

# Graduate Catalog

2023-24

**CABRINI**  
UNIVERSITY

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## Dean's Message

Dear Graduate Students,

I am so excited for you to join our Cabrini University community. For some of you, welcome back! Thank you for returning to your alma mater to continue your education. Although this is Cabrini's last academic year, I know each of 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. Take advantage of our amazing faculty, library, and campus resources.

*Asking for help is a key to success.* Please reach out to faculty and staff when you have questions or are struggling. 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. Whether it's presenting on Cabrini Day or at our Arts and Research Symposium or defending your dissertation, we are excited to learn from you. Thank you for choosing Cabrini for your graduate education. Very soon I will also congratulate some of you as you walk across the stage at commencement. I encourage you to get involved, get to know your dedicated faculty, make connections with staff members, and take advantage of opportunities presented to you. I believe in you and am already proud of you because you are a Cavalier. You belong. You matter. You are a Cavalier.

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<br>(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<br>(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<br>(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 |
| February 24 - March 3<br>(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 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)                          | 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<br>(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
- 2014-2022: 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 commuter, graduate, and adult students. In its commitment to educate students of different backgrounds and abilities to lead and serve in a changing and culturally diverse world, the University believes in an educational philosophy that not only prepares students for careers, but enables them to live lives of dignity and purpose.

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

## 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 and 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
- Association of Independent Colleges and Universities (PA)
- 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 Southeastern Pennsylvania Consortium for Higher Education (SEPCHE)

## **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**  
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. **Roymans 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

20. **[Cabrini Apartment Complex](#)**  
([Student Government Association](#))
  21. **[West Residence Hall](#)**
  23. **[South Hall](#)**
  24. **[Casey House](#)**
  25. **[McManus House](#)**
  27. **[Dixon House](#)**
  29. **[Woodcrest Residence Hall](#)**  
([Residence Life](#))
  30. **[East Residence Hall](#)**
  31. **[Xavier Residence Hall](#)**
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 to be inaccurate, misleading, or otherwise in violation of their privacy or other rights under FERPA.

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

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

Only those within the University who have legitimate educational interest may have access to student records. A school official is a person employed by Cabrini University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee. A school official may also include a contractor outside of the University who performs an institutional service 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, fees, and expenses at any time without notice. Students pay on a per-semester/session basis.

#### Graduate Students

|  |       |
|--|-------|
| Tuition (per credit hour).....                                   | \$740 |
| Master of Business Administration Tuition (per credit hour)..... | \$820 |
| Application .....  | \$50  |
| Enrollment.....  | \$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 (July and January 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

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

#### Other Fees

##### Parking Permit:

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

|   |      |
|---|------|
| Late Tuition Payment Charge (per semester)..... | \$50 |
| Transcript Fee (official and unofficial).....   | \$12 |
| On-Demand Official Transcript Requests .....    | \$20 |
| Overnight Official Transcript Requests.....     | \$30 |
| Uncollectible Check Fee (per check).....        | \$35 |

## Enrollment Deposits

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

## 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 non-payment. Students who enroll after the semester payment due date require no formal statement to settle their account and must pay all charges at the time of registration.

## Payment Plan Option

Cabrini University offers payment plan options administered by Nelnet. Students enrolled in 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.

## 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).*

## Delinquent Accounts

A student who is financially delinquent will not be permitted to register for future semesters or receive their official or unofficial transcripts, diplomas, or certification paperwork. In addition, students may not be able to participate in commencement exercises or other University activities.

Student accounts that are not resolved by the end of the semester will be placed with a collection agency.

All collection fees (collection agency fees, attorney fees, etc.) incurred by the University in the collection of tuition, fees, and room and board are the responsibility of the student and will be assessed at a minimum of 33 and 1/3 percent of the balance due.

## Late Fees

All charges must be paid in full, when due, to complete the registration process and avoid late payment fees.

## Discounts

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

## 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 in compliance with federal regulations.

## Refund Policies

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

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

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

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

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

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

A dropped course is not recorded on a student's transcript. Students can only drop a course during the Add/Drop period. A dropped course after the Add/Drop period 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 Accelerated, Part-of-Term, Summer (other than 12-week) and Winterim Courses**

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

- **In Person Courses:**  
Before the Second Meeting of the Class ..... 100%
- **Online or Hybrid Courses:**  
No later than 24 hours following the first course meeting, either on-campus (in person) meeting or online connection, whichever is first ..... 100%

Students who withdraw after the timeframe noted above will receive no refund of tuition or University fees. 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.

#### **Refund Policy for the 12-week Summer Session**

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

- First Week of Class ..... 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 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 OD program may need to commit additional time and resources beyond the minimum timeframe 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.

## Financial Aid

Graduate students enrolled in degree programs, and certain certificate programs, are eligible to borrow Federal Direct Loans, and may be eligible to borrow Graduate PLUS Loans. Eligible students may borrow up to \$20,500 per academic year through the Federal Direct Loan program. Students who are ineligible to borrow federal student loan funds may need to consider borrowing from a private lender.

