduction to the principles of physics. Topics include electric charge, electric potential, vector fields, electric fields, Gauss's Law, resistance, capacitance, DC and AC current, induction, magnetic fields and forces, circuit networks, electromagnetism, light, and optics. Limited to majors in Chemistry, Mathematics, and Biology. Prerequisites: MAT 131 and PHY 111, both with a "C-" or higher. Offered spring. 4 credits

#### PHY 112L - University Physics II (S)

This course includes laboratory activities that are related to the topics covered in PHY 112 class and must be registered along with PHY 112. Limited to majors in Chemistry, Mathematics, and Biology. Prerequisites: MAT 131 and PHY 111, both with a "C-" or higher. Offered spring. 0 credits

#### PHY 120 - Physical Science for Elementary Teachers (S)

This course, designed specifically for education majors, integrates science content required by the national and state academic standards for science education with current pedagogical strategies. Topics include meteorology, geology, space science, atoms and molecules, chemical changes, properties of matter, energy and motion, electricity, and magnetism. Limited to students majoring in Pre-K-4, Middle Level (4-8) and Special Education. Prerequisite: Completion of quantitative literacy requirement. Three hours integrated lecture/lab. Lab fee. Offered as needed. 3 credits

#### R PHY 166 - Introduction to Undergraduate Research

This course offers an independent, but directed, collaborative course of study involving a specific research agenda in the physics discipline under departmental faculty supervision. Research projects may require literature review, empirical analysis and a written report, poster or oral presentation of the completed research project. Prerequisite: Approval of instructor, department chair, and Associate Dean for Arts and Sciences is required. Open only to freshman/sophomore science department majors and qualified non-majors only who have completed at least one semester of full-time study at Cabrini University. This course does not fill requirements of any science department major or minor. Students must have a 2.0 GPA or higher. May be repeated for credit. Variable hours. Lab fee. Offered fall, spring, or summer. Variable credits.

### PHY 170 - Physics for Everyone (SCL) (S)

This course is designed for non-science majors and covers basic physics concepts through problem-solving with hands-on systems. Using real-world examples students will learn about the concepts of Newton's Laws of Motion, energy, simple machines, electricity, magnetism, light, and sound. Students will use and study 3D printing as a model of these concepts. Limited to non-science majors. Prerequisite: Completion of quantitative literacy requirement. Three hours integrated lecture/lab. Lab fee. Offered as needed. 3 credits

### PHY 173 - Astronomy (SCL) (S)

This course is designed for non-science majors and covers basic concepts of modern astronomy. Completion of this course will provide students with a comprehensive understanding of topics such as the origin, structure and evolution of the universe, stellar evolution, black holes, galactic evolution, constellations, the solar system, eclipses, as well as other types of celestial bodies and phenomena. Prerequisite: Completion of quantitative literacy requirement. Three hours integrated lecture/lab. Lab fee. Offered occasionally. 3 credits

### PHY 175 - Meteorology (SCL) (S)

Introductory Meteorology covers the structure, composition, and physical basis of the atmosphere. Topics include atmospheric composition and structure, energy and moisture flows, observations, cloud and precipitation development, circulations and weather systems. The course introduces students to Florida weather to exemplify the above, though examples are also provided to other locations across the nation and worldwide. Limited to non-science majors. Prerequisite: Completion of quantitative literacy requirement. Offered: On-Line. 3 credits

### H-PHY 350 - Honors Physics: History of Solar System Exploration

This course will provide an overview of the history of unmanned solar system exploration, from the latter half of the 20th century to the present. A primary focus of the course will be the exploration of the planet Mars. Students will gain an understanding of the underlying science goals and results of several planetary probes, orbiters, and landers. Students will also come to appreciate the process by which such missions are planned and how the process of securing government funding takes place. This course is limited to Honors students. 3 credits

### H-PHY 373 - Honors Physics: History of Astronomy (H)

This course will delve into aspects of how humans discovered what we know now about the heavens. Students will learn how we transitioned from a geocentric view to a heliocentric view. Through reading, writing, classroom discussion, and in-class simulations, students will learn historical contexts and interesting stories leading to our current understanding of the final frontier. Weather permitting, we may include star gazing activities. This course is limited to Honors students. 3 credits

### PHY/BIO 411 - Biophysics

This course introduces students to the intersection of physics and biology. Biophysics course will apply physical principles and techniques to different biological systems. Students will use math and computation to describe biological process with which they are already familiar in more quantitative terms. Students will become familiar with ideas, instrumentation, and computational models of physics to understand living systems. This course will focus on the biophysics of cellular and molecular structure and function, with emphasis on how diffusion, energy, and entropy help explain these phenomena. The understanding of the biophysics of small molecules will help answer questions at the macro level. Limited to majors in Chemistry, Mathematics, and Biology. Prerequisite: PHY 102 or PHY 112, MAT 117 or MAT 118 or MAT 131. 3 credits

### [PHY/BIO/CHE 450 - Topics in the History of Science](#)

In this course, students will examine a particular aspect of the history of science through an interdisciplinary lens, with a focus on relevant issues of diversity, equity and inclusion (DEI) throughout the course. Students will complete at least one oral or written assignment that ties the scientific topic under discussion to another discipline, and at least one oral or written assignment with a specific focus on DEI issues. Offered annually. (Fulfills Interdisciplinarity and Diversity, Equity and Inclusion Bridge Course Requirements.) 3 credits

### [R PHY 466 - Undergraduate Research](#)

This course offers an independent, but directed, collaborative course of study involving a specific research agenda in a physics discipline under departmental faculty supervision. Research projects typically require literature review, empirical analysis and a written report, as well as a poster or oral presentation of the completed research project. Prerequisite: Approval of instructor, department chair, and Associate Dean for Arts and Sciences is required. Open only to upper division chemistry majors only with a science GPA of 2.0 or higher. May be repeated for credit, for a maximum of six credits. Lab fee. Offered fall, spring, or summer. Variable hours, variable credits

## **POL - Political Science**

(School of Arts and Sciences, History and Political Science Department)

### [POL/BLK 202 - African Politics](#)

This course offers a review and in-depth analysis of the major social, economic, and political developments in Africa since 1900. Particular attention will be paid to sub-Saharan Africa's cultural institutions and the continent's history of colonization, de-colonization, and nation building. Recent topics that will be covered include neocolonialism and globalization. 3 credits

### [POL 205 - Introduction to Political Science \(CVL\) \(I\)](#)

This course presents an analysis of the basic definitions, concepts and theories of political science emphasizing their relationship to the American political system. Course is required of all political science majors. Offered fall. 3 credits

### [POL 206 - Comparative Government \(CVL\) \(I\)](#)

This course compares institutions and processes in contemporary political systems: democracies, totalitarian regimes, and emerging nations. England, France, West Germany, the Soviet Union, China, and the new nations of Africa are examined. Course required of all political science majors. Offered spring. 3 credits

### [POL 213 - Constitution of the United States](#)

This course presents an analytical survey of the fundamental concepts and principles embodied in the Constitution, especially historical development, the boundaries of power, judicial review, civil liberties, and constitutional law. This course is a critical treatment of constitutional problems with relation to current political and social trends. Offered fall, alternate years. 3 credits

### [POL 215 - Politics of Russia and the Eurasian States](#)

This course examines the political cultures, the histories, the economies and the social policies of the former republics of the Soviet Union. Emphasis is placed on the disintegration of the Soviet Union and the demise of the Communist Party. The course employs comparative analysis to investigate the government structures, policies and problems of Russia, Lithuania, Georgia, and Uzbekistan. Offered upon sufficient enrollment. 3 credits

### [POL 230 - Current Events \(ETH\) \(I\)](#)

This course asks students to discover what is going on in the world, where it is going on and why. Students study sources of information, identify important stories of the week, trace continuing stories, and review major headline stories of the present year and the last 20 years. Offered fall and spring. 3 credits

### [POL 261 - Political Ideologies \(ETH\) \(V\)](#)

This course examines a wide spectrum of political values and beliefs through exploring a plethora of political ideologies. Through their exploration, students come to understand the role political values play in determining the quality of human actions, as well as how different values impact cooperation and conflict. Students will identify their own political beliefs and critique political ideologies in light of those beliefs. This course also examines the process through which a society socializes its citizens into its mainstream belief system. Offered as needed. 3 credits

### [POL 265/CCA 212 - International Science and Politics in Society \(S\)](#)

This course provides a non-science major with a foundation of scientific knowledge and applies this knowledge to many contemporary science-related policy issues and their impact on the societies in which we live. In addition to some basic chemical principles, lectures might include topics such as the age, composition, and evolution of the universe, climate change, polymers, acid rain, depletion of the ozone layer, drugs and pharmaceuticals, and HIV/AIDS. Students will participate in basic science laboratories for procedures and techniques associated with contemporary experimental chemistry at a level suitable for the non-science major. Basic laboratory skills such as laboratory safety protocol, how to prepare and handle laboratory reagents and solutions, carrying out measurements and analyses using laboratory equipment, and problem solving will be developed. Students will visit some organizations that are on the cutting edge of science research, education, and policymaking. This course will teach students the basics of how global policy issues are addressed including the role of international organizations, governments, and the private sector in solving issues with global significance. The nine-day study abroad component to France and Switzerland is part of this course. Fee. 3 credits

### [POL 269 - Special Topics in Political Science](#)

The instructor selects the content of this course to meet the needs of students and to provide opportunities to experiment in creative teaching. Offered as needed. 3 credits

### [POL 271 - Politics of Developing Countries](#)

This course examines the issues and problems faced by developing countries in the contemporary international arena. The course content introduces students to different cultures and models of political/economic development while encouraging tolerance and respect for other peoples and their societies. Students will be exposed to the social justice and human rights issues inherent in development. The course employs an interdisciplinary perspective to investigate and offer solutions to the problems faced by developing countries. Offered every other fall. 3 credits

### [POL 272 - Environmental Politics I: U.S. Policy \(V\)](#)

This course examines the politics surrounding environmental issues and the process of environmental policymaking. The focus of the course will be at the international level, but U.S. domestic policies and issues, as well as U.S. foreign policy on environmental issues play a key role in this agenda. The course will focus on current environmental issues with a primary focus on climate change. Within this framework, students will learn about the institutions that both influence and negotiate such policies as well as the process by which policies are made. Using climate change as a model, students will gain a comprehensive knowledge on how environmental issues are perceived and addressed as issues with global impact. Offered as needed. 3 credits

### [POL 273 - Environmental Politics II: Global Policy \(V\)](#)

This course is a continuation of Environmental Politics I. Focusing mostly on contemporary environmental issues like climate change, climate-induced migration, natural disasters, and the impact of these issues on poverty and meeting global targets. In doing so, students will examine the roles of international organizations, country governments, and civil society in meeting these targets and addressing these vital environmental issues. Offered as needed. 3 credits

### [POL 275 - Comparative Economics](#)

This course provides a comparative analysis of the world's major economic systems and their effects on the political and social structures of individual nation-states. Common global eco-political problems are examined and discussed from both a theoretical and practical framework. Offered spring, alternate years. 3 credits

### [POL 280 - Politics and the Arts](#)

The course is designed as an exploration of how various arts influence and portray politics of their era. As such, the course focuses on three areas within the arts: 1) visual arts; 2) music; and 3) film. Within each of these areas, the course familiarizes students with the major political issues of various time periods including the American colonial period, the Romantic Era, the Twentieth Century, and the Contemporary Period. Offered as needed. 3 credits

### [H-POL 301 - Honors Political Science: Terrorism](#)

This course offers an investigation and analysis of the role and functions terrorism plays in contemporary society. This course examines the historical roots of terrorism and attempts to define the differences between terrorists and freedom fighters as well as between state-sponsored acts of violence and those performed by non-state groups and individuals. Emphasis is placed on the causes of terrorism, the impact of terrorism on international politics and evaluating the strategies of dealing with acts of terrorism. The ethics and justification of terrorism also are critically appraised. Offered spring. 3 credits

### [POL/BUS 307 - Public Finance](#)

This course deals with public finance at the federal, state, and local level. It is an introductory course into the main issues facing the public arena, such as tax equity and incidence for all types of taxes, allocation and efficiency of public goods, and the budgeting and allocation process of the Fiscal Federalism system in the United States. Offered spring, odd numbered years. 3 credits

### [POL 310 - The Judicial System and Process](#)

This course reviews the structure and organization of the court system in the United States. The various areas of law and their basic legal processes will be introduced. Attention will be given to the Constitution as a living document through exposure to legal thinking and writing, as well as practical considerations of legal practice. 3 credits

### [POL 314 - Constitutional Law](#)

This 3 credit undergraduate course is intended to familiarize the student with the development and substance of US Constitutional Law, and important constitutional issues impacting the body politic today. Issues such as equal protection law, issues related to criminal law and procedure arising under the Bill of Rights and the developing right of privacy will be emphasized. Students will study portions of the actual text of cases that have been decided by the US Supreme Court. A case on the current Supreme Court docket will also be tracked and studied. Students will read the briefs filed in the case, will listen in class to MP3/audio files of the actual oral argument, and each student will write an opinion 'deciding' the case as if they were a Supreme Court Justice. Sophomores and freshman may take the course with consent of their academic adviser. 3 credits

### [POL 315 - Introduction to International Relations](#)

Students address dynamic forces of international politics concentrating on those factors that affect relations among nations such as the balance of power, diplomacy, war and peace, sovereignty, and international organization, and law. Offered spring, alternate years. 3 credits

### [POL 316 - The American Presidency](#)

This course offers a description and analysis of the basic roles and functions of the president. Special attention is paid to the evolution of the Executive Branch and especially the presidential role in foreign policy decision-making. Offered spring, alternate years. 3 credits

### [POL 317 - American Political Parties](#)

This course addresses the evolution, organization, function and purposes of American political parties on the national, state, and local levels. Offered as needed. 3 credits

### [POL 318 - The Federal Judiciary](#)

Students learn about the federal court system and its relation to public policy formation. Topics include jurisdiction and access, judicial decision-making, the relationship of statutory and constitutional interpretation to policy, and the compatibility of judicial review and democracy. Lecture-discussion. Offered fall, alternate years. 3 credits

### [POL 323 - Public Policy](#)

This course focuses on public policy in the United States – how governmental structures interact with individuals, groups, businesses, and all those who make up civil society. Public policy provides an understanding of how the theoretical processes of public policy operate from agenda setting through formulation and legitimation to eventual policy adoption and evaluation. This course will help you develop fundamental skills and knowledge in this area through studies of cases, lively classroom discussions and debates, and the opportunity to dissect the intersection between theoretical explanations and practical implications. We will discuss policies, policymakers and the policy environment at the local, state, and federal level in the United States, in nonprofit organizations, in international organizations, and in the governments of other countries. 3 credits

### [POL 324 - Public Administration](#)

This course presents an overview of the scope and functions of public administration as well as a developmental history of the discipline. There will be an extensive analysis of the concepts and theories of public administration including systems theory, decision-making theory, typologies of organizational theory, conflict theory, and clinical approaches to administration analysis. Students also examine the major public and private institutions forming the environment with which public administration must interact. Offered spring, alternate years. 3 credits

### [POL 325 - Health Politics](#)

This course examines the politics surrounding health issues and the process of making health policy in the United States and through global entities. The course will begin with a history of health politics in the United States including the origins of our health system, the changes that have occurred over time and the issues that are relevant to today's health politics such as the national health care coverage debate. From there, students will also learn how select case countries different from the United States in their provision of health care as well as learn about the various international organizations that work on health care globally. Offered as needed. 3 credits

### [POL 330 - State and Local Government \(DEI\) \(I\)](#)

The course is designed as an overview of the role of the states in the broader American political experience and familiarizes students with the major issues surrounding American state politics. Using a comparative analysis of the



general structure, politics, and policy across the fifty states, the course focuses on U.S. state politics, as a whole, rather than on specific states. Some states, such as Pennsylvania, are highlighted as cases throughout the course. Offered as needed. 3 credits

#### [POL 400 - Special Topics in Political Science](#)

The instructor selects the content of this upper-division course to meet the needs of students and to provide for experimental coursework at the advanced level. For specific information about course content each semester, consult the department chair. Offered as needed. 3 credits

#### [POL/HIS 420 - United States Military and Diplomatic Studies](#)

This course presents the study of American foreign relations from the Revolutionary War to the present. Course stresses domestic and external factors in United States history that led to American foreign policy. The second half stresses the rise of America to world power in the twentieth century. This course also considers the purpose and functions of the military in a democratic society, the use of American military in national security, and the evolution of the American armed forces through more than two centuries of United States history. Offered fall. 3 credits

#### [POL 487 - Political Science Methods](#)

The focus of this course is on qualitative methodologies and mixed methodologies for political science. The course explores the techniques, strengths, and limitations of such methodologies as it applies to political science research. Theoretical, as well as practical, case examples are explored to demonstrate various methods to the student researcher. Case studies are drawn from American politics, international relations, comparative politics, and public policy. The goal of the course is to prepare undergraduate students for study at the graduate level and generally improve research techniques and understanding for the social sciences. 3 credits