Eligible students who are accepted and enrolled on at least a half-time basis (defined as at least six credits a semester) may request to borrow Federal Direct Loans. Students enrolled less than half-time will be ineligible to borrow federal loans.

## Application Procedures

All students interested in applying for federal student loans must complete a Free Application for Federal Student Aid (FAFSA), being sure to include Cabrini University (School Code 003241). The FAFSA is available online at [studentaid.gov](https://studentaid.gov).

Graduate students also must complete a Supplemental Financial Aid Application, available online at [cabrini.edu/aidapp](https://cabrini.edu/aidapp).

## Federal Student Loans

Federal student loans are a form of financial aid that requires repayment of the amount with interest. All loans require a promissory note and loan entrance counseling, and some require a separate application.

Important Direct Loan Information:

- A student must be enrolled at least half-time each term to be eligible.
- Students who complete Direct Loan Master Promissory Notes during their first semester at Cabrini might not have to complete another application for 10 years, or until entering another university.
- The Direct Loan Master Promissory Note is a promissory note under which students may receive multiple unsubsidized loans over a maximum ten-year period.
- All Direct Loans are subject to origination fees which are deducted by the Federal Government before the loan is disbursed. The current origination fee is 1.057%\* (for loans disbursed on or after 10/1/20 and before 10/1/23). \*Fees change each October 1.
- The origination fees will be deducted from the loan proceeds prior to disbursement. Disbursements are sent directly to Cabrini University.
- First-time borrowers of a Direct Loan must complete an Entrance Counseling session before the loan funding will be disbursed. This ensures that the student has received loan counseling and understands their rights and responsibilities as a borrower.
- All borrowers of a Direct Loan must complete an Exit Counseling session prior to withdrawal, transfer, leave of absence, or graduation from the University. This ensures that the borrower has received loan counseling and understands their rights and responsibilities as they enter repayment.
- Please remember that a Federal Direct Loan is a loan, not a grant. Borrowers must repay the funds, plus interest and fees.

- The U.S. Department of Education's National Student Loan Data System provides information about your federal loans including loan types, disbursed amounts, outstanding principal and interest, your loan servicer, and the total amount of all your loans. To access this system, visit [studentaid.gov](http://studentaid.gov)
- All Direct Loans are reported to the National Student Loan Data System and will be accessible by guaranty agencies, lenders, and institutions determined to be authorized users of the data system.
- If you have any questions, do not hesitate to contact the Financial Aid Office at 610.902.8188 or [financialaid@cabrini.edu](mailto:financialaid@cabrini.edu).

### **Federal Direct Unsubsidized Loan**

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

The interest rate for this loan is set annually by congress based on financial markets. Repayment begins six months after graduation, or after a student ceases to be enrolled at least half-time.

The Financial Aid Office will create the student's federal Direct loan as requested after receiving a valid FAFSA, and a complete Supplemental Application.

### **Federal Direct Student Loan Eligibility for Teacher Certification Programs**

Students enrolled in one of the Title IV aid eligible certification programs (Pre K-4 or Secondary Education) may be eligible to receive subsidized loan funding. The annual federal student loan limit for a student enrolled in one of these certification programs is \$12,500. The student's demonstrated financial need will determine their eligibility between subsidized and unsubsidized loan awarding. The maximum amount of subsidized student loan eligibility is up to \$5,500 based on the student's previous outstanding loan principle balance and demonstrated financial need from the FAFSA, and Cost of Attendance based on enrollment status.

Interest on subsidized loan funds is paid by the U.S. Department of Education while the student is enrolled at least half-time and for the first six months after the student leaves school. Students will have different options for interest repayment on unsubsidized loans at the time of completing the loan promissory note. More information regarding interest payment options may be found online at [studentaid.gov](http://studentaid.gov).

The interest rate for this loan is set annually by congress based on financial markets. Repayment begins six months after graduation, or after a student ceases to be enrolled at least half-time.

The Financial Aid Office will create the student's federal direct loan as requested after receiving a valid FAFSA, and a complete Supplemental Application.

### **Graduate PLUS Program**

Graduate students may take advantage of the PLUS Loan Program. In the event that a student needs to borrow more than the \$20,500 available through the Direct Loan program, the Graduate PLUS Loan program may provide additional funds. A credit check will be performed to determine eligibility for the loan.

Students must first utilize their full Direct Unsubsidized Loan eligibility to qualify. Interested students should contact the Financial Aid Office at 610.902.8188 for more information.

## **Alternative Loans**

These are loans offered by private lenders. The loans are in the student's name and might require a credit-worthy co-signer for approval. Some alternative loans may offer loan funding for students attending less than half-time, or for students that are in a non-matriculated status.

## **Alternative Loan Application Process**

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

## **Aid from Other Sources**

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

Funding amounts from outside sources included in a student's financial aid award letter are estimates until payment is received. Sponsors of outside aid usually have their own eligibility requirements. The Financial Aid Office will complete any necessary paperwork required to assist in the application process, but is otherwise not responsible for these awards. Please contact each individual sponsor or human resources office to confirm rules and requirements in order to receive the award.

Students who receive aid from sources other than Cabrini University must notify the Financial Aid Office in writing. Receipt of outside aid may reduce a student's financial aid package.

## **Satisfactory Academic Progress**

Graduate students must be making adequate academic progress toward their degrees in order to retain eligibility for financial aid.

Satisfactory Academic Progress for federal student aid is determined using both a quantitative and qualitative measure. These measures are taken at the end of each Spring semester.

- **Quantitative Measure**  
Both graduate and undergraduate students must successfully complete 67% (66.666%) of attempted credits
- **Qualitative Measure**  
All graduate students must maintain a minimum 3.0 cumulative GPA

Graduate students who fail to meet any of the above measures will not be eligible for Federal Aid for the next academic year.

If there are extenuating circumstances that led to the failure to meet the academic progress standard, the student may complete an appeal with the Director of Financial Aid to receive aid for the next academic year.

Appeals are not guaranteed to be approved, require documentation of extenuating circumstances, and are subject to availability of funds.



If at a later time, the student does meet the satisfactory academic progress measures, financial aid could be reinstated. Reinstatement of aid cannot be applied retroactively to semesters during which academic progress was not met.

## **Withdrawals and Refunds**

The Financial Aid Office is required by federal regulations to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60 percent of a payment period or term.

The Federal Title IV financial aid programs must be recalculated in these situations. Recalculation is based on the percentage of earned aid using the following federal return of the Title IV funds formula:

- The percentage of the payment period is the number of days completed up to the withdrawal date.

The percentage is divided by the total days in the payment period or term. Any break of five days or more is not counted as part of the days in the term. 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.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

- Aid to be returned (which is 100 percent of the aid that could be disbursed minus the percentage of aid actually earned) is multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution and student would be required to return a portion of the funds. When Title IV funds are returned, the student borrower might owe a debit balance to the institution.

If a student earned more aid than was disbursed to him or her, the institution would owe the student a post-withdrawal disbursement that must be paid within 120 days of the student's withdrawal.

Refunds are allocated in the following order:

1. Unsubsidized Federal Direct Loans
2. Subsidized Federal Direct Loans
3. Graduate PLUS Loan
4. TEACH Grants

If a student is enrolled in a program that is offered in modules, and his/her enrollment status changes to less than half-time as a result of dropping a course(s), the Financial Aid office will return any federal loan disbursements received during that payment period.

## **Financial Aid - Study Abroad**

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

## Academic Policies, Procedures, and Regulations

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

### Graduate Programs

Cabrini University proudly offers Graduate Studies at the master's and doctoral levels.

Graduate Studies at Cabrini University provides students who have a bachelor's degree from a regionally accredited college or university with the opportunity to pursue a master's degree in these areas:

- the Master of Accounting
- the Master of Arts in Criminology and Criminal Justice
- the Master of Business Administration
- the Master of Education
- the Master of Science in Data Science
- the Master of Science in Leadership

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

Two doctoral degree options are available:

- Doctor of Education in Educational Leadership (EdD)
  - EdD offers an additional option for the Superintendent's Letter of Eligibility
- PhD in Organization Development and Change

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

Graduate students may enroll as part-time (less than nine credits) or full-time (nine credits or more) students. Students must register for nine credits each semester to maintain full-time status in a graduate program. Part-time students must register for six credits per year to maintain continuous enrollment. (PhD in Organization Development and Change students are full-time at 8 credits, half-time at 4 credits.)

Students enrolled in a master's or doctoral program must complete the program requirements within a six-year period. For more information about doctoral-program completion deadlines and requirements, please see individual doctoral-program handbooks.

### Transfer of Graduate Credits

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

Students must request transfer credit for a graduate course at the time of admission and provide a catalog description or the course syllabus, as well as an official transcript.

Approval of transfer credits is based on course content, appropriateness to the program of study, and grade earned ('B' or better). Additional transfer credits may be considered at the time of admission for teacher certification programs. Those additional credits will not count toward the MEd program.

Workshops are not accepted for transfer credit. Only courses accepted at the "host" institution as graduate courses toward a master's degree are approved for transfer credit. After acceptance into the degree program, graduate students must complete all requirements in Cabrini University courses.

### **Continuous Enrollment Policy**

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

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

Upon readmission, the student will be obligated to meet the degree requirements in place at the time of their readmission. The Schedule of Classes for each semester is available at [cabrini.edu/webtms](http://cabrini.edu/webtms).

### **Minimum Enrollment for Degree-Seeking Students**

Degree seeking graduate students must maintain continuous enrollment from matriculation until completion of all degree requirements. Minimum Enrollment does not apply to those students taking credits as Non-Matriculating/Visiting/Act 48 credits and/or certification-only programs.

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

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

Graduate Students accepted before fall 2014 are exempt from the continuous-enrollment policy. However, students who do not attend for three consecutive semesters must complete a resumption of study application.

### **Non-Degree/Visiting Graduate Students**

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

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

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

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

### **Professional-Enrichment Graduate Students**

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

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

### **Registration**

The graduate academic year consists of the following terms: Fall, Spring, and Summer (including a 12-Week summer term, and 6-week terms: Summer I & Summer II).