#### [POL 488 - Internship](#)

Students may participate in an internship in career or graduate school-oriented field. This course is graded as a letter grade. Offered fall and spring. Credit to be arranged

#### [POL 499 - Independent Study](#)

This course offers independent but directed study of a special topic of interest to the student, not generally included in the regular course offerings. Prerequisite: Approval of instructor, department chair, and the Associate Dean for Arts and Sciences. Fee. Offered fall and spring. 3 credits

### **PSY - Psychology**

(School of Arts and Sciences, Psychology and Social Work Department)

#### [PSY 100 - Psychology Major Development](#)

This course is designed to expose students to the Psychology major, our curriculum, and potential career paths in the field. Students will engage in an exploration of interests in the subfields of psychology while planning their major course curriculum. Students will formally declare the major, be assigned a psychology advisor, and meet with faculty in the department. Offered spring for first year psychology (intended) majors and fall for transfer and upper-level psychology students. Offered fall and spring. Graded P/F. 1 credit

#### [PSY 101 - Introduction to Psychology \(DEI\) \(I\)](#)

Students are introduced to the scientific study of thinking and human behavior. Special attention is given to the biological, psychological, and social processes underlying diverse individuals within the framework of modern

psychological research. Satisfies the Diversity, Equity and Inclusion Bridge area of the major to core curriculum. Offered fall and spring. 3 credits

#### PSY 104 - Your Brain: A User's Guide

This course is designed for any student who is interested in how the brain creates the human experience and how we can maximize our potential. The course will provide an overview of how we use our brains to interact with the world, perceive information through our senses, remember what we learn, experience emotions, and solve problems. Students will gain a broad understanding of how the brain works and learn practical tips and life hacks through neuroscience. As we explore topics the students will be encouraged to try out brain-based strategies. Offered alternate years. 1 credit

#### PSY 123 - Cultural Psychology (DEI)

How does culture influence human behavior? This question is at the heart of cultural psychology, a subfield that examines how cultural impacts both basic and complex psychological processes. In this interactive course, students will critically examine multiple facets of human behavior from a cross-cultural, intercultural, and multicultural perspective. By reviewing and discussing empirical work from multiple disciplines, including psychology, anthropology, sociology, and philosophy, students will learn how cultural psychology can be used to build a more socially just world and develop an interdisciplinary knowledge of key concepts like self-perception, socialization, prejudice, acculturation, and more. Students will also have the opportunity to expand and celebrate their own cultural perspectives while developing strategies to promote equity, inclusion, diversity, and belonging in their life and academic practices. Offered alternate years. 3 credits

#### PSY 200 - Explorations in Technology and Human Development

This course will explore the increasingly immersive role of technology on the unfolding of human development across the lifespan. Discussion will include an exploration of the impact of technology on areas such as brain development, cognitive development, social development, memory, self-regulation, attention, and relationships. Hybrid. Offered alternate years. 3 credits

#### PSY/LEAD 201 - Metacognition for Leadership

Metacognition can be considered "thinking about thinking," involving self-awareness and reflection. Self-awareness is closely tied to learning, leadership, personal success, and achievement. Individuals may differ in their social, emotional, and cognitive awareness, thus students will explore personal assessments of such and track both formative and summative growth as we learn more about metacognitive theories and practice. Particular attention will be paid to self-awareness as an aspect of leadership, as a requirement for the Leadership minor. Offered alternate years. 3 credits

#### PSY 202 - Personality Theories

The major theorists who have sought to answer the controversial questions concerning human personality are encountered in a comprehensive manner. Students are encouraged to develop the ability to critique these theorists through guided exercises in self-analysis. Some theoretical approaches studied include psychoanalytic, behavioral, humanistic, and cognitive. Prerequisite: PSY 101. Offered fall and spring. 3 credits

#### PSY 203 - Developmental Psychology I

Students examine the development of the human being through conception, birth, infancy, early childhood, elementary school age, and early adolescence. Major theories of human development are explored. Topics for discussion include critical developmental and controversial issues. Prerequisite: PSY 101. Offered fall and spring. 3 credits

### PSY 204 - Developmental Psychology II

This course addresses the effect of age on psychological processes of the individual from adolescence through the adult life span. Topics to be covered include language, cognition, perception, motor control and social relations, providing a comprehensive background for students to understand the impact of aging in the daily lives of individuals - from the workplace and family to public policy matters. Satisfies the Diversity, Equity and Inclusion Bridge area of the major to core curriculum. Prerequisite: PSY 101 and Co-requisite: PSY 203. Offered alternate years. 3 credits

### PSY 208 - Psychology of Climate Change

Climate change is predicted to become one of, if not the biggest, problem humans face moving into the late 21st century. Anthropogenic climate change is accepted as the primary type of change by a vast majority of those who research climate change. Humans stand at the center of this, whether being the cause of, experiencing the consequences of, and/or helping resolve this drastic change to our planet. Human behavior and psychology are a necessary component of any attempt to understand and successfully navigate the changing world. This course takes human psychology as central to questions of climate change and will cover, in an interdisciplinary fashion, subfields of psychology such as social, evolutionary, cognitive, motivation, positive, psychopathology, and lifespan/development. Psychological findings will be used to understand different aspects of climate change such as short-term gain, out-group vs. in-group behavior, responses to stress and threats, mental health, political beliefs, and human evolution. Prerequisite: PSY 101. Offered alternate years. 3 credits

### PSY 223 - Essentials of Stress and Coping

This course will consider the concept of stress in both evolutionary and modern contexts as well as from both biological and psychological perspectives. The power of the mind as well as the power of our behavior to influence the stress response will be explored throughout the semester. The course will include a discussion of prominent theories such as those of Cannon, Selye and Lazarus; key concepts such as appraisal, resilience, and allostatic load; relevant biological processes and health considerations; and a range of psychological and behavioral strategies found to be helpful in the management of stress. Students will have the opportunity to consider their own approaches to dealing with stress and perhaps add a few strategies to their stress management tool-boxes as the semester progresses. Hybrid. Offered alternate years. 3 credits

### PSY 266 - Industrial/Organizational Psychology

This course is designed to further students' understanding of ways psychological theories, concepts, and research are applied in the "real-world". Students learn about the application of psychology to workplace, business, and industry. Special attention is given to organizational behavior, motivation, job satisfaction, leadership and leadership styles, morality/ethics, and I/O Psychology research methods. Students will also learn about personnel selection, training, and evaluation. Satisfies the Diversity, Equity and Inclusion or Interdisciplinary Bridge area of the major to core curriculum. Offered alternate years. 3 credits.

### PSY 270 - Human Growth and Lifespan Development

This course is designed for health science students. The course will provide a study of human development across the lifespan, from birth to death, with an introduction to physical, cognitive, social, and emotional growth. There will be an emphasis on biopsychosocial development and physiological growth. Students will also gain an understanding of family and social/cultural/community factors that intersect with and influence aspects of human growth. Students will draw connections between the material presented and challenges in health care. This is an elective course for psychology majors and is not a substitute for the required developmental course. Prerequisite: PSY 101. Offered once a year. 3 credits

### PSY 271 - Statistics for the Social Sciences I (QTL)

This is a computer-intensive course that instructs students in the use of descriptive and inferential statistics commonly used in the social and behavioral sciences. Topics include measures of central tendency, variability, graphing techniques, probability, hypotheses testing, and t-tests. Students are required to create a portfolio of statistical analyses to demonstrate their competence in the use of a variety of descriptive and inferential techniques using various statistical packages. This course is a required for all psychology majors and counts towards the Math Literacy core curriculum requirement. Prerequisite: psychology majors only. MAT 098, and/or 099 if necessary based on placement. Offered fall and alternate spring. 3 credits

### PSY/CRM 275 - Forensic Psychology

This interactive course will provide students with an introduction to the field of forensic psychology. Students will gain exposure to the multifaceted roles psychologists play within the contemporary legal system, as well as key forensic concepts like competency, psychopathy, deception detection, eyewitness testimony, and risk assessment. Throughout the semester, students will learn about criminal behavior, as well as multiple aspects of the legal process, including the investigation, prosecution, and treatment of crime in the United States. Through the review of empirical research, case studies, and case law, students will have the opportunity to discuss controversial topics like sentencing minimums and eyewitness testimony, critique contemporary legal practices, and learn how forensic psychology can be used to build a more just and equitable world. Students will also become familiar with the skills, ethical principles, and training necessary to practice forensic psychology. 3 credits

### PSY 280 - Media Influences and Psychological Development (I)

This course examines media influences on children and adolescents. The importance of the media in lives of children and adolescents and the unique vulnerabilities present at each developmental stage will be discussed. Students will learn about the different theoretical approaches to the study of media influences and review current research on both content and consequences of media portrayals for today's youth. Readings and discussion will focus on media portrayals of violence, race, gender, beauty, and how they affect children's attitudes about themselves and others. Special emphasis is placed on identifying strategies and programs that can weaken media effects. Satisfies the Diversity, Equity and Inclusion Bridge area of the major to core curriculum. Offered alternate years. 3 credits

### PSY 299 - Sport Psychology

This course examines media influences on children and adolescents. The importance of the media in lives of children and adolescents and the unique vulnerabilities present at each developmental stage will be discussed. Students will learn about the different theoretical approaches to the study of media influences and review current research on both content and consequences of media portrayals for today's youth. Readings and discussion will focus on media portrayals of violence, race, gender, beauty, and how they affect children's attitudes about themselves and others. Special emphasis is placed on identifying strategies and programs that can weaken media effects. Satisfies the Diversity, Equity and Inclusion Bridge area of the major to core curriculum. Offered alternate years. 3 credits

### PSY 300 - Psychology Career Development

This course is designed to guide upper-level majors in their plans after obtaining their undergraduate degrees in psychology. Students will engage in graduate school or applied career planning (including resume' building, interviewing skills, and professional writing). Students will attend career and professional development sessions, construct personal statements and goals, and explore career paths more succinctly. Offered fall and spring for junior year psychology majors. Graded P/F. 1 credit

### [H-PSY/H-SPE 301 - Honors Psychology: The Disability Rights Movement: From Oppression to Empowerment](#)

This course explores the disability rights movement. Goals of the disability rights movement involved securing equal opportunities and equal rights for people with disabilities. Primary issues for this movement were funding, accessibility and safety. Discussion will include the achievements and the shortcomings of the movement and for those who advocated for people with disabilities. The historical and legal aspects of the disability rights movement will be studied including imperative legislation such as: American with Disabilities Act (ADA), The Individuals with Disabilities Act (IDEA), and Section 504. Political and social issues yet to be resolved in the disability culture world will be investigated. Questions raised throughout the course include: What is Disability? Why do definitions matter? How is disability socially constructed? How did the disability rights movement evolve? Prerequisite: Honors students only. Offered alternate years. 3 credits

### [PSY 304 - Brain and Behavior](#)

This course will introduce students to the field of cognitive neuroscience. Special attention is given to an examination of neuroanatomy and selected brain-behavior relationships. The course has a strong biological emphasis and examines brain functions and behavior. We will cover topics such as the nervous system, the senses, emotions, drugs and addiction, and sleep. Prerequisite: PSY 101. Offered fall and spring. 3 credits

### [PSY/SOC 305 - Social Psychology](#)

Students examine the impact of society and culture on the individual's emotions, thought processes, motives, and behavior. Research findings are presented in relationship to major theoretical approaches. In special cases and with the approval of the Department Chair, students may substitute SOC 305 for PSY 305. Satisfies the Diversity, Equity and Inclusion Bridge area of the major to core curriculum. Prerequisite: PSY 101 or SOC 215. Offered fall and spring. 3 credits

### [PSY 309 - Mental Health and Clinical Psychology](#)

This course reviews diverse behavior patterns and disorders including anxiety reactions, psychoses, personality disorders, organic syndromes, and drug abuse. Emphasis is on contemporary and theoretical points of view as they relate to etiology, dynamics, and treatment. Prerequisite: PSY 101. Offered fall and spring. 3 credits

### [PSY 316 - Health Psychology](#)

This course is an introduction to health psychology and will explore the social, psychological and behavioral consequences for health and well-being, including a focus on fitness and exercise psychology. In addition, students will explore the intersection between health behavior and healthcare. Satisfies the Diversity, Equity and Inclusion or Interdisciplinary Bridge area of the major to core curriculum. Offered alternate years. 3 credits

### [PSY 317- Psychological Perspectives of Attitudes and Learning \(V\)](#)

This course explores the way in which attitudes shape our educational experiences. Students will explore the way this effect on learning impacts our contemporary society as well as their own lives. Satisfies the Diversity, Equity and Inclusion Bridge area of the major to core curriculum. Prerequisite: PSY 101. Offered alternate years. 3 credits

### [PSY 330 - Children's Mental Health and Learning](#)

This course offers a developmental approach to children's mental health, behavior, and learning in school. Students will study psychopathology and will explore diagnosis and treatment. This course will focus on the effects of mental health on children's functioning in school as well as treatment modalities that occur within schools and in mental health settings. Cultural diversity is addressed in the study of children and families in the school setting. Satisfies the Diversity, Equity and Inclusion or Interdisciplinary Bridge area of the major to core curriculum. Prerequisite: PSY 203 or SPE 110. Offered alternate years. 3 credits

### PSY 341 - Research Methods I

Students are introduced to research procedures in the behavioral and social sciences. Topics discussed in the first semester include using reference resources, writing literature reviews, reliability, validity of measurement, writing research proposals, and the validity of research designs. Heavy emphasis is given to related computer applications and the development of a student- authored research proposal. Prerequisites: PSY 271 and Co-Requisite: PSY 272. Offered fall. 3 credits

### PSY 342 - Research Methods II

Second semester topics include univariate and multivariate statistical analyses as they relate to the preparation and interpretation of quantitative research data and the preparation of research reports for journal presentation. Heavy emphasis is given to related computer applications, report writing and the completion of a student- authored research study. Satisfies the Writing Literacy Bridge area of the major to core curriculum. Prerequisites: PSY 271 and 272, and Co-requisite: PSY 341. Offered spring. 3 credits

### PSY/SOW 344 - Crisis Intervention

This elective course will provide an introduction and overview of crisis intervention from its historical development to its present utilization. Emphasis will be on awareness of basic theory and principles of crisis intervention, trauma and the practical application of specific skills and techniques. Discussion will focus on situational and developmental life crises. The aim of crisis intervention education is to enable the crisis worker or other attending professionals to identify a crisis, to discover and uncover the coping methods that people of all ages, socio-economic backgrounds, races, and ethnic identity bring to a crisis event, and to understand and employ optimal methods of intervention in any crisis situation. Course Emphasis on Diversity: The effects of differences of: race, ethnicity, religion, sexual orientation, age, disability, socio-economic status presented by the client in circumstances of crisis are addressed throughout the course. Woven into each session students are expected to apply theory and practice in circumstances in which the client and the crisis worker are consciously addressing these diversity issues and concerns. Offered spring. 3 credits

### PSY 345 - Understanding Trauma and Social Emotional Learning

This course will take an in-depth look at the impact of trauma on an individual's personality and potential for successful learning. The cycle of intergenerational trauma will be considered. Additionally, the process of social-emotional learning and the impact it has on a learner will be studied. We will also delve into the relationship between trauma and biology. Research from the ACES study, The Aspen Institute, SAMSHA, and CASEL will be used to guide this course. Students will emerge with a greater understanding of the impact of trauma in development and the sociocultural setting. Satisfies the Diversity, Equity and Inclusion Bridge area of the major to core curriculum. Prerequisites: PSY 101 and PSY 203 or SPE 110. Offered alternate years. 3 credits

### PSY 350 - Topics in Neuroscience

Topics in this course focus on current issues in neuroscience and vary depending on faculty and student interest. Format, prerequisites, and lab fees determined based on topic. Course may be repeated for credit for course sections with different topics. 1-3 credits

### PSY 358 - Psychology of Gender

This course explores the relationship between sex and gender, and people's thoughts, feelings and behavior. It provides an examination of different theoretical approaches to the study of gender and reviews current research on gender differences. Both biological and socialization influences are considered as potential determinants of gender roles. Discussion also centers on how our society's gender roles impact various dimensions of human life. Special emphasis is placed on the significance of other social identities (i.e., race/ethnicity, class, religion, etc.) in

the discussion of gender. Satisfies the Diversity, Equity and Inclusion Bridge area of the major to core curriculum. Offered alternate years. 3 credits

#### PSY 370 - African American Psychology (I)

This course examines the psychological experiences of African Americans, incorporating information from multiple subfields of psychology (e.g., social, developmental, counseling and clinical, health). Students will review theoretical perspectives and empirical research on various issues, including self and identity, family, community, peers, educational experiences, mental health, and the effects of racism, classism, and sexism. We will discuss contextual and cultural factors that influence the psychological well-being of African Americans, examining both historical and contemporary issues along with the coping strategies that developed as a result of their socio-historical conditions. Satisfies the Diversity, Equity and Inclusion Bridge area of the major to core curriculum. Offered alternate years. 3 credits