Fall and spring courses typically are offered on campus late weekday afternoons, evenings, online and in hybrid formats. Summer courses are offered in the evening and online.

Students must complete the admissions process, be accepted for, and confirm their admission, or follow the non-matriculated procedures before registering for any graduate courses .

Graduate students may register for courses online at <http://portal.cabrini.edu>.

If students have any trouble registering, they may email the Registrar's office at [registrar@cabrini.edu](mailto:registrar@cabrini.edu). Registration requests are not accepted by phone.

All paperwork and payment must be completed by registration deadlines or late fees may apply.

Pre-registration dates for returning students are in the academic calendar at the front of this catalog.

Graduate program students are limited to no more than 6 credits for the first part of term course in a term and 6 credits for the second part of term course in a term.

Any graduate student who wishes to register in excess of these registration limits must have a cumulative GPA of 3.0 or better in the graduate program 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. Students should check in with an advisor at least once a year. Advising is available through the given Graduate Program Director and should be arranged in advance.

## **Course Numbering System and Eligibility**

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

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

Courses at the doctoral level are numbered 700–799.

## **Cancellation of Courses**

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

## **Add/Drop Period**

During the fall and spring semesters, there is a free add/drop period during the first week of the semester (consult the academic calendar for the end of this period). Students are able to add/drop through the Cabrini web portal. Questions may be directed to the Registrar's Office.

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

Students may withdraw from a semester-long course after the free add/drop period with their advisor's approval.

Students may only add a course after the Add/Drop Period ends with the approval of their instructor, advisor, and the Assistant Dean of Retention and Student Success.

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

The withdrawal deadline for accelerated/part-of-term courses is at 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.' Students are financially responsible for all courses from which they withdraw.

Withdrawal forms are available on the Registrar's office website. Students can add/drop courses via the portal on [portal.cabrini.edu](http://portal.cabrini.edu). Students who merely stop attending a course and fail to drop or withdraw from that course will incur a grade of 'FA.' If applicable, the official date when a student withdraws from a course is the basis to determine refunds or tuition adjustment.

Prior to withdrawing from a course, students should review policies regulating refunds, full-time status, grading penalties, financial aid, and immigration status. Students should consult with their advisor and the Financial Aid Office for specific guidelines regarding their status.

## Leave of Absence and Voluntary Withdrawal

Some Cabrini students find that time away from their course load is necessary or desirable. Therefore, the University tries to make the procedure for an educational, personal, or medical leave of absence and return to the University as simple as possible.

Graduate students on and off-campus desiring a leave of absence or a voluntary withdrawal must contact the Dean for Retention and Student Success at [studentsuccess@cabrini.edu](mailto:studentsuccess@cabrini.edu) to complete appropriate paperwork and participate in an exit interview as a condition for honorable dismissal.

In unusual circumstances (serious illness or accident), students who are unable to meet with the Dean may instead authorize a family member to initiate a written request for an Educational Leave/Withdrawal actions.

Students who withdraw without contacting the Dean or failing to settle financial accounts with the University are not entitled to honorable dismissal and will be held accountable to any time limit indicated for their degree completion. Students requesting a leave of absence for pregnancy, childbirth, or adoption of a child will not be held to the six-year time limit for their graduate degree.

A leave of absence cannot exceed 180 days. Failure to return to graduate studies by the specified date from an approved leave of absence will result in an administrative withdrawal by the Registrar.

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.

## Administrative Withdrawals

The Registrar's Office, the Dean for Retention and Student Success, a School Associate Dean or the Dean for 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 more than 20% of the course's scheduled meetings for excessive documented medical, personal, or other emergency situations, up until the end of the term.
- The Dean for Retention and Student Success, as chair of the Academic Review Board, in consultation with the Dean for Academic Affairs, may administratively withdraw a student on academic probation who is not making progress toward achieving good standing at any time up until the end of the term.
- Academic Affairs may administratively withdraw a student who has been removed from the University for any disciplinary reason. This includes temporary or permanent suspensions or expulsions.

Administrative withdrawals from the University are recorded with an "AW" on the student transcript. The University refund policy applies to administrative withdrawals. Students who wish to appeal their administrative withdrawal may do so in writing to the Dean for Retention and Student Success.

## **Auditing a Course**

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

## **Repeating Courses**

Students failing a required course or earning an unacceptable grade in a required course must repeat that course to satisfy the graduation requirements.

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

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

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

## **Class Attendance**

Cabrini students are responsible for class attendance and are expected to know, from the instructor's course syllabus, what is required for each course in which they are enrolled. In most subjects, attendance is required to complete course objectives. Short-term absences (from one to three classes) for such reasons as illness, funerals, accidents, etc., should be reported directly to the instructor at the phone number or email address supplied in the syllabus.

Long-term absences (more than three classes) should be reported to the 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.

## **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.
- 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:

### Quality Points Per Credit

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

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

Course graded as “Credit/No Credit” regardless of grade do not impact the GPA. Courses graded as “Pass/Fail or Honors Pass/Fail” will only impact the GPA if the course grade is a failure.



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.