#### PSY 398 - Neuroanatomy of Injury, Illness, and Trauma

This course will provide students with an overview of the neuroanatomical structures related to brain injury, illness, and trauma in pediatric and adult populations. Special attention is given to an examination of functional neuroanatomy and how the nervous system functions under normal conditions and under conditions of injury/disease. This course will also incorporate a biopsychosocial perspective in our exploration of the impact of neurologic conditions on the individual, family, and community. This course is appropriate for both the serious psychology student and biology student interested in brain function and disease processes. Satisfies the Interdisciplinary Bridge area of the major to core curriculum. Prerequisite: PSY 304 or BIO 206 or BIO 230. Offered alternate years. 3 credits

#### PSY 400 - Senior Seminar in Psychology

This course serves as the capstone experience for the psychology major. It covers a range of contemporary, controversial topics that students will apply accumulated psychological theoretical and research knowledge in psychology to. The course will also explore connections between psychology and social justice. Students will build critical thinking, debating, and public speaking skills. Students will disseminate their psychological arguments to raise awareness around these issues. Prerequisite: psychology seniors only. Offered spring. 3 credits

#### PSY/BIO 401 - Laboratory Experiences in Neuropsychology

This course introduces students to the field of neuropsychology. Emphasis will be given to an examination of selected brain-behavior relationships and neuroanatomical correlates of cognitive and behavioral dysfunction. Laboratory activities will supplement lecture and discussion. Satisfies the Interdisciplinary Bridge area of the major to core curriculum. Prerequisite: PSY 304. Offered alternate years. 3 credits

#### PSY 402 - Laboratory Experiences in Learning

This course introduces students to the basic principles of learning within the context of classical and operant conditioning theories. Research and clinical applications are used to frame the applied aspects of learning in real-world environments. Laboratory activities will supplement lecture and discussion. Prerequisite: PSY 341. Offered alternate years. 3 credits

#### PSY 403 - Laboratory Experiences in Cognition

Students are introduced to the experimental analysis of human cognition. Lecture and laboratory assignments relating to perception, memory, language and problem solving will in part define the area of study for this course. Students will engage in replicating seminal cognitive research studies, oral presentation, and scientific writing. Prerequisite: PSY 341. Offered once a year. 3 credits



### PSY 404 - Laboratory Experiences in Sensation and Perception

This course focuses on the physiological aspects of our senses. Sensation and perception provides the basis for understanding our thinking and behavior in an ever- changing world. Lecture is complemented by online demonstrations and experiments. The classroom environment will be interactive and students will engage in classroom discussion and participation. Prerequisite: PSY 304. Offered alternate years. 3 credits

### R-PSY 466 - Undergraduate Research and/or Honors Practicum

Undergraduate research offers an independent but directed collaborative course of study involving a specific research agenda in the discipline under departmental faculty mentorship. Research projects typically require a review of the literature, a paper developing and defending a hypothesis, and a poster or an oral presentation of the completed research project. Honors Practicum offers an independent but directed course of study leading to the completion and presentation of undergraduate research. Students select projects of interest, typically already underway, involving empirical research under supervision of a department faculty liaison. Projects typically require a comprehensive report written in APA style and suitable for publication and/or presentation at a local or regional conference. Prerequisite: Department approval and PSY 341, 342. Offered as needed. Variable credit; repeatable for credit

### PSY 490 - Special Topics in Psychology

This course investigates a wide variety of specialized topics in the field of psychology. The instructor selects content of this upper-division course, keeping in mind the needs of the students and providing experimental coursework at an advanced level. Offered as required. 3 credits

### PSY 495 - Psychology Internship

Psychology internship experiences are offered to upper-division psychology majors in both clinical and non-clinical sites who meet prerequisite professional skill requirements as determined by Psychology Department faculty. Students should anticipate spending at least one full day per week during the semester at their designated field site for each three-credit experience. In addition, all interns must complete reflection assignments and a case study, as well as meet with their Cabrini internship supervisor. Prerequisite: Department approval. Offered fall and spring. Variable credit; repeatable for credit.

### PSY 499 - Independent Study

This course offers independent but directed course of study dealing with topics not usually found in the curriculum. Before registration, students must submit a comprehensive plan detailing the course of study and outcomes they wish to achieve. Prerequisite: Approval of instructor, Department Chair, and Dean for Academic Affairs. Fee. Offered as needed. Variable credit; 3 credits maximum

## **RELS/REL - Religious Studies**

(School of Arts and Sciences, History and Political Science Department)

### RELS 100 - The Spirituality of Mother Cabrini (R)

This course will address the history and spirituality of St. Frances Xavier Cabrini. Special emphasis will be placed on her establishment of the Missionary Sisters of the Sacred Heart of Jesus, her contributions to Italian-American culture and life, and her spiritual reflections and writings on the humanity of Jesus Christ as expressed in her devotion to his Sacred Heart. 3 credits



### [RELS 101 - The Life and Legacy of St. Frances Cabrini \(CRL\)](#)

This course examines the life and Catholic faith tradition of St. Frances Xavier Cabrini. Special emphasis is placed on Mother Cabrini's educational and spiritual formation, the founding of the Missionary Sisters of the Sacred Heart of Jesus, her missionary activity in the Americas, and commitment to immigrants, the poor, and the marginalized. 3 credits

### [RELS 104 - The Mission and Ministry of Jesus \(R\)](#)

This course examines the mission and ministry of the historical Jesus from the perspectives of Scripture, Christian history and theology. The course addresses contemporary questions about Jesus and the relevance of the mission and ministry of Jesus in today's world. 3 credits

### [RELS 106 - Sacrament, Liturgy, and Worship \(R\)](#)

This course addresses the fundamental principles of Christian worship life as key to human expression and communication. Historical and theological insights into the Christian sacraments provide students with the framework of the meaning of a gathered assembly, symbol, ritual, Scripture, and prayer in public worship. 3 credits

### [RELS 109/H-REL 109 - Morality Matters \(R\) \(I\)](#)

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

### [RELS 110 - The Search for Meaning \(CRL\) \(R\) \(V\)](#)

This course will introduce the study of religion through the exploration of the search for meaning among religious people, with the emphasis placed on Christian "Vernacular Religion" religion in Europe and America. Religion as it has been and continues to be lived and expressed in everyday life will be the central concern of the course. Offered fall. 3 credits

### [RELS 111 - Faith and Justice \(R\) \(V\)](#)

This course explores the meaning of "faith" and "justice" in the contemporary world and examines various religious and non-religious social justice initiatives. Representative figures include Dorothy Day, Thomas Merton, Howard Thurman, Fannie Lou Hamer, and others. Students are introduced to and practice interfaith dialogue and participate in community-based learning. Offered fall. 3 credits

### [RELS 117 - Mother Cabrini's Faith, Advocacy, and Legacy \(CRL\)](#)

In this course, students will learn about St. Frances Xavier Cabrini and how her legacy lives on in Cabrini University. Students will learn how Mother Cabrini's Roman Catholic faith motivated her to become a missionary and to advocate for social justice. Additionally, students will learn about the work of the Missionary Sisters of the Sacred Heart of Jesus, the tenets of Catholic Social Teaching, and the history of Cabrini University. All students also will participate in a service opportunity in the Cabrinian tradition so that they can start the process of finding their place within the Cabrinian community. 3 credits

### [RELS 120 - Introduction to Judaism](#)

This class is an introduction to Jewish beliefs, history, and has greatly influenced Christianity, Islam, and Western civilization. Judaism, however, has changed over time. The considerable diversity within the Jewish world according to geography, gender, and the modern religious movement also will be emphasized. This course is sponsored by The Jewish Chautauqua Society. Offered fall. 3 credits

### RELS 121 - Introduction to the Christian Tradition (I) (R)

This course will examine the dimensions of the world religious tradition known as Christianity, with special emphasis on its history, theology, institutions and the everyday religious life of its believers. 3 credits

### RELS 122 - World Religions (R)

The great world religions surveyed are Hinduism, Buddhism, Confucianism, Judaism, Christianity, and Islam. Within each tradition, representative sacred texts are examined, and the role of women is discussed. 3 credits

### RELS 123 - Social Catholicism and St. Frances Cabrini (CRL)

Two questions will undergird this course: what are the basics of Catholic faith, and what are the social implications of Catholic faith? To answer both questions, this course will introduce students to the Christological (Jesus Christ) foundation of Catholic faith, the social implications of the faith as articulated in Catholic Social Teaching (CST), the interpretation of Catholic faith and its social implications by Mother Cabrini, in her missions, and in the missions of the Missionary Sisters of Sacred Heart of Jesus. In addition, this course will establish the link between faith principles in Catholicism, the translation of faith principles to principles of social actions, and the performance of social actions in Catholicism. This course fulfills the Cabrinian Religious Literacy requirement. It welcomes students from various faith traditions and does not require a prior understanding of Catholicism. 3 credits

### RELS 208 - Contemporary Approaches to Religious Development

Students are introduced to new issues and innovations in teaching religion. Theories of faith development and moral development are examined. A survey of educational materials is included. 3 credits

### RELS/LAS 212 - Religion, Revolution, and Rebellion in Latin America (R)

This course examines the religious dimensions of resistance movements in Latin America. The course surveys movements for social change from pre-conquest to the present while exploring the history of multiple Latin American states, including Peru, Brazil, Chile, El Salvador, Nicaragua, Guatemala, Mexico, and Cuba. 3 credits

### RELS 213 - Religion in Latin American Film

This course will examine the richness of films produced in such countries as Mexico, Brazil, Cuba, and Argentina. It will concentrate on significant themes in representative films, such as the role of the sacred, the place of the Roman Catholic Church, and the relationship of religion to politics and revolution. 3 credits

### RELS 214 - The Catholic Church in America (R) (H)

This course will examine the history of the Roman Catholic community in the United States from the colonial period to the present. Students will study the history of diverse Catholic communities in the U.S. from a global perspective. Narrative, descriptive, biographical and theological materials will be emphasized, as well as the recent contributions of historical and contemporary ethnography. 3 credits

### RELS 215 - Religion and the Civil Rights Movement

This course will examine the role of religion in the U.S. Civil Rights Movement. Topics to be discussed include Martin Luther King Jr., Mississippi Freedom Summer, sit-ins and church bombings. Special emphasis will be placed on the role of students in the struggle for civil rights. 3 credits

### RELS 216 - Scripture and the Cry for Justice (R)

A consideration of how Christian Scripture articulates God's call for a just society. Examining the economic and societal forces that challenge that goal, this course studies the Bible continual relevance as a witness to God's

desire for the world. Topics include justice in the Hebrew Scriptures and the theme of righteousness and integrity reflected in the life and ministry of Jesus in the New Testament. 3 credits

#### [RELS 217 - Introduction to the Hebrew Scriptures](#)

Students study the development, nature, and purpose of the Hebrew Scriptures in light of recent biblical scholarship. Scripture is examined from a thematic perspective, emphasizing its relevance for contemporary life. 3 credits

#### [RELS 218 - Introduction to the Gospels](#)

Students study the development, nature and purpose of the Christian gospels in light of recent biblical scholarship. The Scriptures are approached through a thematic perspective that emphasizes their relevance for contemporary life. 3 credits

#### [RELS 219 - Introduction to the Epistles \(V\)](#)

This course offers a study of the Epistles with special reference to contemporary issues. 3 credits

#### [H-REL 220 - Honors Religious Studies: Religious Folklife \(A\)](#)

Folklife studies refers to the scholarly discipline which cultivates a sensibility and an appreciation for the culture of everyday life in complex societies. Religious folklife means specific cultural creations that express religious attitudes and beliefs. This course in American religious folklife will examine the history and culture of religion in America with specific reference to Christian and Christian-based systems, as well as believers' religious artifacts, art, craft, architecture, belief, customs, habits, food ways, costume, narrative, dance, song, and other cultural expressions. 3 credits

#### [RELS 221/H-REL 221 - Religion in America /Honors Religious Studies: Religion in America I \(R\) \(H\)](#)

Through this course, students gain an overview of the diverse religious traditions in the United States. Emphasis is placed on Protestantism and Judaism, with some attention to American Catholicism and Eastern Christianity. 3 credits

#### [RELS 222/H-REL 222 - Religious Studies: Religion in America II /Honors Religious Studies: Religion in America II \(R\) \(H\)](#)

Historical and contemporary ethnographic perspectives on American religious communities are emphasized. A unique course from H-REL 221 with a different selection of religious traditions studied. H-REL 221 is not a prerequisite. 3 credits

#### [RELS 223 - Church and State: A U.S. Perspective \(R\) \(I\)](#)

This course examines the relationship between organized religion and the state in contemporary American society. Topics studied include prayer in public schools and the tax-exempt status of religious institutions. 3 credits

#### [RELS 224 - Religion and Science](#)

The rapid progress in science in the recent century challenges us not only with the sheer volume of new knowledge but also with the changed view of the world and the far-reaching implications proposed by it. This course describes the new worldview of modern science in the areas of cosmology, evolution, quantum physics, chaos/complexity science, systems science, ecology, and then draws out the implications of the new scientific knowledge for Jewish and Christian theological traditions. It is possible that the new knowledge of the world through science might even enhance traditional religion and provide fertile soil for a belief that includes more of reality. 3 credits

### [RELS 225 - Catholic Social Thought and Practice \(V\) \(R\)](#)

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 community-based learning component. 3 credits

### [RELS 235 - Art and the Vatican](#)

From early images of Jesus Christ, to Dan Brown's interpretation of Catholic iconography in his latest novels, the use of art and religion has led a charged existence. This survey course will focus on the role of art and the Vatican, which was used not only to enhance spiritual growth, but to promote political and personal agendas. We will examine images such as "Christ the Good Shepherd" from the second century Catacomb of Callixtus in Rome, up through Bernini and Baroque works to the present day. Students will learn how to closely examine works of art, while placing them in the larger framework of the history of the Catholic Church. 3 credits

### [H-REL 301 - Honors Religious Studies: Heroes of Conscience \(V\)](#)

Students are introduced to men and women from various religious traditions whose faith has moved them to act in a heroic manner. Investigating how people of faith respond to such issues as war and poverty, students study the life and work of such figures as Gandhi, Dorothy Day, and Thich Nhat Hanh. 3 credits

### [H-REL 302 - Honors Religious Studies: Approaches to the Study of Religion through Film \(A\)](#)

This course will introduce students to a series of classic texts which have been influential in the development of religious studies as a discipline. Included for study are the works of Sir James Frazer, Karl Marx, Sigmund Freud, Carl Jung, Max Weber, Emile Durkheim, Rudolf Otto, Mircea Eliade, Martin Buber, William James, Clifford Geertz, Victor Turner, and Mary Daly. Their writings will be complemented by a series of films which consider religion, as well as assist in the appreciation of relevant theoretical approaches to the subject. Students also will read relevant film history and theory, and among the course requirements is the creation of a screenplay which expresses and teaches the ideas of a major theorist. 3 credits

### [RELS 305 - Contemporary Issues in American Catholicism \(R\)](#)

The unique character of contemporary Roman Catholicism will be examined in this course, with particular attention to the personal, institutional, historical, cultural, and social aspects of the tradition within the American context. The belief systems of American Catholics will be given special consideration. Prerequisite: ECG 100. 3 credits

### [RELS 306 - African-American Religions](#)

This course focuses on the African-American religious experience in the United States. Topics include slave religion, Nation of Islam, the rise of African-American churches, racism within institutional religion, and the role of African-American church leaders such as Martin Luther King Jr. and Jesse Jackson. 3 credits

### [RELS 310 - Sports and Spirituality \(V\)](#)

Spirituality as an experience and search for what is truly meaningful and real in life is unique to each individual. Contemporary approaches to spirituality frequently examine how humans encounter the "holy" in ritualistic acts and traditions in daily life. Participation and observation of sports can be described for some people and communities as its own system of belief and practice. This course will examine the experience of the athlete and of the sports fan and how organized sports and its associated culture functions as a vernacular religious system in America and the world. 3 credits

### [RELS 311 - Women in Religion and Society \(I\)](#)

This course traces in rigorous depth the figure of Eve as represented and interpreted for more than three thousand years in Judeo-Christian thought and more broadly in Western culture. It explores with particular intensity Eve's relationship to both hegemonic and subversive portrayals of femininity, as well as the extent to which her passionately contested story continues to influence the way women today imagine and experience themselves as spiritual, intellectual, and sexual subjects. Beyond a focus on religious literacy, a scrutiny of the politics and pleasures of Biblical exegesis will introduce students to critical concepts in the fields of art history, folklore, literary, feminist, and popular culture studies. 3 credits

### [RELS 312/H-REL 312 - Sects and Cults in American Religion /Honors Religious Studies: Sects and Cults in American Religion \(I\)](#)

This course is concerned with the variety of religious groups and movements found in both historical and contemporary American religion, with a focus on their actual teachings, their religious significance for Western culture and Western perceptions of what is religious, the variety of ways civic organizations and churches have responded/are responding to them, and the artistic expressions created by members of these belief systems. Prerequisite: ECG 100. 3 credits

### [RELS 313 - Religious Education Field Experience](#)

This course will allow students to experience the ways in which religious studies is taught at the secondary level. Limited to students completing the concentration in secondary education. Consent of department chair and coordinator of secondary education required. Offered as needed. 1 credit