### **Change-of-Grade Policy**

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

Due to the closure of Cabrini University at the end of the Spring 2024 semester, any grade change requests for the 2023-2024 academic year must be submitted no later than 15 calendar days after the last day of Spring 2024 classes.

### **Examinations**

The official final 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.

### **Satisfactory Academic Progress**

The maximum time allotted for completion of all graduate degree programs is six years. In extraordinary circumstances, students may petition the dean or vice president for Academic Affairs or a designate in writing for an extension.

Ordinarily, a student should complete a minimum of six credits a year from the time of initial enrollment. Graduate students must maintain term and cumulative grade point averages (GPA) of 3.0 or higher to remain in good academic standing and ultimately receive a graduate degree from Cabrini University. Some programs may have more rigorous standards for retention and graduation. Such standards are outlined in the Catalog and/or the official program handbook.

### **Academic Warning, Probation, and Dismissal**

Students failing to meet the standards for good academic standing may be placed on Academic Warning, Academic Probation or may be Dismissed from their program. Academic standing is reviewed at the end of the Fall, Spring, and Summer terms.

Students earning a term GPA below 3.0, but having a cumulative GPA at or above a 3.0 and no F/FA grades, are placed on **Academic Warning**.

Students earning a cumulative GPA below 3.0 but have one or more F/FA grades on their transcript, are placed on **Academic Probation**, assuming that they have not been on probation in a prior term.

Students earning a cumulative GPA below a 3.0 who have been on Academic Probation in a prior term OR any student receiving a grade of F or FA in any course, regardless of their term or overall GPA, are considered **Dismissed** from Cabrini University. Students may be granted the opportunity to return for an additional probationary semester at the discretion of their School Associate Dean, in consultation with the program's department chairperson and the chair of the Academic Review Board.

The School Associate Dean, in consultation with the department chairperson and chair of the Academic Review Board, may consider a lesser penalty than noted above.

### **Resumption of Study**

Students who have officially withdrawn from Cabrini's graduate program, who have not attended the University for a period of more than 180 days, or have been dismissed previously, must complete and submit a readmission application. Students in this category are subject to the University's programs and policies current at the time of resumption of study.

Students applying for resumption of study who have attended any other college or university since leaving Cabrini must submit official transcripts from that institution, along with the application.

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

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.

### **Fulfillment of Degree Requirements**

Degree-specific information can be found in each program's section of the Cabrini University Graduate Catalog.

Students enrolled in any Master's program must complete the program requirements within a six-year period. Only courses approved for transfer credit at the time of acceptance into the graduate program (six credits maximum) and those completed

within the six-year period at Cabrini are applied toward the graduate degree. Under certain circumstances, students may appeal for an extension of the six-year degree-completion requirement during the fifth year of the master's program.

The Doctorate of Education in Educational Leadership and the Doctor of Philosophy in Organization Development and Change programs are designed to be completed in three years.

## Course Waivers

Occasionally, students receive waivers exempting them from certain course requirements because of previous work or academic experience. When a course is waived, students do not receive any credit for the waived course.

A course waiver does not reduce the minimum number of credits required for the degree. All graduate students must complete the required credits of coursework in order to graduate in their respective programs. Courses required for certification may not be waived.

## Graduation

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 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 a graduate degree, a student must successfully complete all degree requirements outlined in the Cabrini University Graduate Catalog in their term of admission. Details are available in each college's section of the Catalog.

Majors are listed on the transcript, not on the diploma.

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

## **Academic Services, Programs, and Options**

### **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, and 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.

For more information, please visit the [ARC website](#).

### **Advising**

Academic advising is available to all students. Advisors help students with program planning and course sequence.

Students should schedule a meeting with a graduate advisor after admission and at least once annually thereafter.

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

For advisor information, please contact your department chair or program coordinator.

### **Career and Professional Development**

The Center for Career and Professional Development (CCPD) offers a holistic approach to professional and personalized career development. This ensures that students have the skills, experiences, networks, and knowledge to be marketable for employment and success in career transitions and paths.

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 engage and recruit undergraduate and graduate students as well as alumni.

The CCPD resources include: resume and cover letter writing, interviewing, job-search strategies, LinkedIn assistance, career assessments, major exploration, career readiness skills, graduate school preparation, employer relations, and much more. We support undergraduate and graduate students as well as alumni. All graduate students and alumni can search Handshake and other no-cost employment-related search engines to help obtain their career and professional development goals.

Students are strongly encouraged to visit the CCPD for career and professional development services. The CCPD is located in the Widener Center, 2nd floor.

## **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.

## **Honor Societies**

### **Alpha Phi Sigma**

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. Graduate eligibility for students requires the completion of three full-time semesters with a minimum 3.4 GPA for graduate students, rank in the top 35% of their class and the completion of four criminology courses taken at Cabrini.

### **Delta Epsilon Sigma**

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

Requirements for membership include:

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

### **Kappa Delta Pi**

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

The founders chose the name from the Greek words to represent knowledge, duty, and power. Pioneering from its beginning by including women as well as men, Kappa Delta Pi grew from a local chapter to the international organization it is today, comprising more than 600 chapters 45,000+ members.

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

Through its programs, services, and products, Kappa Delta Pi supports and enhances the professional growth and teaching practices of its member educators throughout the phases and levels of their teaching careers.

This support is essential to inaugurating and retaining the best and brightest professionals in the field of education.

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

Applications are emailed out annually. More information about the society is available at [kdp.org](http://kdp.org).

### **Kappa Gamma Pi**

Kappa Gamma Pi, the national Catholic University graduate honor society, is open to graduate students in education who have maintained a cumulative grade point average of 4.0 and students in leadership who have maintained a cumulative grade point average of 3.85 or above, in their Cabrini graduate-level coursework.

Membership entitles students to participate in chapter and national activities and be eligible for chapter and national awards.

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

### **Academic Honors**

Graduation with distinction is achieved when a student satisfactorily completes the master's degree requirements with a 3.8 or higher cumulative graduate grade point average.



## 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 in 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 Chat GPT or other AI program to write, in part or in toto, a document without the 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 Chat GPT or other AI program to write, in part or in toto, a document without the 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;
- 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 after a one-year period.
- Any applicable refunds will operate according to the University's refund policy.

##### Expulsion

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

### Academic Grievance Procedure

Students with an academic grievance with a graduate 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 they 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.



## 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, Teacher Education, Educational Policy and Strategic Leadership, Communication, Visual and Performing Arts, and Leadership and Organizational Change. Cabrini offers several graduate programs to further develop students' business, analytical, leadership, and technical skills as they develop both professionally and personally.

Cabrini's Business and Technology and Professional Studies departments offer a Master of Accounting, a Master of Business Administration, a Master of Science in Data Science, and a Master of Science in Leadership. The MBA, MAcc, and the MSL allow students to start during their senior year. After earning a master's degree, Cabrini also offers a PhD in Organization Development and Change. Please see the department sections of the catalogue for more detail.

Cabrini's Education departments offer graduate programs and additional add-on certifications completed at the post-baccalaureate level. Teacher certifications, endorsements and certificates can be earned individually or within a master's or Doctoral Degree. For those students interested in earning a specialized master's degree without certification, Cabrini offers a Master of Education with a focus in Teaching and Learning, a Master of Education with a focus in Curriculum, Instruction, and Assessment, a Master of Education with a focus in Urban Education, and a Master of Education with a focus in Educational Leadership. In addition, the School of Education offers a Doctoral Program (EdD) in Educational Leadership with several areas of concentration.

A student with a completed Master of Education from Cabrini University may return to pursue a second Master of Education degree in a different program from Cabrini University. Students enrolling in a second Master of Education program can transfer up to six core course credit hours toward the second Master of Education degree in a different major program. A student cannot pursue a second Master of Education degree without completing the first. Only core course credits may be transferred in for the second MEd degree.

The office for the School of Business, Education and Professional Studies is located in Founder's Hall Room 305 and can be contacted at [SchoolofBEPS@cabrini.edu](mailto:SchoolofBEPS@cabrini.edu).

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

- Master of Accounting
- Master of Business Administration
- Master of Science in Data Science
- Master of Science in Leadership
- PhD in Organization Development and Change
- Master of Education in Teaching and Learning
- Master of Education in Curriculum, Instruction, and Assessment
- Master of Education in Urban Education
- Master of Education in Educational Leadership
- Master of Education with certification, endorsement, or certificate
- EdD in Educational Leadership

#### Certifications

- Early Elementary (PK–4)
- Secondary (Biology, Chemistry, Communication, English, Mathematics, Social Studies)
- Special Education (P–12)
- English as a Second Language
- Principal/PK–12 Administrative I
- Superintendent Certification (K-12)/Superintendent’s Letter of Eligibility

#### Certificate

- Urban Education

## **Business and Technology Department**

### **Master of Accounting (MAcc)**

Cabrini University's Master of Accounting (MAcc) program is designed to meet the needs of accounting graduates and working professionals who wish to pursue a career in the public accounting profession and obtain the designation of Certified Public Accountant (CPA).

The program assists the student in completing the necessary credit hours and the required accounting concentration needed for Pennsylvania's—and many other jurisdictions'—Boards of Accountancy to be licensed as a Certified Public Accountant.

MAcc students enhance their in-depth knowledge by:

1. acquiring the knowledge and skills expected of those who wish to become a CPA
2. understanding today's accounting information systems from the perspective of the auditor, developer and user
3. gaining an appreciation of international business, transactions and the accountant's role in planning for, recording and reporting international transactions and other economic events
4. developing leadership and communication skills
5. enhancing ethical awareness, encouraging financial transparency and acting in a socially responsible manner

#### **Program Requirements (30 credits):**

- MACC 510 - Advanced Financial Accounting and Reporting - I
- MACC 520 - Advanced Financial Accounting and Reporting - II
- MACC 530 - The Business Environment
- MACC 540 - Auditing and Attestation
- MACC 550 - Accounting Information Systems
- MACC 560 - International Accounting
- MACC 570 - Taxes, Regulations, and Professional Responsibilities
- MACC 580 - Accounting Analytics
- MACC 585 - Governmental, Non-Profit Accounting and Other Financial Reporting Frameworks
- One of the following three courses:
  - MACC 590 - Accounting Internship
  - MACC 593 - Study Abroad
  - MACC 599 - Independent Study

### **Global Master of Business Administration (MBA)**

The MBA program is grounded in Cabrini's mission, "*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*". This program will prepare students for a changing business environment, develop tools to apply the newest sustainable management techniques and challenge themselves to improve business.