### [RELS 314 - Religion and Literature \(A\)](#)

This course examines the close relationship between literature and religion using novels, scholarly articles, and book-excerpts in Literature, Literary Theory, and Philosophy. These materials assist students to articulate and explore different conceptualizations of the literary and the spiritual. Because writers consistently bring their convictions into conflict through creative expression, the characters in their novels struggle with such forces as beliefs—their own and those of others, individuals—institutions, identities, and values. In this course's readings, some of these characters reach a fuller understanding of their own religious convictions (C.S. Lewis); experience a brief existential epiphany before a violent end (Flannery O'Connor); or illuminate how their society's complex and storied belief system is rendered powerless by modern forces (Chinua Achebe). Offered as needed. 3 credits

### [RELS 315 - Psychology and Religion](#)

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

### [RELS 316 - Liberation Theologies](#)

This course offers an examination of how Christianity is interpreted and lived by non-Western cultures. Topics include the African-American, feminist, and Hispanic critiques of Western theology. 3 credits

### [RELS 317 - Contemporary Spirituality \(V\)](#)

This course will explore the traditional and contemporary schools of Catholic Christian spirituality as proposed by many Church mystics. Prayer experiences and meditation modalities will be included and current trends in feminist, ecological and quantum theories will be surveyed. 3 credits

### RELS 318 - Thomas Merton: Man, Mystic, Prophet

This course will examine the life and teachings of Thomas Merton, Trappist monk, writer and social activist. Topics include Merton's philosophy, prayer, church renewal, social justice, and interreligious dialogue. 3 credits

### RELS/SOC 330 - Sociology of Religion

This course will examine the relationship between religion and societal norms and structures, emphasizing how the field of sociology can offer a unique perspective on the study of religion. Students will examine various cultural interpretations of religion and discuss how sociologists document changes in religious belief and experience over time. Special topics will include cultic expression, religious violence, political religion, and the relationship between pop culture and religion. Prerequisite: SOC 215. 3 credits

### RELS 401 - Special Topics

This course includes readings of primary contributions made by a major religious thinker. 3 credits

### RELS 444 - Senior Seminar

Students will select a thesis topic in consultation with a faculty mentor on a topic in the area of religious studies. The student will research this topic and develop a bibliography consisting of peer-reviewed journal articles (or an acceptable equivalent) and primary and secondary sources. A major paper on the topic will contribute to the final grade. Weekly meeting with a faculty advisor will include discussion, progress reports and research strategies. Limited to seniors majoring in religious studies. 3 credits

### RELS 488 - Internship

Students have the opportunity for on-the-job learning in cooperation with an outside institution and under the guidance of a professional supervisor. Offered upon sufficient enrollment. Credit to be arranged

### RELS 490 - Practicum in Religious Education

Practicum that allows students to spend all or part of a semester in a high school religious studies class with a cooperating teacher. Prerequisite: Limited to seniors. Permission of department chair and coordinator of secondary education required. Offered as needed. 3-12 credits

### RELS 499 - Independent Study

This course offers independent but directed study on a topic of interest to the student but not included in the regular course offerings. Prerequisite: Approval of instructor, department chair and the Associate Dean for Arts and Sciences. Fee. Offered fall and spring. 3 credits

## **SEC - Secondary Education**

(School of Business, Education, and Professional Studies, Teacher Education Department)

### SEC 303 - Reading and Communication in Content Areas

Students will be introduced to current theories, programs, and practices in the pedagogy of reading, writing and speaking in secondary classrooms. Students will develop and implement effective classroom language-use strategies and activities for improving content understanding and for increasing higher order thinking in content areas. Emphasis will be placed on teaching students from different cultural backgrounds and English Language Learners. It is recommended that students enroll in this course in the fall of their senior year. Offered in the fall. 3 credits

### SEC 389 - Seminar in Secondary Education

This course in instructional methods and practices includes lectures, discussions, readings, peer teaching, self-evaluation and curriculum planning projects. Special topics include American adolescence, cognition, cooperative and social learning, high school organization and structure, instructional technology, classroom management, learning styles, higher order teaching strategies, student diversity, lesson and unit planning, assessment and professionalism. It is recommended that students enroll in this course in the spring of their junior year. Offered in spring. 3 credits

### SEC 402- Pre-Student Teaching in Secondary Education

For this course, Cabrini students begin to work in their student teaching placement under the guidance of the cooperating teacher and University supervisor. Students complete a field notebook or portfolio. Prerequisites: Admission into the Teacher Education Department; completion of sophomore and junior field experiences; completion of basic skills assessment; documentation of having met disposition expectations, and updated clearances. Application process is required. See Academic Advisor or Director of Student Teaching & Field Experiences for specific deadlines. Offered fall and spring. 2 credits

### SEC 490 - Student Teaching and Practicum

Student teaching includes two seven-week sessions in a school setting appropriate for the certification being sought. The experience is supervised by the cooperating teacher and the University supervisor. Student teachers are required to attend seminar on campus and meet with their supervisor as a group. Students must apply for student teaching six (6) months prior to the start of the student teaching semester (deadlines are January 30 for fall and winterim placements and May 30 for spring and summer placements). This course serves as the Bridges to the Major requirement for Writing and Interdisciplinarity. This course is graded as pass/fail. Prerequisites: Admission into the Teacher Education Department; completion of the sophomore, junior, and senior field placements; 3.0 grade point average; required clearances (PA Child Abuse, PA Criminal History, FBI Criminal Check, TB test); passing scores on basic skills assessment, and have taken Praxis Subject exams (for those areas of certification requiring this exam). Offered fall, spring, and summer. Variable 1-12 credits (Consult with Director of Student Teaching & Field Experiences to determine appropriate credits.)

### SEC 499 - Independent Study

Students wishing to pursue field-based research work may submit proposals to the area coordinator. Prerequisite: Approval of instructor, department chair, and Associate Dean for Business, Education, and Professional Studies. Fee. Offered fall and spring. 1-3 credits

## SEM - Seminars

(School of Arts and Sciences)

### SEM 102 - History of Racism and Anti-Racism

This one-credit seminar is a required course for all first-year students at Cabrini University. This seminar is designed to accomplish three goals—to expand students' knowledge about the history of racism in the United States; to expand students' knowledge about people and groups who advocated to overcome oppression in the United States; and to help students develop an action plan based upon the knowledge gained in the course. Those goals will be accomplished through classroom discussions and activities based upon the required Reading Assignments and through reflective Writing Assignments. 1 credit

## **SOC - Sociology**

(School of Arts and Sciences, Sociology, Criminology, and Justice Department)

### **SOC 203 - Contemporary Social Problems (CVL) (I)**

This course provides an analysis of major contemporary problems of economic inequality, race relations, crime and punishment, resource use, environmental degradation, work and family. Consideration is given to causes, consequences and solutions to these problems. Offered fall and spring. 3 credits

### **SOC 215 - Introduction to Sociology: Race, Class, and Gender (DEI) (I)**

This course will be an introduction to the sociological perspective. It will provide the conceptual framework for the examination of the institutions of our social life with specific attention to issues of race, gender, and social class. Equity and Inclusion Bridge area of the sociology major to core curriculum. Offered fall and spring. 3 credits

### **SOC 271 - Statistics for Social Sciences**

This course will instruct students in the use of descriptive and inferential statistics commonly used in the social and behavioral sciences. Topics include measures of central tendency, variability, graphing techniques, probability hypotheses testing, t-tests, analysis of variance, regression, correlation, and selected non-parametric techniques. Students are required to create a portfolio of statistical analyses to demonstrate their competence in the use of a variety of descriptive and inferential techniques using the SPSS software package. Students should have at least one semester of Math (098 or 099 does not count) in order to take SOC 271. It is preferable that students take this course during sophomore year. CRM/SOC students with a double major in PSY should complete PSY 271 instead. Offered fall and spring. 3 credits

### **SOC 301 - Special Topics in Sociology**

This course offers a sociological analysis of a particular social institution or process. Topics offered have included environmental sociology, sexuality, urban sociology, demography, sociology of education, and sociology of relationships. Offered upon sufficient enrollment. Prerequisite: SOC 203 or SOC 215. 3 credits

### **H-SOC 301 - Honors Sociology: Sociology of Deviance (I)**

This course introduces students to sociological perspectives of what gets defined as normative rules for behavior and what it means to violate those expectations. To do this, we will examine deviant identities and subcultures, the stigmatization of deviant behavior, trajectories of deviant careers, and other features of deviance as lived experience. This class will be grounded in qualitative social research with special attention given to power relations within our society. A sample of topics we will study in pursuing these ends includes the following: Drug scares, sex workers, white collar crimes, hacker communities, sexual fetishes, smokers, self-harm, and so much more. 3 credits

### **SOC 305 - Social Psychology**

This course surveys the field of social psychology, examining key topics including conformity, influence, social perception, social cognition, aggression, prosocial behavior and interpersonal relationships. Major theoretical contributions are also examined including dissonance, social identity, attribution, and heuristic processing. Prerequisite: PSY 101 or SOC 215 or equivalent. This course is cross listed with PSY 305. 3 credits

### **SOC 311 - Marriage and the Family**

The emphasis of this course is on processes and norms in social relationships with a focus on American society, and appropriate supplementary data from other societies. Topics include gender roles, sexual identity, relationship formation, love, parent-child relationships, kinship, socialization, and family dissolution and change. The approach



conveys factual and theoretical information useful to students planning careers related to family institutions.  
Prerequisite: SOC 215. 3 credits

### [SOC 312 - Sociology of Gender](#)

Students analyze the social implications of binary and non-binary sexual and gender identifications. Particular attention is given to beliefs regarding the stability and flexibility of gender socialization, mechanisms that maintain and encourage sex-based division of labor, and the social basis of movements to redefine traditional gender roles.  
Prerequisite: SOC 215. 3 credits

### [SOC 318 - Sociology of Media](#)

This course uses a sociological perspective to examine the role of media in everyday life, reviewing the organization of the mass media industry, views on stereotyping and the promotion of anti-social behavior, ideological influences of the media in promoting ways of thinking and self-perceptions and the impact of social media on society. Prerequisite: SOC 215. 3 credits

### [SOC 319 - Death and Dying](#)

This is an upper-division course that applies sociological perspectives to the social processes of death and dying. Sociology is the ideal discipline for this topic as death is experienced both personally and collectively, yet this course also integrates social-psychological, anthropological, historical, medical, and spiritual investigations of the subject. Students will develop an understanding of how the universal experience of death differs historically and cross-culturally. Discussion topics include death norms, funerals, bereavement, euthanasia, suicide, transhumanism, health care practices, hospice, the death penalty, and much more. Prerequisite: SOC 215. 3 credits

### [SOC 322 - Urban Sociology](#)

A study of city space with an introduction to the social, political and economic structural influences of metropolitan areas in the local region, the United States and around the world. Attention will be given to urbanization, suburbanization, culture and lifestyles in the metropolis, local and national politics, world trends, and globalization. Throughout the course, comparisons will be drawn between the United States and countries abroad. Prerequisite: SOC 215. 3 credits

### [SOC/RELS 330 - Sociology of Religion](#)

This course will examine the relationship between religion and the societal norms and structures of society emphasizing how the field of sociology can offer a unique perspective on the study of religion. Students will examine various theoretical and cultural interpretations of religion and discuss how sociologists approach an understanding of religious belief and experience over time. Prerequisite: SOC 215. 3 credits

### [SOC 334 - Sociology of Health](#)

The Sociology of Health explores the relationship between the cultural construction of health, illness and mortality as well as the organization of care delivery. It examines the complexities of health care with emphasis on the social determinants that impact health outcomes. Topics include: population health, care delivery, patient care models, cost of care, medicalization of society, patient perspectives of illness, the roles of health care providers and technology, death and dying, and international health care. 3 credits

### [SOC 341 - Research Methods I](#)

In this introductory research methods course, students will examine the logic of the research process and gain the conceptual and methodological skills necessary to review and critically examine quantitative and qualitative research designs in the social sciences. Students will read professional journal articles in the social sciences and

become conversant with both descriptive and inferential statistics and with quantitative and qualitative data analysis packages. Students should either a) have completed SOC 271 or b) are enrolled in SOC 271 concurrently with SOC 341. CRM/SOC students with a double major in PSY may substitute PSY 341 for SOC 341. Writing Literacy Bridge area of the criminology and sociology majors to core curriculum. Offered fall and spring. 3 credits

### SOC 342 - Research Methods II

In the second term of the Research Methods sequence, the emphasis of the course is on critical assessment of existing literature, report writing, data analysis and presentation of research. The role of political and social factors in the development of questions, methodologies, theoretical orientations and publications will also be examined. Ethical issues in research and the role of the IRB will be addressed. Prerequisites: SOC 215 or CRM 210; completion of SOC 341 and SOC 271 with a grade of "C-" or better. CRM/SOC students with a double major in PSY may substitute PSY 342 for SOC 342. Offered fall and spring. 3 credits

### SOC 350 - Social Theory

Students will read the works of classical and contemporary social theorists. Emphasis will be on understanding and applying sociological theories and the sociological perspective to historical and contemporary issues. Prerequisite: SOC 215. Offered spring. 3 credits

### SOC/CRM 420 - Senior Capstone

Students will work on synthesizing information and skills from all major courses and demonstrate mastery of sociological methodology and theory through the preparation and presentation of a senior project. Students will prepare a major senior paper and make a formal poster presentation to the class and to faculty from the department. Prerequisites: SOC 203 and SOC 215, three 300-level courses; completion of SOC 271 and SOC 341 with a "C-" or better, and department approval. Offered fall and spring. 3 credits

### R-SOC 466 - Undergraduate Research

This course offers an independent but directed collaborative course of study involving a specific research agenda in the discipline under departmental faculty supervision. Research projects typically require a review of the literature, a paper developing and defending a hypothesis, and a poster or an oral presentation of the completed research project. Prerequisite: Department approval. Offered fall, spring, or summer upon sufficient enrollment. 1-3 credits

### SOC/CRM 488 - Sociology/Criminology Internship

The department offers qualified upper-division students the opportunity for sociology and criminology internships. Internships are conducted at cooperating off-campus institutions. Students must consult with the department's internship coordinator the semester before beginning this course. Acceptance is subject to the approval of the department. Prerequisites: SOC 203, 215, two 300-level SOC courses, and approval of the Internship Coordinator or the Department chair is required. 1-6 credits, max credits: 6

### SOC/CRM 498 - Research Practicum

This course offers an independent but directed course of study leading to the completion and presentation of undergraduate research. Students select projects of interest, typically already underway, involving empirical research under supervision of a department faculty liaison. Projects typically require a comprehensive report written APA style and suitable for publication and/or presentation at a local or regional conference. Prerequisite: Approval of the Department Chair. Offered fall and spring. 3 credits

### [SOC/CRM 499 - Independent Study](#)

This course requires independent research. Before registration, students must submit a written proposal for approval by the instructor. A final report written in acceptable professional style is required. Prerequisites: Approval of instructor, completion of SOC/PSY 341 and 342, junior or senior status, and approval from Department Chair and Dean for Humanities and Social Sciences. Fee. Offered fall and spring. 3 credits

## **SOJ - Social Justice**

(School of Arts and Sciences, Interdisciplinary, administered by History and Political Science Department)

### [SOJ 100 - Cabrini High School College Experience: "Social Justice"](#)

This course explores social justice as it relates to Catholic Social Teaching. Topics include putting faith into action, human rights and dignity, unity and diversity, labor practices, poverty, global awareness, and sustainability efforts. 3 credits

### [SOJ 150 - Social Justice in Theory and Action](#)

This course is designed to introduce students to the interdisciplinary nature of social justice, with a particular emphasis on various definitions and approaches to the field. Additionally, students are introduced to people and groups engaged in social justice work in the local community, such as Norristown and Philadelphia, and the global community through Cabrini's partnership with Catholic Relief Services. 3 credits

### [SOJ 250 - Social Justice in the Field](#)

Students engage in social justice action, choosing from various pre-existing service and/or solidarity experiences or the student and faculty member formalize the experience. Developed and facilitated in conjunction with field-specific faculty, the coordinator of the social justice minor, and the Wolfington Center as necessary. 1-3 credits dependent on experience; students must complete three credits in any combination.

### [SOJ 400 - Social Justice in the Academy](#)

Students explore the meaning and practice of social justice related to their major field of study. They complete a project that meets the guidelines of the minor in consultation with the faculty member and the coordinator of the social justice minor. 3 credits

### [SOJ 401 - Social Justice Seminar](#)

This course is designed to provide an opportunity for students to draw together their experience in the classroom and in the field. Upper-level social justice minors individually or in teams undertake the development of a social justice project and prepare it for implementation utilizing perspectives from their major field of study, Catholic Social Teaching, and one other civic or religious source on the dignity and rights of humankind. This project develops advocacy skills by including public dissemination of their project to raise awareness about their issue/program. (Formerly entitled Social Justice Senior Seminar.) 3 credits

## **SOW - Social Work**

(School of Arts and Sciences, Psychology and Social Work Department)

### [SOW 105 - Impact of Trauma across the Lifespan](#)

This course will educate students about Adverse Childhood Experiences (ACEs), trauma and mental health. Through a holistic healing approach, course content will include examples of ACEs and trauma and how these experiences can affect a child's overall cognitive, emotional and social growth well into adulthood. Students will develop an awareness of mental health literacy as the foundation for mental health promotion, prevention and

care. Lastly, as a result of the core requirements of this course, students will increase their knowledge about trauma and mental health, increase their confidence to be able to help those impacted by trauma, adversity, and mental illness and reduce stigmatizing attitudes toward trauma and mental illness. Due to the sensitive nature of the course objectives strategies for self-care will be encouraged and discussed throughout the course. 3 credits

#### [SOW 106 - Trauma-Informed Care](#)

This course introduces students to the theory and practice of trauma-informed care and is intended to support students in becoming skilled in recognizing and addressing the impact that trauma has on the communities they serve. Issues of diversity and oppression in the direct service with individuals, groups and communities impacted by trauma will be critically examined, and students will learn of the importance and the process of being trauma-informed within organizations and systems. Through a strengths-based and healing-centered perspective, students will explore the practical application of trauma-informed engagement, assessment, and intervention in various practice settings. This course exposes students to several trauma-informed practices that can be implemented across disciplines, and includes QPR certification (Question, Persuade, and Refer), an experiential suicide prevention training program. Students are advised that course content and materials will include trauma-related subject matter. Self-care and student support will be encouraged throughout the course. 3 credits

#### [SOW/AST 203 - Values, Conflict and Community in Popular Stories \(V\)](#)

This course explores the ways in which human value systems (both individual and collective) drive the relationships between social groups that seem to function in natural conflict with one another. Through the lens of the film series, *Orange is the New Black* (OITNB), students will examine the often-competing values systems at play in the interactions between incarcerated women, prison guards and administrators, and the larger community. Focusing on the characters' stories and circumstances as a backdrop for understanding their decisions and current predicaments, the course examines the complex relationship between values and human actions and interactions. Students will analyze social problems and systems (especially the prison system) in light of values around issues such as morality, good and evil, ethics, legality, race, class, culture, gender, and community. 3 credits

#### [SOW 210 - Introduction to Social Work \(ETH\) \(I\)](#)

This course provides an introductory overview of the development and purposes of social work and social welfare and the knowledge, values, and skills of the social work profession. Content focuses on introduction to the major systems, problems, and populations with which social workers practice. Students are oriented to the various social worker roles and the basic qualities, skills, and functions of effective practice in each of these capacities. The importance of the helping relationship and working in partnership with clients is emphasized. Students are introduced to the person-and- environment, strengths, and empowerment perspectives, and the micro, mezzo, and macro system levels. Topics covered include poverty and public welfare, child welfare, mental health, addictions, and medical social work, physical and mental disabilities, education and employment issues, immigration, family problems and services to families, criminal justice and juvenile delinquency, gerontological social work, racism, sexism, homophobia and other forms of discrimination and oppression, and the impact of discrimination and oppression on access to resources, services and opportunities, and on the well-being of systems of all sizes. This course is required for all social work majors and is a prerequisite for admission to the Social Work major. Applicants to the Social Work major must earn a B or higher in SOW 210 in order to qualify for admission to the major. Offered fall and spring. 3 credits

#### [SOW 212 - Family Violence: Values, Dynamics, and Interventions \(V\)](#)

This elective course aims to uncover the dynamics involved in the taboo subject of family violence. The underlying values and norms related to family, community, the state, and society are explored as they shape and, sometimes

constrain, responses to children and others affected by family violence. The course provides an overview of the various forms of family violence and approaches to understanding their effects on family members, with particular emphasis on child witnesses to domestic violence. Social, economic, and political factors are critically examined. Intervention approaches such as risk assessment and maximizing collaboration among community resources are addressed. Offered fall and spring. 3 credits

#### [SOW 213 - Group Structures and Processes \(I\)](#)

This required course provides experiences in small group interaction with an emphasis on developing skills in group participation, leadership, problem solving, and decision making. Students develop an understanding of group processes through class exercises and written assignments. Students are challenged to develop critical thinking, self-awareness, communication skills, and respect for differences among group members. Topics include the various roles of social work practitioners as group participants and facilitators, different group types, functions, and compositions ranging from grassroots community groups to therapy groups. Course is required of all Social Work majors. Offered spring. 3 credits

#### [SOW 301 - Social Structures: Historical and Practical Engagement with Difference \(H\)](#)

This course teaches students about the history of social welfare and the development of the social work profession, within the context of changing social, political, economic, spiritual, and global contexts. Students are challenged to begin to understand the ways in which social structures interact to create and maintain social conditions, as well as to lay the groundwork for change. Course is required of all social work majors. It is recommended that Social Work majors take SOW 210 before taking SOW 301. Satisfies the Diversity, Equity and Inclusion Bridge area of the major to core curriculum. Offered spring. 3 credits

#### [SOW 303 - Human Behavior and the Social Environment I \(I\)](#)

This required course provides a person-in-environment framework for understanding human development and life issues, introducing students to foundational knowledge for generalist social work practice with a variety of client systems. The course focuses on human development from conception to the end of adolescence, recognizing interrelated biological, psychological, and social factors and contexts of culture, spirituality, ethnicity, gender, age, sexuality, mental and physical health, structures and experiences of oppression and marginalization, and other issues of difference as they affect systems and their relationships with the environment. Course is required of all social work majors. It is recommended that SOW majors take SOW 210 before taking SOW 303. Offered fall. 3 credits

#### [SOW 304 - Human Behavior and the Social Environment II](#)

This course expands on knowledge of human development and its application for the beginning professional generalist social work practitioner with a variety of client systems. The conceptual framework focuses on human development from young adulthood through the aging process continuing to recognize and examine interrelated biological, psychological, and social factors and contexts of culture, spirituality, ethnicity, gender, age, sexuality, mental and physical health, structures and experiences of oppression and marginalization, and other issues of difference as they affect systems and their relationships with the environment. Required of all social work majors. Prerequisite for Social Work majors: SOW 303. Offered spring. 3 credits

#### [SOW 310 - Social Work Practice Theory I](#)

This course focuses on the fundamental concepts of the generalist practice model, the basic characteristics and purposes of social work practice theory, and the concepts of systems theory and the ecological framework. This course builds on the fundamental knowledge, values, and skills of social work and the generalist social work model introduced in SOW 210. The course is organized around engagement, assessment, and communication skills with

diverse populations as primary tasks of the generalist social work practitioner. Students take SOW 311, Preparation for Practice concurrently, which affords the opportunity to experience the connections between practice theory and issues of HBSE and policy. Open to social work majors only. Prerequisites: SOW 210 and 303. Co-requisite: 311. Students must have been accepted into the field practicum program, hold a minimum overall GPA of 2.5, a minimum GPA of 3.0 in the social work major, and meet the standards of social work readiness specified in the *Student Handbook for Social Work Majors*. Offered spring. 3 credits

### SOW 311 - Preparation for Professional Practice

This required course focuses on cultivating the professional skills, behaviors, and knowledge required for professional social work practice. Students attend a weekly integrative seminar that involves practice labs, group work, and other activities designed to develop students' readiness for the senior field practicum. Open to social work majors only. Course is required of all social work majors. Prerequisites: SOW 210 and 303. Co-Requisite: SOW 310 Social Work Practice Theory I. Students must have been accepted into the field practicum program, hold a minimum overall GPA of 2.5, a minimum GPA of 3.0 in the social work major, and meet the standards of social work readiness specified in the *Student Handbook for Social Work Majors*. Offered spring. 3 credits

### SOW/PSY 344 - Crisis Intervention

This elective course will provide an introduction and overview of crisis intervention from its historical development to its present utilization. Emphasis will be on awareness of basic theory and principles of crisis intervention, trauma and the practical application of specific skills and techniques. Discussion will focus on situational and developmental life crises. The aim of crisis intervention education is to enable the crisis worker or other attending professionals to identify a crisis, to discover and uncover the coping methods that people of all ages, socio-economic backgrounds, races, and ethnic identity bring to a crisis event, and to understand and employ optimal methods of intervention in any crisis situation. Course Emphasis on Diversity: The effects of differences of: race, ethnicity, religion, sexual orientation, age, disability, socio-economic status presented by the client in circumstances of crisis are addressed throughout the course. Woven into each session students are expected to apply theory and practice in circumstances in which the client and the crisis worker are consciously addressing these diversity issues and concerns. Offered spring. 3 credits

### SOW 402 - Social Welfare Development, Policy, and Services

This course presents methods of analyzing and evaluating social welfare policies, programs, and services in the context of current social, economic, and political realities. It is directed toward enhancing students' critical thinking and judgment as they assess current social issues that affect various client systems, determine approaches for affecting change, and further evaluate personal practice style in relationship to social policy at the level of agency, or of local and federal government. Course is required of all social work majors. Satisfies the Writing Literacy Bridge area of the major to core curriculum. Prerequisites for social work majors: SOW 210. Offered fall. 3 credits

### SOW 410 - Social Work Practice Theory II

This course continues the generalist problem-solving model with major focus on planning, goal setting and interventions with various client systems. There is significant emphasis on sensitivity to issues of discrimination and oppression at the micro, mezzo, and macro levels. Communication skills as they relate to each component are emphasized. Students are encouraged to further integrate concepts learned in HBSE and in the social welfare policy and services courses. Open to social work majors only. Course is required of all social work majors. Prerequisites: SOW 310 and 311. Co-Requisite: SOW 411 Field Experience. Students must be in good standing in the field practicum program, hold a minimum overall GPA of 2.5, a minimum GPA of 3.0 in the social work major, and meet the standards of social work readiness specified in the *Student Handbook for Social Work Majors*. Offered fall. 3 credits

### SOW 411 - Field Experience in Social Work

Students begin a sixteen-hour-per week placement under the supervision of professional social workers. The student's responsibilities at the agency reflect generalist professional knowledge that minimally includes assessment of data, goal setting and planned intervention, and appropriate use of various beginning professional generalist social work roles. Students integrate the theory presented in SOW 410 (which is taken concurrently) and the field experience the SOW 411 a weekly seminar, in which peer supervision skills are also developed. Open to social work majors only. Course is required of all social work majors. Prerequisites: SOW 310 and 311. Co-Requisite: SOW 410 Social Work Practice Theory I. Students must be in good standing in the field practicum program, hold a minimum overall GPA of 2.5, a minimum GPA of 3.0 in the social work major, and meet the standards of social work readiness specified in the *Student Handbook for Social Work Majors*. Offered fall. 3 credits

### SOW 412 - Senior Capstone Field Seminar

This seminar is taken concurrently with SOW 488. The primary focus of learning is the process of evaluation and termination in working with various client systems and diverse populations, and the integration of research and peer supervision in evaluating one's own practice. Additional emphasis is placed on ethical decision making in social work practice. The secondary purpose is the integration of all previous theoretical learning within social work and related courses with the practical experience in the field. Seminar is limited to seniors who have completed all other degree requirements. Open to social work majors only. Prerequisites: SOW 210, 213, 301, 303, 304, 310, 311, 402, 410, and 411.. Co-requisite: SOW 488 and SOW 445. Students must be in good standing in the field practicum program, hold a minimum overall GPA of 2.5, a minimum GPA of 3.0 in the social work major, and meet the standards of social work readiness specified in the *Student Handbook for Social Work Majors*. Offered spring. 3 credits

### SOW 445 - Research in Social Work

This course introduces students to social work research and its application to social work practice. Students learn to appreciate social work research methods for knowledge building, and informing social work practice and policy, and evaluating programs and services. Students plan and conduct agency-based research, which is qualitative and/or quantitative to become a better consumer of research. Emphasis is on developing skills to prepare students to evaluate their own social work practice. Open to Social Work majors only. Prerequisites: SOW 210. Offered fall. 3 credits

### SOW 488 - Social Work Internship/Field Practicum

The final practicum is a 16-hour per week social work placement under the direction of a qualified social work supervisor. Students are expected to develop a strong professional commitment and identity and to demonstrate the knowledge, values and skills necessary to function effectively as an entry-level social work practitioner. Open to senior Social Work majors only. Course is required of all social work majors. Students must be in good standing in the field practicum program, hold a minimum overall GPA of 2.5, a minimum GPA of 3.0 in the social work major, and meet the standards of social work readiness specified in the *Student Handbook for Social Work Majors*, and have been approved for the internship by the program director and field coordinator. Prerequisites: SOW 210, 213, 303, 304, 301, 310, 311, 410, 411, 402, and 445. Co-requisite: SOW 412. Offered spring. 6 credits

## SPA - Spanish

(School of Arts and Sciences, Sociology, Criminology, and Justice Department)

### SPA 101 - Introductory Spanish I (CLA)

This course sequence of introductory Spanish presents a thorough groundwork in spoken and written Spanish, as well as an emphasis on listening and reading comprehension, while enhancing cultural awareness and



appreciation. Students are provided numerous realistic opportunities to apply vocabulary, grammatical structures, and cultural information in a wide variety of practical contexts. Course is open to students with no previous Spanish or those with only one year of secondary school Spanish or with a long lapse of study since they last took a Spanish class. Offered fall and spring in an eight-week accelerated format. 3 credits

#### [SPA 102 - Introductory Spanish II \(CLA\)](#)

This course sequence of introductory Spanish presents a thorough groundwork in spoken and written Spanish, as well as an emphasis on listening and reading comprehension, while enhancing cultural awareness and appreciation. Students are provided numerous realistic opportunities to apply vocabulary, grammatical structures, and cultural information in a wide variety of practical contexts. Course is open to students with successful completion of SPA 101 or with two years of high school Spanish. Offered fall and spring in an eight-week accelerated format. 3 credits

#### [SPA 200 - Introduction to Professional Spanish](#)

The course develops intermediate-level language skills needed for communication in a variety of social service and other professional settings in a globalized world, while enhancing cultural awareness and appreciation. Students are provided with numerous realistic opportunities to apply, in a wide variety of practical contexts, the conceptualized vocabulary, grammatical structures and cultural information introduced in the course. It emphasizes spoken and written Spanish with more complex grammatical structures and aural and reading comprehension practice. SPA 200 is a requirement for the Spanish Certificate, and a prerequisite for the Spanish Minor. Pre-requisite: Three years of secondary school Spanish, or successful completion of SPA 102, or approval from the Coordinator for Foreign Languages. Offered fall and spring upon sufficient enrollment. (Formerly offered as SPA 210.) 3 credits

#### [SPA 201 - Intermediate Spanish I](#)

This course emphasizes spoken and written Spanish with more complex grammatical structures and aural and reading comprehension activities, while enhancing cultural awareness and appreciation. Students are provided numerous realistic opportunities to apply, in a wide variety of practical contexts, the vocabulary, grammatical structures, and cultural information introduced in the course. Emphasis is on oral proficiency and aural comprehension. Course is open to students with more than three years of secondary school Spanish or who have completed SPA 102. Offered fall and spring upon sufficient enrollment. 3 credits

#### [SPA 202 - Intermediate Spanish \(CLA\)](#)

This course emphasizes spoken and written Spanish with more complex grammatical structures and aural and reading comprehension activities, while enhancing cultural awareness and appreciation. Students are provided numerous realistic opportunities to apply, in a wide variety of practical contexts, the vocabulary, grammatical structures, and cultural information introduced in the course. Emphasis is on oral proficiency and aural comprehension. SPA 202 is a requirement for the Spanish Certificate and the Spanish Minor. Pre-requisites: four years of secondary school Spanish, or successful completion of SPA 200, or approval of the Coordinator for Foreign Languages. Offered fall and spring upon sufficient enrollment. 3 credits

#### [SPA 203 - Conversation and Composition I](#)

The course emphasizes oral practice to enhance correct usage, increase vocabulary, and improve style and naturalness of expression in Spanish. Reading comprehension through literature or journalistic readings and grammar review are also major components of the course. Class is conducted entirely in Spanish. Required class for the Spanish Minor and the Spanish Certificate. SPA 203 and 204 are not sequential and can be completed in any order. Pre-requisite: SPA 202 or approval from the Coordinator for Foreign Languages. Offered fall. 3 credits



### SPA 204 - Conversation and Composition II

The course emphasizes composition to enhance correct usage, increase vocabulary, and improve style and naturalness of expression in Spanish. Reading comprehension through literature, or journalistic readings and grammar review are also major components of the course. Class is conducted entirely in Spanish. Required for the Spanish Minor and the Spanish Certificate. SPA 203 and 204 are not sequential and can be completed in any order. Pre-requisite: SPA 202, or approval from the Coordinator for Foreign Languages. Offered spring. 3 credits

### SPA 206 - Intermediate Business Spanish and Culture in Latin America

This course develops and enhances cultural understanding and intercultural intermediate-level language skills needed for communication in a variety of business settings in Latin America. Students are provided with numerous realistic opportunities to apply, in a wide variety of practical contexts, the conceptualized vocabulary, grammatical structures, and cultural overview of Business in Latin America. It emphasizes spoken and written Spanish with more complex grammatical structures and aural and reading comprehension practice. SPA 206 is accepted for credit toward the minor or certificates with approval of the Coordinator for Foreign Languages. Pre-requisite: Four years of secondary school Spanish, or successful completion of SPA 202, or approval from the Coordinator for Foreign Languages. Offered upon sufficient enrollment. 3 credits