The Global MBA program is designed to meet the needs of a busy professional. The program's asynchronous, online modality allows students to complete the program while working full-time. Students can take classes in one of two sessions each

semester. Cabrini undergraduate business majors can take up to 9 credits in their senior year as part of their undergraduate tuition.

### **MBA Program Learning Outcomes**

**Learning Goal 1:** Our graduates will apply business principles to solve structured and unstructured problems to strengthen strategic positioning in the global economy.

**Learning Goal 2:** Our graduates will use integrated knowledge across business disciplines to define, analyze and solve business problems.

**Learning Goal 3:** Our graduates will apply responsible business practices and ethical principles to inform decision-making.

**Learning Goal 4:** Our graduates be able to display effective cross-cultural teamwork and collaboration skills.

**Learning Goal 5:** Our graduates will deliver oral presentations that use effective content, organization, and delivery, accompanied by appropriate technology.

**Learning Goal 6:** Our graduates will gain an understanding of the importance of trends in global business with a specific focus on Global Business Management, Marketing, Supply Chain, and Trade Finance and will better anticipate these trends to gain a competitive advantage and build organizational success.

### **Program Requirements (30 credits)**

- MBA 510 - Global Business
- MBA 520 - Financial Performance: Control and Measurement
- MBA 530 - Analyzing and Leveraging Data
- MBA 540 - Strategic Management
- MBA 550 - Strategic Marketing Management
- MBA 570 - Global Operations
- MBA 580 - Global Accounting and Analytics
- MBA 595 - Leadership, Ethics, and Organizational Integrity
- MBA 600 - Data Strategy
- MBA elective (3 credits)

Students can choose to pursue one of the following concentrations. 36 credits are required to complete the MBA with a concentration. One of the concentration courses will satisfy the MBA elective course listed in the general MBA requirements.

#### **Accounting and Analytics:**

- MACC 510 - Advanced Financial Accounting and Reporting- Part 1
- MACC 520 - Advanced Financial Accounting and Reporting- Part 2
- MACC 530 - The Business Environment

#### **International Business:**

- MBA 515 - International Trade and Distribution
- MBA 516 - Global Business in China
- MBA 519 - European Union

**Marketing Analytics:**

- MBA 531 - Marketing Research/Customer Analytics
- MBA 532 - Digital Marketing Analytics
- MBA 533 - Analytics for Marketing Decisions

**Operations Management and Supply Chain:**

- MBA 541 - Introduction to Operations and Supply Chain Management
- MBA 542 - Global Procurement and Supply Management
- MBA 543 - Supply Chain Analytics

**Organization Management:**

- OLG 510 - Organizational Psychology and Behavior
- OLG 513 - Organizational Change and Development
- OLG 515 - Organization Design, Systems, and Change Management

**Master of Science in Data Science**

The Master of Science program in Data Science focuses on developing technical skills that are compatible within a business setting. Students who are interested in careers that focus on data science skills, including Business Intelligence Analysis, Database Administration, Data Mining Analysis, and IT Project Management, are the primary candidates for the Data Science major. The program focuses on Data Skills (Database Systems, Data Warehousing, ETL), Software/Programming Skills (SQL, Python, R), Data Visualization Skills (Tableau), and Business/Management Skills (Information Systems Management, Business Analysis). The Internship/Capstone completes the program. The curriculum model for this program is designed to be completed in a two-year period.

**Program Requirements (36 credits)****Core Courses (12 credits):**

- MCIS 510 - Introduction to Database Management
- MCIS 520 - Information Systems Management
- MCIS 540 - Programming for the Data Sciences
- MCIS 545 - Mathematics for the Data Sciences

**Required Courses (24 credits):**

- MCIS 530 - Introduction to Data Analytics for Business
- MCIS 535 - Data Access and Transformation
- MCIS 550 - Dashboards and Data Visualization for Data Analysis
- MCIS 560 - Introduction to Machine Learning
- MCIS 565 - Natural Language Processing
- MCIS 570 - Application of Machine Learning
- MCIS 580 - Introduction to Project Management
- MCIS 600 - Internship/Capstone

## Master of Science in Leadership (MSL)

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

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

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

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

The 33-credit program is designed to be completed in as little as just over one year of study, though students are allowed up to six years to complete the program. With satisfactory grades and advisor approval, a student may transfer up to six graduate credits of similar coursework from a previous accredited institution. Classes are offered in a fully online modality in eight-week sessions (Fall and Spring) six-week session (Summer I and II) and a four-week session (Winter). Class work emphasizes the practical application of student learning, while also introducing students to scholarly perspectives. Students are taught by scholar-practitioner faculty.