### SPA 215 - Intermediate Spanish for Criminal Justice (CLA)

The course develops intermediate level language skills and specialized terminology needed for communication in a variety of criminal justice and sociology settings, while enhancing Latin American cultural awareness and appreciation. Students are provided with numerous realistic opportunities to apply, in a wide variety of practical contexts, the conceptualized vocabulary, grammatical structures and cultural information introduced in the course. Emphasis is on oral proficiency and aural comprehension. SPA 215 is accepted for credit towards the Spanish Certificate or the Spanish Minor. Pre-requisite: four years of secondary school Spanish, or successful completion of SPA 200, or approval from the Coordinator for Foreign Languages. Offered upon sufficient enrollment. 3 credits

### SPA 217 - Intermediate Spanish for Health Care Professionals

This course develops intermediate-level language skills needed for communication in a variety of medical settings in a globalized world, while enhancing cultural awareness and appreciation. Students are provided with numerous realistic opportunities to apply, in a wide variety of practical contexts, the conceptualized vocabulary, grammatical structures and cultural information introduced in the course. It emphasizes spoken and written Spanish with more complex grammatical structures and aural and reading comprehension practice. SPA 217 is accepted for credit toward the Spanish Certificate and the Spanish Minor. Pre-requisite: four years of secondary school Spanish, or successful completion of SPA 200, or approval from the Coordinator for Foreign Languages Offered upon sufficient enrollment. 3 credits

### H-SPA/LAN 301 - Honors Spanish/Language: Don Quixote and the Art of Imagination

This online course is a study of Cervantes' masterpiece, Don Quixote, and includes an examination of critical and scholarly approaches to the novel. Particular attention is given to the creative process and the imagination. Emphasis is placed on the theme of injustice and recurrent topics such as identity crisis, the partnership of opposites, appearance versus reality, and idealism versus realism. Honors students need not speak Spanish to take this course. The text and other reading selections are in English. Spanish minors wishing to fulfill elective credits must complete all oral and written commentaries in Spanish. Prerequisites for Spanish elective credit: SPA 203 and 204 or approval from the Coordinator for Foreign Languages. Offered upon sufficient enrollment. Offered fully online. 3 credits

### SPA 302 - Masterpieces of Spanish Literature

This course analyzes some of Spain's most representative works from medieval to modern times. The study of each major work includes an examination of its literary, political, and social contexts and its relevance to the universality of the human experience. Class discussions are conducted in Spanish. Student commentaries are presented in Spanish both orally and in writing. Prerequisite: SPA 203 and 204 or approval from the Coordinator for Foreign Languages. 3 credits

### SPA 311 - Advanced Conversation

This course provides a stimulating environment for the development of an active command of spoken Spanish. Topics are selected to expand the use of specialized vocabulary and the student's ability to discuss complex contemporary issues such as immigration, current political, social, economic and environmental issues of the United States or a select group of Spanish-speaking countries. There will be many opportunities to sharpen conversational skills during mock panel discussions and group presentations. As a springboard for class discussions, the course utilizes Spanish cinema. Student commentaries are presented in Spanish both orally and in writing. Class discussions are conducted entirely in Spanish. Student commentaries are presented in Spanish both orally and in writing. Prerequisites: SPA 203 and 204 or approval from the Coordinator for Foreign Languages. Offered upon sufficient enrollment. 3 credits

### SPA 316 - Human Rights and Social Justice in Latin America

This course analyzes the challenges to Human Rights and Social Justice from an interdisciplinary perspective. Students will explore the effects of biases and oppression against various social groups like Indigenous People, Women, and People of African descent in Latin America. Students will examine Human Rights and Social Justice through the lenses of women, indigenous people, and people of African descent. Students will investigate social justice issues and the violation of human rights through the analysis of films, readings, poems, music, and art. Prerequisites: SPA 203 and/or SPA 204 or approval from Coordinator for Foreign Languages. This three-credit lecture and discussion-styled course serves as an elective that leads to the Minor in Spanish, as well as the Minor in Latin American Studies. This course meets twice a week. Offered upon sufficient enrollment. 3 credits

### SPA 324 - Cultural Perspectives Revealed through Latin American Children's Literature

This fully online class is designed to familiarize students with important aspects of the Latin American cultures through children's literature written by well-known, canonical Latin American writers and will expose students to distinct cultural variations gleaned from the examination of selected pieces. All materials will be studied in relation to their historical, social, and/or political context. This cultural study will strengthen students' language proficiency, increase their vocabulary, and give students practice with writing and critical reading skills. The course will be taught entirely in Spanish, and all assignments must be submitted in Spanish. Prerequisites: SPA 203 and SPA 204 or approval from the Coordinator for Foreign Languages. This is a three-credit course that satisfies an elective toward the Spanish minor and the Latin American Studies minor. Offered upon sufficient enrollment. Offered fully online. 3 credits

### SPA 400 - Special Topics

This course is devoted to intensive study of a specific area of interest in Spanish literature, culture or society. The instructor will choose topics pertinent to the needs of the students enrolled. Prerequisites: SPA 203 and 204 or approval of the Coordinator for Foreign Languages. Offered as needed. 3 credits

### SPA 499 - Independent Study

This course is devoted to an independent study and further research of a specific area of interest in Spanish literature, culture or history not covered in any of the upper-level Spanish classes. Prerequisite: Approval of Coordinator for Foreign Languages, and the Associate Dean of the School of Arts and Sciences. Fee. Offered as needed. 3 credits

## **SPE - Special Education**

(School of Business, Education, and Professional Studies, Teacher Education Department)

### SPE 110 - Introduction to Developmental Psychology and Learning Theory (I)

Students examine child development from conception through adolescence. Major theories of human development and learning are explored. Topics for discussion include motivation, critical milestones, and cultural diversity and trends. This course is open to education majors only. Counts towards both major and Individual and Society exploration requirements. Offered fall and spring. 3 credits

### SPE 205 - Legal and Ethical Issues

Students will summarize historical foundations, major legislation, and major court cases and current issues related to special education. It also allows students to formulate discussion points on the issues of the day. This is a seminar course. Students are expected to carry much of the discussion and demonstrate an understanding of laws and policies regarding referral and placement for students with disabilities. The professor's role will be to facilitate discussion. The syllabus is extensive. It is prepared in a way that allows students an opportunity to familiarize themselves with the issues and controversies of the day. Offered in fall. 3 credits

### SPE 221 - High Incidence Disabilities

This course assists students in becoming partners in teaching and cooperative learning structures. Students learn to assess learning styles of school-aged children with varying cognitive abilities, developmental and learning disabilities to achieve inclusive classrooms in our schools. Emphasis is placed on assessment and remediation techniques for school-aged populations in all curriculum areas. Students learn to plan, teach, and remediate learning problems of diverse populations while providing appropriate social and emotional support using appropriate multimedia technology. IEP development, lesson planning for inclusion, and overall achievement testing are addressed. Students participate in assessment and remediation methods in all curriculum areas. Fee. Offered in spring. 3 credits

### H-SPE/H-PSY 301 - Honors Special Education: The Disability Rights Movement: From Oppression to Empowerment

This course explores the disability rights movement. Goals of the disability rights movement involved securing equal opportunities and equal rights for people with disabilities. Primary issues for this movement were funding, accessibility and safety. Discussion will include the achievements and the shortcomings of the movement and for those who advocated for people with disabilities. The historical and legal aspects of the disability rights movement will be studied including imperative legislation such as: American with Disabilities Act (ADA), The Individuals with Disabilities Act (IDEA), and Section 504. Political and social issues yet to be resolved in the disability culture world will be investigated. Questions raised throughout the course include: What is Disability? Why do definitions matter? How is disability socially constructed? How did the disability rights movement evolve? Prerequisite: Honors students only. Offered alternate years. 3 credits

### [SPE 302 - Assessment I](#)

This course presents an introduction to assessment particularly applicable to inclusive classroom settings. Application of individual and group techniques will be required. An introduction of various types of assessment used including the purpose of each assessment in a data-based decision making process will be discussed. Primary emphasis will be placed on designing classroom measurement tools (formative and summative assessments), using progress monitoring and using curriculum-based assessments to implement instructional practices for all students. How to use assessments to implement instructional and/or programmatic revisions will be explored. Assessment of learning styles of school-aged children with varying cognitive abilities, and developmental and learning disabilities will be discussed. Offered spring. 3 credits

### [SPE 312 - Autism Spectrum Disorders and Other Issues and Trends](#)

This course focuses on current topical issues and trends related to students with special learning needs. Major components address placement, diversity, special education funding, parental involvement, least restrictive environment, and usage of the Standards Aligned System. Offered in spring. 3 credits

### [SPE 320 - Instructional Strategies for Learners with Diverse Needs](#)

The course introduced general education teachers working with students in Pre-K to 12 classrooms to the needs of diverse learners. Strategies for the inclusion of children with disabilities and varying learning styles are addressed. Students study laws in relation to special education and learning to support families of diverse populations. Course topics include research-based curriculum and instructional strategies in the content areas, skills for accommodating and adapting instruction, and universal design and differentiation. The roles of assessment, progress monitoring, and assistive and instructional technologies are also discussed. Offered in fall. 3 credits

### [SPE 360 - Low Incidence Disabilities](#)

Programming needs of children with moderate to severe handicaps in relationship to physical, emotional, or mental development are explored. Developmental problems and handicapping conditions related to motor and perceptual problems are addressed. Students are required to use multimedia technology in their presentations. Recommended that students have taken SPE 205 and 221. Offered in fall. 3 credits

### [SPE 406 - Assessment II & Professionalism](#)

This course focuses on the use of informal and formal assessment data for instructional and programming purposes. Students will demonstrate an understanding of the IEP process and be able to articulate the differences between achievement tests, aptitude tests and observational data used in all instructional decisions including special education placement decisions. Emphasis will be placed on administering and interpreting assessment and progress monitoring data (including authentic, screening, diagnostic, formative, benchmark, and summative assessment) and providing for differentiated instruction. Ethical practices for assessment will also be explored. Prerequisite: SPE 302. Offered fall. 3 credits

### [SPE 488 - Mild Internship](#)

Senior Educational Studies majors are offered the opportunity to complete an internship in cooperation with an accredited private school. This is a supervised senior field experience. Each internship requires a placement of seven weeks, teaching under the supervision of a qualified cooperating teacher and University supervisor. Practicums continue throughout the semester with conferences, placement and certification procedures. Prerequisite: limited to seniors. Students must meet the Teacher Education department acceptance GPA, exam requirements, and submit the applications for placements to the coordinator of student teaching one year prior to the start of the internship semester. This course is graded only as pass/fail. Offered each fall and spring. 3 credits

### [SPE 489 - Severe Internship](#)

Senior Educational Studies majors are offered the opportunity to complete an internship in cooperation with an accredited private school. This is a supervised senior field experience. Each internship requires a placement of seven weeks, teaching under the supervision of a qualified cooperating teacher and University supervisor. Practicums continue throughout the semester with conferences, placement and certification procedures. Prerequisite: limited to seniors. Students must meet the Teacher Education department acceptance GPA, testing requirements, and submit the applications for placements to the coordinator of student teaching one year prior to the start of the internship semester. Grading procedures are published in the Internship Handbook. This course is graded only as pass/fail. 1-6 credits

### [SPE 491 - Student Teaching](#)

Students spend seven weeks in a class for moderately, severely or profoundly handicapped students supervised by the cooperating teacher and the University supervisor. Student teachers are required to attend seminar on campus and meet with their supervisor as a group. Students must apply for student-teaching six (6) months prior to the start of the student teaching semester (deadlines are January 30 for fall and winter placements and May 30 for spring and summer placements). This course is graded as pass/fail. Prerequisites: Admission into the Education Department; completion of the sophomore, junior, and senior field placements; 3.0 grade point average; required clearances (PA Child Abuse, PA Criminal History, FBI Criminal Check, TB test); passing scores on basic skills assessment, and have taken PECT exams and fundamental subjects (for those areas of certification requiring this exam). Graded pass/fail. Offered fall, spring, and summer. Variable 1-12 credits (Consult with the Director of Student Teaching & Field Experiences to determine appropriate credits.)

### [SPE 499 - Independent Study](#)

Those wishing to pursue research field work may submit plans to the area coordinator. Prerequisite: Approval of instructor, department chair, and Associate Dean for Business, Education, and Professional Studies. Fee. Offered fall and spring. 1-3 credits, depending on the nature or complexity of the study.

## **THE - Theater**

(School of Arts and Sciences, Writing and Narrative Arts Department)

### [THE/WNA 201 - Special Topics in Humanities](#)

This course investigates a wide variety of humanities topics. Topics and themes are determined each semester by the instructor and explored through both literature and other media (*e.g.*, film, television, art, music). Interdepartmental credit may be granted in cooperation with other departments and majors, subject to approval. 3 credits

### [THE/WNA 275 - Drama \(H\)](#)

In this "Heritage" course students study several classic plays from the dramatic heritage of Western civilization. Students will explore the impact of the theatrical traditions those plays represent, especially as they impact American drama, culture and history. Students will additionally explore American theatrical works that are unique to and illuminate our national life and art. 3 credits

### [THE/WNA 280 - Acting \(A\)](#)

This "Aesthetics" course provides an introduction to the art of acting and the University Theater Program. Emphasis is placed on developing self-awareness of and confidence in physical relaxation, vocal production,

concentration, and imagination. Students work on freeing inhibitions, creative exploration, basic acting fundamentals, and beginning characterization. 3 credits

#### [THE/WNA 281 - Musical Theatre Movement \(A\)](#)

In this “Aesthetics” course students will develop a vocabulary of basic, commonly used dance steps in musical theatre movement and explore a variety of dance styles used in theatre. Students will move and learn basic dance steps in this movement-based class. 3 credits

#### [THE/WNA 301 - Special Topics in Literature](#)

This course investigates a wide variety of humanities topics at an advanced level with Writing and Narrative Arts majors and minors specifically in mind. Topics and themes are determined each semester by the instructor and explored through both literature and other media (*e.g.*, film, television, art, music). The work of single authors—such as Toni Morrison, Samuel Beckett, and Dante—are sometimes explored in detail. Interdepartmental credit may be granted in cooperation with other departments and majors, subject to approval. 3 credits

#### [THE/WNA 340 - Public Speaking](#)

This course reviews basic skills of speech composition and delivery. Students learn about audience analysis, organization and outlining, and the effective use of non-verbal materials for different types of vocal presentations. These techniques are applicable to a variety of settings in business or education. Student progress is enhanced by periodic instructor evaluation, peer feedback, and frequent recording of speeches. 3 credits

#### [THE/WNA 380 - Scriptwriting \(A\)](#)

In this “Aesthetics” course the study of a variety of dramatic forms and techniques leads to students writing scenes on subjects of their choice in this scriptwriting course. Students will work as authors, editors and critics as they work toward creating a short or full-length stage, screen, radio, or television play. All facets of script development (from conception to production) will be explored. 3 credits

#### [THE/WNA 382 - Applied Instruction in Theater](#)

This practical instruction course involves advanced work in connection with the University theater productions. Students will work behind the scenes in all aspects of technical production including scenery, properties, lighting, sound, costumes, and stage management. Students will be responsible for developing these production elements, as well as for “running” them during dress rehearsals and performances. Students will also participate in striking the show at the end of each run. May be repeated for credit. Credit to be arranged.

#### [THE/WNA 384 - Theater Directing \(A\)](#)

This “Aesthetics” course is offered for students interested in learning the fundamentals of theater directing. The class combines lectures and discussions with hands-on experience. Students will discover what a director does from choosing a script, researching the production, and developing a concept, to casting and directing the play. Students create director’s books for one play during the semester and have the opportunity to direct other students in scenes from dramatic literature. 3 credits

#### [THE/WNA 385 - Musical Theater \(A\)](#)

From Cohan to Sondheim, from Kern to Lloyd Webber, the musical theater remains America’s greatest contribution to theatrical literature. In this “Aesthetics” course students will study musicals through a variety of media, as many musicals have been adapted from literature and film to stage and screen. Students will read, discuss, experience, and write about this unique American art form and study musical theater’s broad scope, from dramatic operas to modern rock musicals. 3 credits

### [THE/WNA 386 - Musical Theater Choreography](#)

In this course, students will develop a vocabulary of basic, commonly used dance steps in musical theater choreography and explore a variety of dance styles that are used in contemporary musicals. Students will study famous Broadway choreographers from Bob Fosse to Jerome Robbins to better appreciate the nuances of this uniquely American dance form. Students will apply technique, vocabulary, and composition to create a choreographed piece that demonstrates their understanding of how dance can progress to convey a story in a musical theater production. 3 credits.

### [THE/WNA 388 - Advanced Acting](#)

This course continues the work of THE/WNA 280 and also offers specialized study in a particular area of theater and acting relevant to student interests. The course will include advanced study of acting in the classics, acting for the musical theater, and acting in comedy. Course may be repeated for credit. Prerequisite: THE/WNA 280 or permission of instructor. 3 credits

## **WNA - Writing and Narrative Arts**

(School of Arts and Sciences, Writing and Narrative Arts Department)

Courses at the 200-level are open to all students as electives. While 300-level courses are designed for majors and minors, non-majors are eligible to take these courses as elective and core requirements where appropriate.

All 200- and 300-level courses in the Department of Writing and Narrative Arts are writing intensive and represent an excellent learning opportunity for any student, regardless of ability, who wants to develop this essential proficiency.

### [WNA 101 - Introduction to Writing](#)

WNA 101 introduces students from every discipline to the fundamentals of composition, including: consideration of audience, thesis development, organization of ideas, and methods of global revision, and copy-editing for grammar. Assignments include personal reflections, supported arguments, and research-based thesis development. Offered Fall and Spring. 4 credits

### [WNA/THE 201 - Special Topics in Humanities](#)

This course investigates a wide variety of humanities topics. Topics and themes are determined each semester by the instructor and explored through both literature and other media (*e.g.*, film, television, art, music).

Interdepartmental credit may be granted in cooperation with other departments and majors, subject to approval. 3 credits

### [WNA 207 - The Creative Eye: Writing with Style \(CLA\)](#)

This class is about the craft of writing. Students will read mostly contemporary essays to study how an author's subject—and a reader's understanding of it—can be shaped and illuminated by diction, syntax, tone, form, and structure. Through assigned readings, students will explore how techniques such as description, dialogue, digression, anecdote, narrative and setting are used to convey information with power and style. Students will take the insights gleaned from class readings and discussion and apply them to their own writing projects. As a result, students in The Creative Eye will become more accomplished writers capable of producing sophisticated and compelling written work. 3 credits



### WNA 209 - Introduction to Writing and Narrative Arts (CLA)

This course serves as an introduction to the disciplinary joys of Writing and Narrative Arts. While it is an important course for students in the major, this class is also appropriate for students who enjoy film, literature, television, and creative writing. The course will outline the unique characteristics of several storytelling genres (literature, film, television) and trace their development over time and in cultural context. In this course, students will respond to these pieces, learning how to interpret and analyze these genres using traditional academic or critical forms. Students will also engage in short, creative writing exercises investigating and modeling how form and voice change through various kinds of writing. The course, designed for all students, will place special emphasis on the writing process, workshopping skills, and a broader consideration of the world around us and how its stories inform and reflect our own identities. 3 credits

### WNA 210 - Alienation: The Literature of Love and Longing (CVL) (V)

This “Values” course explores alienation in the modern and postmodern worlds. Students will investigate how the experience of a profound loss of meaning is articulated and communicated via literature, art, philosophy, the media, and their cultural expressions. The course will examine how love and longing together contribute to both the complex nature of human relationships and the experience of anxiety and alienation in the contemporary era. 3 credits

### WNA 211 - Modern Literature: A Question of Values (V)

This “Values” course examines texts (*e.g.*, novels, short stories, non-fiction, and film) to survey the remarkably diverse assumptions that have defined good and evil in the last 100 years. Through a rigorous sequence of reading and writing assignments, students in this course will develop a more informed appreciation of the contemporary world-view and the expressive forces (social, cultural, religious, political) that shape it. 3 credits

### WNA 219 - Contemporary African American Literature (I)

Students in this “Individual and Society” course explore fiction, drama, essays, and poetry by 20th and 21st Century African-American authors. Students will develop a critical appreciation for the role of diversity in American cultural life through an examination of essential texts in the African-American tradition. 3 credits

### WNA 220 - Creative Writing (A)

Students enrolled in this course create poetry and prose for *Woodcrest*, the literary and visual arts journal of the Cabrini College Department of Writing and Narrative Arts. This “Aesthetics” course, conducted as a workshop, assists students in bringing their writing from conception through publication. As one would expect in a creative writing class, students will be asked to both write and evaluate their work in a cooperative setting. Students will additionally support editorial staff for the magazine and will have the opportunity to participate in all phases of its production. 3 credits

### WNA 221- The Writing Process: Theory and Tutoring

This course addresses critical components of Writing and Narrative Arts. Students will read texts and practice writing to strengthen their understanding and experience of written communication as a process, improve their consideration of audience and purpose, provide evaluative feedback on drafts, and strengthen skills in grammar, mechanics, and usage. By studying syntax and writing style, as well as analyzing one’s own writing and that of others, students in this course will improve their own writing and understand how to recognize craft moves related to strong writing. Offered each spring. 3 credits



#### WNA 224 - Creative Nonfiction Writing (CLA)

This course is designed for students who want to explore writing nonfiction articles and essays. Exploring a variety of forms and approaches, students will identify and analyze the elements of strong nonfiction writing. In a series of weekly lessons and writing exercises, students will learn how to select topics, conduct and use research, and write a piece of creative nonfiction. Throughout the class, we will rely on group workshops and mini-writing exercises designed to generate ideas and strengthen writing skills. 3 credits

#### WNA 225 - Experiential Poetry: Writing in the World (A)

Over the course of the semester, students in this course will study various schools of poetry and produce their own poems based on these models. This “Aesthetics” course is organized around a series of field trips to Philadelphia area cultural attractions (including the Brandywine River Museum, the Wharton Esherick Museum, and Longwood Gardens) with the expectation that these experiences, coupled with students’ own personal journeys, will help them to make the connection between art, life, and inspiration. Designed as an experiential course, students will be encouraged to ask questions about how other poets and artists found inspiration and meaning in their work, as students are themselves experimenting with the art of creative writing. 3 credits

#### WNA 229 - Immigrant Authors: The Literature of Transition (I)

This “Individual and Society” course focuses on the culture shock experienced by immigrants to America and on the tension between foreign-born parents and their American-born children. Many of the readings reveal the conflicts generated by the parents’ desire to hold on to their homeland’s culture as opposed to their American-born children who, in the face of discrimination, struggle to become assimilated into mainstream American life. 3 credits

#### WNA 234 - Writing for Leadership (V)

Writing for Leadership is a writing intensive “Values” course designed for students of all majors. In this course, students will study a variety of modes of professional communication—including leadership statements, mission statements, email, performance reviews, and SWOT analyses—to communicate in ways that are complementary to both organizational mission and leadership style. Applying contemporary case studies, students will learn how to communicate with a variety of stakeholders, relay important information, address conflict, evaluate employees, and articulate important plans and projects from multiple organizational positions. Offered each spring. 3 credits

#### WNA 240 - Native American Narratives (DEI)

For nearly two centuries, native populations in the United States have undergone dramatic changes to culture, especially by way of education and daily practices of living. During that time, writing has mythologized, developed, and constructed concepts for Indigenous identities in various ways. Those aspects will provide part of our focus this quarter. Our primary sources will be literature, critical essays, theoretical articles, and our reading individual experiences. You should already have an understanding of rhetorical factors (audience, purpose, and media), as well as rhetorical appeals (logos, ethos, pathos), but we will continue to reflect on them in various ways this semester as we work. Regardless of (or because of) your intended academic and career paths, all very important in their own right, we will find common ground in how to understand the Indigenous Literature through writing, research, and discussion. 3 credits

#### WNA 254 - African American Literature (H)

In this “Heritage” course students will trace the ethos of African-American literature from roughly pre-Civil War to the present day by examining a variety of genres, such as narratives of slavery, poetry of the Harlem Renaissance, protest essays of the Black Arts Movement, and modern African-American novels. Throughout the semester, we

will focus on the cultural importance of literary, artistic, and musical production and consumption throughout African-American history. 3 credits

#### WNA 274 - The Short Story (CLA) (A)

In this “Aesthetics” course students will read short stories focusing on the art of storytelling and the defining characteristics of the genre as it has manifested in a variety of historical and social contexts. Students will have the opportunity to screen cinematic interpretations of some stories, and will consider how different narrative styles contribute to the ethos of the genre, as well as explore the historical dimensions of literary practice. In addition to the course reading, students will concentrate on a single short-story writer of their choice for purposes of guided research. 3 credits

#### WNA/THE 275 - Drama (H)

In this “Heritage” course students study several classic plays from the dramatic heritage of Western civilization. Students will explore the impact of the theatrical traditions those plays represent, especially as they impact American drama, culture and history. Students will additionally explore American theatrical works that are unique to and illuminate our national life and art. 3 credits

#### WNA 276 - Poetry Writing (CLA) (A)

This “Aesthetics” course focuses on traditions and movements within American poetry. Students will read work from canonical and marginalized writers within the tradition. Select examples will be drawn from a variety of periods and authors to illustrate the remarkable influence of poetic tradition on emergent poetry scenes, including contemporary poetry. Writing for this course will focus on creative engagement with specific poetry movements. Students will also engage critically with historical and contemporary poems and poetic theory. 3 credits

#### WNA 277 - The Novel (H)

This “Heritage” course treats the history and development of the novel as a genre with its own distinctive features. Novels from a range of national traditions and historical periods will be read with an eye toward how the novel form reflects both aesthetic choices and cultural contexts. Different sub-genres of the novel (*e.g.*, stream of consciousness, historical, romance, psychological, detective) will also be explored with the aim of placing each within the broader historical traditions of world literature. 3 credits

#### WNA/THE 280 - Acting (A)

This “Aesthetics” course provides an introduction to the art of acting and the College Theater Program. Emphasis is placed on developing self-awareness of and confidence in physical relaxation, vocal production, concentration, and imagination. Students work on freeing inhibitions, creative exploration, basic acting fundamentals, and beginning characterization. 3 credits

#### WNA/THE 281 - Musical Theatre Movement (A)

In this “Aesthetics” course students will develop a vocabulary of basic, commonly used dance steps in musical theatre movement and explore a variety of dance styles used in theatre. Students will move and learn basic dance steps in this movement-based class. 3 credits

#### WNA 286 - Contemporary Poetry (CLA)

This “Cultural Literacy and Aesthetics” course focuses on reading and writing contemporary poetry. Students will read poems from journals, as well as collections of poems, from current writers in the field of poetry. New poetic trends and craft elements will be covered, paying special attention to how poetic language represents contemporary human experience. Writing for this course will focus on creative engagement with poetic craft.

Students will workshop their writing. They will also engage critically with contemporary poems and poetic theory.  
3 credits

#### WNA 299 - Sophomore Professional Development Seminar

This course assists students in thinking critically about their place within the field of Writing and Narrative Arts and will allow students to develop a greater understanding of the various career options available to Writing and Narrative Arts majors and Writing and Narrative Arts education majors. The class will develop practical skills such as resume/vita and cover letter writing, as well as introduce proven job search strategies. This course serves as a primer for the Senior Capstone course and prepares students for entering either the work force, professional school, or graduate study in the humanities. 1 credit

#### WNA/THE 301 - Special Topics in Literature

This course investigates a wide variety of humanities topics at an advanced level with Writing and Narrative Arts majors and minors specifically in mind. Topics and themes are determined each semester by the instructor and explored through both literature and other media (*e.g.*, film, television, art, music). The work of single authors—such as Toni Morrison, Samuel Beckett, and Dante—are sometimes explored in detail. Interdepartmental credit may be granted in cooperation with other departments and majors, subject to approval. 3 credits

#### WNA 306 - Advanced Creative Writing

Students enrolled in Advanced Creative Writing will have the opportunity to both write and evaluate (critique) poetry and prose in a rigorous setting. Students in the course will undertake discussion of one another's work for the purpose of our shared enrichment. Class discussion also will focus on guided reading of poetry and prose by sage and contemporary writers of note, as well as writing about the world of small press publication in the arts. We will interrogate the assumptions that prescribe our responses to the literary arts in the attempt to introduce your work into the public sphere (*e.g.*, readings and publication). May be repeated for credit. 3 credits

#### WNA 307 - Literature for Young Adults

This course offers a survey of literature appropriate to the secondary school curriculum. The course is designed primarily for students seeking certification in secondary education in Writing and Narrative Arts. This course does not fulfill a major requirement for students who are not pursuing a career in secondary education. Offered each fall. 3 credits

#### H-WNA 311 - Honors Writing and Narrative Arts: Ecopoetics (A)

This aesthetics course will ask students to think creatively and critically about how writers represent the natural world. Course texts will present diverse formal and craft choices to reflect our role in environmental changes. We will read texts from the fields of Ecocriticism, Place Studies, and Solastalgia. Themes such as displacement, anxiety, and activism will intersect with literary tradition and the craft of writing. The course will introduce the practice of aesthetic frameworks for writing and expressing responses. Students enrolled in the course will craft poems that are based on research and experience within communities and the natural world. 3 credits

#### H-WNA 312 - Honors Writing and Narrative Arts: Vast Narratives and Multimedia Storytelling

In this course devoted to “vast narratives,” we will explore this cross-media pollination in storytelling, as well as reader, fan, and “end-user” agency in not only interpreting, but actually crafting and reinventing the complex narratives now flooding the multimedia marketplace. We live in an age where storytelling is more truly a collective and multilateral act than ever—as opposed to more conventional models of authorship and reception. Vast narratives represent an entirely new paradigm in the cultural practices of storytelling. Among our interests in this class are the effects of this new paradigm on narrative structure and scope; its impacts on copyright law and

fundamental conceptions of authorial agency; its complication of narrative interpretation and readership; and its reshaping of notions of originality, authenticity, continuity, and canonicity in storytelling at large. 3 credits

#### WNA/THE 340 - Public Speaking

This course reviews basic skills of speech composition and delivery. Students learn about audience analysis, organization and outlining, and the effective use of non-verbal materials for different types of vocal presentations. These techniques are applicable to a variety of settings in business or education. Student progress is enhanced by periodic instructor evaluation, peer feedback, and frequent recording of speeches. 3 credits

#### WNA 356 - Applied Instruction in Digital Publication (Woodcrest)

This practical instruction course is designed for students who are interested in participating in the publication of Woodcrest, the Cabrini College arts and literature magazine and website. Students will have the opportunity to contribute to all phases of both the magazine and online publications including writing, copyediting, layout, distribution, as well as development of the Writing and Narrative Arts Department programming associated with each issue. May be repeated for credit. Credit to be arranged.

#### WNA 358 - The Harlem Renaissance

In this course students will study literary, musical, film, and artistic productions of the Harlem Renaissance. As W.E.B. Dubois pondered the power of "Negro Art," prolific authors such as Claude McKay, Countee Cullen, Langston Hughes, Jean Toomer, and Zora Neale Hurston created works that gave expression to the diverse and complex African American experience. Students will analyze these works and genres in the context of major debates, social movements, political shifts, and intellectual transformations of the modern era. The course will focus specifically on the construction of black identity and modern black aesthetics through jazz music, avant-garde texts, and blues women. Through our study, we will explore the rich cultural history of the Harlem Renaissance Movement and how it continues to influence our culture today. 3 credits

#### WNA 367 - Travel Writing

This experiential course is designed for students who have an interest in writing about travel. Students will explore the different types of travel writing, including first-person memoirs, creative non-fiction travel pieces, destination guides, and travelogues. Using the world as a text, the course will be enhanced with a series of short trips to Philadelphia-area cultural destinations, after which students will be asked to develop a narrative lens through which to write about their experiences. An emphasis will be placed upon producing publication-quality works for inclusion in the Woodcrest Magazine and website. 3 credits

#### WNA 378 - Advanced Creative Nonfiction

This course examines the rise of the "New Journalism" that blends non-fiction writing with traditional and experimental literary devices. Students will study representative examples of the form, such as the work of James Agee, Truman Capote, and Tom Wolfe, and will develop their own writing projects for the course. Special emphasis is placed on the unique ethical challenges that literary journalists face. 3 credits

#### WNA/THE 380 - Scriptwriting (A)

In this "Aesthetics" course the study of a variety of dramatic forms and techniques leads to students writing scenes on subjects of their choice. Students will work as authors, editors and critics as they work toward creating a short- or full-length stage, screen, or television play. All facets of script development (from conception to production) will be explored. 3 credits

### [WNA/THE 382 - Applied Instruction in Theater](#)

This practical instruction course involves advanced work in connection with the University theater productions. Students will work behind the scenes in all aspects of technical production including scenery, properties, lighting, sound, costumes, and stage management. Students will be responsible for developing these production elements, as well as for “running” them during dress rehearsals and performances. Students will also participate in striking the show at the end of each run. May be repeated for credit. Credit to be arranged.

### [WNA/THE 384 - Theater Directing \(A\)](#)

This “Aesthetics” course is offered for students interested in learning the fundamentals of theater directing. The class combines lectures and discussions with hands-on experience. Students will discover what a director does from choosing a script, researching the production, and developing a concept, to casting and directing the play. Students create director’s books for one play during the semester and have the opportunity to direct other students in scenes from dramatic literature. 3 credits

### [WNA/THE 385 - Musical Theater \(A\)](#)

From Cohan to Sondheim, from Kern to Lloyd Webber, the musical theater remains America’s greatest contribution to theatrical literature. In this “Aesthetics” course students will study musicals through a variety of media, as many musicals have been adapted from literature and film to stage and screen. Students will read, discuss, experience, and write about this unique American art form and study musical theater’s broad scope from dramatic operas to modern rock musicals. 3 credits

### [WNA/THE 386 - Musical Theater Choreography](#)

In this course, students will develop a vocabulary of basic, commonly used dance steps in musical theater choreography and explore a variety of dance styles that are used in contemporary musicals. Students will study famous Broadway choreographers from Bob Fosse to Jerome Robbins to better appreciate the nuances of this uniquely American dance form. Students will apply technique, vocabulary, and composition to create a choreographed piece that demonstrates their understanding of how dance can progress to convey a story in a musical theater production. 3 credits.

### [WNA/THE 388 - Advanced Acting](#)

This course continues the work of WNA 280/THE and also offers specialized study in a particular area of theater and acting relevant to student interests. The course will include advanced study of acting in the classics, acting for the musical theater, and acting in comedy. Prerequisite: WNA/THE 280 or permission of instructor. 3 credits

### [WNA 403 - Senior Capstone/Thesis Experience](#)

The Writing and Narrative Arts capstone experience has two essential goals. First, students will reflect extensively and systematically on the importance of their academic discipline, with an eye toward what their individual and collective experiences as Writing and Narrative Arts majors suggest about their professional development (be it entering the workforce, teaching, further study at the graduate level, or other pursuits). The second goal is each student’s development and refinement of a significant senior project or other achievement that explicitly integrates their disciplinary and core studies. Examples of this include the senior research thesis, a vocation-specific portfolio (such as a teaching or creative writing portfolio), or any other project approved by the instructor that demonstrates the student’s intellectual growth and readiness for professional life after college. The capstone is required of all senior Writing and Narrative Arts majors. Offered each fall. 3 credits

### WNA 420 - Writing, Editing, and Publishing 1

Students in this advanced writing course will assume primary editorial responsibilities for the Department of Writing and Narrative Arts digital publication program. Work on the *Woodcrest* website—and related internet media endeavors—will provide students with real-world experience in the professional fields of publishing and editing. In addition to refining their fundamental skills for the fields—including the development of publishable writing samples—the course provides an opportunity for students to reflect on the unique opportunities, considerations, and challenges present in the emergent world of digital publication. Offered each fall. May be repeated for elective credit. 3 credits

### WNA 421 - Advanced Writing Process

This upper-level class provides an opportunity for WNA students to have an applied experience as a peer editor or a peer editorial assistant in the Cabrini University Writing Center. Students will work with peers in the Writing Center for three hours weekly as an important part of their grade. Students will articulate and explain ideas and methods for writing and revising, contextualizing it for an audience. They will meet with the instructor for this course weekly to review editing strategies, discuss common challenges, and share experiences and techniques that improve practice. Coursework will aim to refine student's creative, technical, and professional abilities as writers. This course may be replaced by an equivalent internship created through the Center for Career and Professional Development and approved in advance by the Department Chair. Prerequisite: WNA 221 or permission of instructor. 3 credits

### WNA 423 - Writing, Editing and Publishing 2

Students in this advanced writing course will assume primary editorial responsibilities for the Department of Writing and Narrative Arts print publication program. Work on the *Woodcrest* magazine—and related print media endeavors—will provide students with real-world experience in the professional fields of publishing and editing. In addition to refining their fundamental skills for the fields—including the development of publishable writing samples—the course provides an opportunity for students to reflect on the cultural role of publishing, the history of the book, and the unique role of print publications in a varied and evolving publishing environment. Offered each spring. May be repeated for elective credit. 3 credits

### WNA 499 - Independent Study

Independent study of course content determined in consultation with the supervising instructor. Prerequisite: Approval of instructor, Writing and Narrative Arts department chair, and dean for academic affairs. Credits to be arranged.

## Organization

### Members

The Provincial Council of the Missionary Sisters of the Sacred Heart of Jesus, Guadalupe Province

Sr. Diane Olmstead, MSC, Provincial

Sr. Maria Elena Plata Alvarado, MSC

Sr. Antonina Avitabile, MSC ('74)

Sr. Xochilt Calero Hernandez, MSC

Sr. Catherine Garry, MSC ('98), Secretary to the Members

### Presidents Emerita

Regina Casey, MSC (HON'17) (1969-72) (Deceased)

Mary Louise Sullivan, MSC, PhD ('63 HON'17) (1972-82) (Deceased)

Eileen Currie, MSC ('66 HON'17) (1982-92)

Antoinette Iadarola, PhD (HON'17) (1992-2008) (Deceased)

### Board of Trustees

Helen Drinan, President

Amy J. Lambert, Chair

Mary Beth Senkewicz ('76), Vice-Chair

George J. Badey, III

Andrew Brady ('06)

Sr. Catherine Garry, MSC ('64)

Hernán Guaracao

Michael A. Kazanjian, Jr. ('03)

Andrea Kelliher ('97), Secretary

Michael Kubacki ('05)

Sr. Diane Olmstead, MSC, Provincial, Guadalupe Province

Sr. Pietrina Raccuglia, MSC ('75)

David Regn ('97)

Rachel Slaughter, EdD ('89)

Sr. Lucille Souza, MSC ('72)

Eric Tidwell ('96)

Patrick Ward

### Trustees Emeriti

Joanne Balshi, ('69)

Elizabeth Riley Bell, ('69)

Joan Buzzallino, ('66), deceased

Terry Cavanaugh, ('74)

Robert L. D'Anjolell (HON'08)

Edith Robb Dixon (HON'80)

Margaret Hamilton Duprey ('73, HON'08)

James Maguire (HON'13)

J. Bradley McManus (HON'99), deceased

Barbara W. Rawls (HON'08)

Demetra Takes, (HON'14)

Andy Trolio (HON'97), deceased

## **Administration**

### President's Cabinet

Helen Drinan, MBA

President

Claire Clute

Executive Assistant to the President, Vice President,  
Finance & Administration, and Executive Director,  
Development

Kimberly Boyd, PhD

Dean, Retention and Student Success

Angela Buchanico

Executive Director, Marketing & Communications

Angela N. Campbell, PhD

Vice President, Mission & DEIB

Laura Chisholm, EdD

Executive Director, Development & Alumni Relations

James Cooper

Vice President of Finance and Administration;

Treasurer

Kate Corcoran

Vice President, Athletics & Student Engagement

Anne Filippone

Dean, Student Engagement and Leadership

Michelle Filling-Brown, PhD

Dean, Academic Affairs

Erin McLaughlin, PhD

Associate Dean, School of Business, Education, &  
Professional Studies

Melissa S. Terlecki, PhD

Associate Dean, School of Arts and Sciences

Nancy Ollinger

Director, Trustee Administration & Presidential  
Initiatives



## **Academic Affairs**

Michelle Filling-Brown, PhD  
Dean, Academic Affairs

Erin McLaughlin, PhD  
Associate Dean, School of Business, Education, and Professional Studies

Melissa S. Terlecki, PhD  
Associate Dean, School of Arts and Sciences

Kimberly L. Boyd, PhD  
Dean for Retention and Student Success

Gerard J. Donahue  
Registrar

Liz Brenner, EdD  
Director of Research, Academic Affairs

Michael Gregory  
Director of Instructional Technology and Online Learning

Anne Schwelm  
Director, Holy Spirit Library

Liana Henrie, MBA  
Executive Assistant, Dean of Academic Affairs

Mary Louise Denesowicz  
Academic Affairs Administrative Specialist

Patti Stocker  
Academic Affairs Administrative Specialist

## Faculty

### School Associate Deans

Erin McLaughlin, PhD - School of Business, Education, and Professional Studies

Melissa S. Terlecki, PhD - School of Arts and Sciences

### Department Chairs

**School of Business, Education, and Professional Studies:**

Business and Technology - Erin McLaughlin, PhD

Communication - Dawn Francis, EdD

Educational Policy and Strategic Leadership - Beverly R. Bryde, EdD

Leadership and Organization Development and Change - Anton Shufutinsky, PhD

Teacher Education - Thomas Conway, EdD

Visual and Performing Arts - Jeanne Komp

**School of Arts and Sciences:**

Health and Exercise Sciences - Gifty Akomea Key, EdD

History and Political Science - Courtney Smith, PhD

Mathematics- John F. Brown, PhD

Psychology and Social Work - Ruta Clair, PhD

Science - Melinda Harrison, PhD

Sociology, Criminology, and Justice - Katie Farina, PhD

Writing and Narrative Arts - Amy Persichetti, EdD

### Faculty List

Rasheeda Ahmad - Assistant Professor, Educational Specialists  
MA, EdD, West Virginia University

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

Carolyn Berenato - Assistant Professor, Educational Specialists  
BA, Rosemont College; MS, Saint Joseph's University; EdD, Saint Joseph's University

Natacha Bolufer-Laurentie - Associate Professor, Sociology, Criminology, and Justice  
BA, Cabrini College; MA, Temple University, Villanova University; PhD, State University of New York

Kimberly L. Boyd - Associate Professor, Science  
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

Ruta Clair - Assistant Professor, Psychology  
BS, Emory University; MA, Bryn Mawr College; PhD, Philadelphia College of Osteopathic Medicine

Key Coleman - Assistant Professor, Finance  
BA, University of the South; MBA, Emory University; Award in Accounting; UCLA Extension

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

David Copestakes - Assistant Professor, Graphic Design  
BFA, Arcadia University; MFA, Temple University

Paul Cowley - Professor of Practice, Business  
BBA, Ohio University; CPA, MACct, Bowling Green University

John Doyle - Assistant Professor, Communication  
BA, Cabrini University; MA, Villanova University

Katie Farina - Associate Professor, Sociology and Criminology  
BS, DeSales University; MA, Villanova University; PhD, University of Delaware

Michelle Filling-Brown - Professor, Writing and Narrative Arts  
BSEd, West Chester University; MA, PhD, University of Delaware

Joseph Fitzgerald - Associate Professor, History and Political Science  
BA, State University of New York; MA, State University of New York, Empire State College;  
PhD, Temple University

Kelly Flanigan - Professor of Practice, Nursing  
BSN, Temple University; MSN, La Salle University; EDd, Walden University

Dawn Francis - Associate Professor, Communication  
BA, Cabrini College; MS, Ohio University; EdD, Widener University

Jennifer (Specht) Frey - Associate Professor, Nursing  
BSN, Villanova; MSN, DeSales University; PhD, Villanova University

Sheryl Fuller-Espie - Professor, Science  
BS, University of Washington; PhD, University of London

Stephen Grieco - Associate Professor, Visual and Performing Arts  
BM, State University of New York; MM, Bowling Green State University; DMA, Arizona State University

Nune Grigoryan - Assistant Professor, Communication  
BA, Vanadzor Teacher's Training Institute, Armenia; MA, Ohio University

Melinda Harrison - Professor, Science  
BS, BA, Indiana University of Pennsylvania; PhD, Duquesne University

James R. Hedtke - Professor, History and Political Science  
BS, Saint Joseph's University; MA, Villanova University; PhD, Temple University

Christopher Holland - Assistant Professor, Psychology  
BA, Knox College; MS, PhD, Texas Christian University

Catherine Holt - Assistant Professor, Health and Exercise Science  
BS, Duquesne University; MS, California University of Pennsylvania; DHSc, California University of Pennsylvania

Gifty Akomea Key - Assistant Professor, Health Sciences  
BS, College of Mount Saint Vincent; MS Long Island University; EdD, Saint Joseph's University

Jeanne Komp - Professor, Visual and Performing Arts  
BFA, Kutztown University; MS, Philadelphia University

Colleen Lelli - Professor, Educational Specialists  
BS, Cabrini College; MEd, Beaver College; EdD, Widener University

David Madway - Instructor, Mathematics  
BA, Franklin and Marshall College; MBA, University of Pennsylvania

Maia Magrakvelidze - Assistant Professor, Science  
BS, MS, Tbilisi Ivane Javakishvili State University; MS, Kansas State University; PhD, Kansas State University

Kathy Mantz - Instructor, Business  
BSM, University of Phoenix; MBA, DBA, Argosy University

Timothy Mantz - Associate Professor, Business  
BFA, Pratt Institute; MBA, Phoenix University; DBA, Argosy University Seattle

Vinayak Mathur - Assistant Professor, Science  
BE, Manipal Institute of Technology; PhD, University of Pennsylvania

Jason Mattise-Nauman - Visiting Instructor, Social Work  
AA, Harrisburg Area Community College; BA, Millersville University of Pennsylvania; MSW, Widener University

Erin McLaughlin - Professor, Business  
BS, The Pennsylvania State University; M.BA, The University of Ulster; PhD, Touro University International

Keeley Mitchell - Assistant Professor, Business  
BA, New York University; JD, Georgetown University Law Center; MBA, Pennsylvania State University

Lexi Moore Crisp - Assistant Professor, Biology  
BS, University of Pittsburgh; MS, Youngstown State University; PhD, University of Nevada, Las Vegas

Caroline Nielsen - Professor, Science  
BS, Brown University; PhD, Stanford University

Father Fidelis A. Olokunboro - Assistant Professor, Religious Studies  
BA, University of Ibadan, Nigeria; BTH, Pontifical Urban University, Rome; MA, Fordham University; PhD, University of Notre Dame

Amy Persichetti - Associate Professor, Writing and Narrative Arts  
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

Sarah Pinard - Instructor of Social Work  
BSW, BA, Cabrini College; MS, Bryn Mawr College; MPH, Thomas Jefferson University

Kyle Raczynski - Professor of Practice, Nursing  
BS, La Salle University; RN Diploma, Roxborough Memorial Hospital School of Nursing; BS, American Sentinel University; Master of Nursing in Education, American Sentinel University

Marie Ranselle - Professor of Practice, Nursing  
BSN, Howard University; MSN, Messiah University

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

Wendy Rosenfield - Professor of Practice, Communications & Journalism  
BS, Bennington College; MA, University of Pennsylvania

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

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

Bret Shepard - Assistant Professor, English  
BA, Washington State University; MFA, Saint Mary's College; PhD, University of Nebraska-Lincoln

Jennifer Shoup - Professor of Practice, Nursing  
BSN, Villanova University; MSN, Villanova University

Anton Shufutinsky - Assistant Professor, Leadership and Organization Development and Change  
BS, Chaminade University; MSPH, San Diego State University; DSHc, Nova Southeastern University;  
PhD, Cabrini University

Emily Slonecker - Assistant Professor, Psychology  
BA, University of Maryland; MA, University of California, Irvine

Courtney Smith - Professor, History and Political Science  
BA, Cabrini College; MA, PhD, Lehigh University

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

Vivian Smith - Associate Professor, Sociology and Criminology  
BA, University of Maryland; MA, PhD, Rutgers University

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

Ezras Tellalian - Assistant Professor, Psychology  
BA, California State University, Fresno; MDiv, Saint Vladimir's Orthodox Theological Seminary; MA, The New School for Social Research; M.Phil, The New School for Social Research; PhD, The New School for Social Research

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

Bethany Van Brown - Assistant Professor, Criminology  
BS, Western Maryland College; MS, University of Maryland, Baltimore County; PhD, University of Delaware

Nancy Watterson - Professor, History and Political Science  
BA, Oakland University; MA, University of Michigan; PhD, University of Pennsylvania

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

Daniel Wu - Assistant Professor, Computer and Information Sciences  
BS, Xiamen University; MS, Pennsylvania State University; PhD, Drexel University

## Faculty Emeriti

Edna Barenbaum - Psychology  
BS, MEd, PhD, Temple University

Adeline Bethany - Fine Arts  
BM, Philadelphia Musical Academy; M.M., West  
Chester University; EdD, Nova University

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

Edward C. Christ\* - Business Administration  
BS, Saint 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

David A. Dunbar\* - Biology  
BA, Lycoming College; MS, PhD, Lehigh University

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

Cynthia L. Halpern - Romance Languages  
BA, MA, Villanova University; PhD, Bryn Mawr 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

Kathleen McKinley - Sociology  
BA, Immaculata College; MA, PhD, University of  
Pennsylvania

Dawn Middleton - Education  
BS, West Chester State College; MEd, EdD,  
Pennsylvania State University

Leonard Primiano\*- Religious Studies  
BA, MA, PhD, University of Pennsylvania; MTS, Harvard  
University

Margaret Mary Reher - Religion  
BA, Immaculata College; MA, Providence College; PhD,  
Fordham University

Ruby Remley - Business Administration  
BS, Temple University; MBA, La Salle College

Joe Romano - Philosophy  
BA, Saint Charles Borromeo Theological Institute; MA,  
Villanova University; PhD, Bryn Mawr College

Nancy M. Rush - Education  
BS, West Chester State College; MEd, Temple University;  
EdD, Catholic University of America

Gerald Satlow - Information Science and Technology  
BA, Antioch College; MAT, Wesleyan College

Carol Serotta - Mathematics  
BA, MEd, University of Pennsylvania

Sharon Schwarze - Philosophy and Liberal Studies  
BA, Smith College; MA, PhD, University of Pennsylvania

Tony Verde - Exercise Science and Health Promotion  
BS, Brock University; MS, PhD, University of Toronto

Martha Waring-Chafee - Education  
BS, Lebanon Valley College; MS, West Chester State College;  
PhD, University of Pennsylvania

Cathy Yungmann - Communication  
BA, Kent State University; MA, Ohio University

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

\*Deceased