### Learning Outcomes

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

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

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

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

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

### Program Requirements (33 credits):

- LDR 520 - The Art and Science of Leadership
- LDR 530 - Leading Teams and Groups
- LDR 533 - Communication Skills for Leaders
- LDR 543 - Action Research Fundamentals
- LDR 593 - Leadership in a Global Environment
- LDR 595 - Leadership, Ethics, and Organization Integrity
- LDR 615 - Action Research Capstone

- OLG 510 - Organizational Psychology and Behavior
- OLG 513 - Organizational Development and Change
- OLG 515 - Organization Design, Systems, and Change Management
- OLG 565 - Strategic Planning and Management

## PhD in Organization Development and Change

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

Combining state-of-the-art education, visits from world-class scholars, and a blended approach to learning, the PhD program focuses on developing skills in research and practice in keeping with the scholar-practitioner model of advanced education.

The 70-credit program is designed to be completed in three to four years. The structure of the program includes weekend (Friday-Sunday or Saturday-Sunday) residency sessions on campus or virtually approximately every three to four weeks (May-March) for two years. All courses are offered in a blended or fully online format, providing maximum flexibility for students to complete coursework. There are six to seven courses/seminars in each of the first two years of the program. There is also a substantive take home qualifying examination due at the end of year one. The third year and beyond is comprised of dissertation research and writing.

### Learning Outcomes

Students successfully completing the Doctoral program in Organization Development and Change will be able to successfully perform the following outcomes:

**Outcome One:** Develops and maintains an enhanced, reflective and embodied use of self.

**Outcome Two:** Practices and supports diversity, inclusivity and equity across all settings and levels of system at all times.

**Outcome Three:** Utilizes systems thinking and flexibility to skillfully engage, intervene, facilitate and support execution of successful practice within and across systems and organizations.

**Outcome Four:** Understands and applies relevant theories, concepts and methods of organization development and change.

**Outcome Five:** Utilizes existing and emerging tools and technologies for practice of organization development and change.

### Program Requirements (70 Credits):

- DORG 700 - The Evolution of Organization Development (4 credits)
- DORG 705 - Writing for Scholar-Practitioners (2 credits)
- DORG 710 - Theory and Practice of Organizational Leadership (4 credits)
- DORG 715 - Philosophy of Science/Ways of Knowing (4 credits)
- DORG 725 - Group Facilitation, Consultation, and Team Development (4 credits)
- DORG 730 - Organizational Assessment, Design, and Strategy (4 credits)
- DORG 735 - Sociocultural Dynamics, Morality, and Diversity in the Workplace (4 credits)
- DORG 745 - Research Design and Methods - Quantitative (4 credits)
- DORG 746 - Research Design and Methods - Qualitative (4 credits)

- DORG 750 - Corporate Governance and Business Ethics through a Social Justice Lens (4 credits)
- DORG 755 - Change Management and Change Leadership in a Global World (4 credits)
- DORG 760 - Negotiation, Conflict, and Communication Strategies to Advance Social Causes (4 credits)
- DORG 765 - Advanced Quantitative and Qualitative Methods (6 credits)
- DORG 775 - Dissertation: Proposal, Development and Defense (18 credits)

Qualification Exam

## **Educational Policy and Strategic Leadership Department**

### **Master of Education (MEd)**

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

1. Enable practicing educators to broaden and deepen their understanding of the challenges of educating tomorrow's citizens in a diverse and rapidly changing global society
2. Enable an individual with preparation in a field other than education to achieve an MEd in education; to enable a practicing teacher to deepen their understanding of teaching, learning or curriculum; or enable a practicing educator to add certification as a PreK-12 principal.

Grounded in the Cabrini core values of respect, community, vision, and dedication to excellence, graduate students in education engage in critically examining the complexities of education in a global society, with particular emphasis on social justice.

The program requires a minimum of 30 credits consisting of nine credits of core requirements and at least 21 credits of required and elective courses.

There are three Core courses in the MEd program. In each of these courses, students are exposed to the areas of educational foundations, research, and diversity/social justice. Students are required to meet with an advisor to plan a program of study.

Courses selected to meet the requirements of the MEd core must be approved by the advisor. The core courses are:

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

Students seeking a second MEd from Cabrini University may transfer EDG 501 and EDG 521 as Core courses and take one of the following courses in lieu of EDG 540:

- EDG 535 - Teaching and Learning for Equity
- EDG 546 - English Language Learners in Inclusive Classrooms
- EDG 560 - Assessment, Equity, and Education
- EDG 566 - Social Justice Movement in Education
- EDG 574 - Contemporary Issues in Urban Education: Theory, Policy, and Reform
- EDG 591 - Teaching and Learning for Social Justice

### **Master of Education in Teaching and Learning**

The Master of Education in Teaching and Learning program guides students to analyze the dynamics of teaching and learning, to create supportive learning environments, and to refine instructional skills and knowledge in specialized areas. This program is beneficial for Master of Education students interested in a sustained research project and/or in pursuing a doctoral degree in



education. In the culminating capstone course, students are guided through the process of developing an acceptable proposal, conducting the study, completing the written report, selecting additional readers, and preparing for a presentation of the study at the annual Graduate Research Symposium.

The MEd in Teaching and Learning is designed to help experienced teachers become reflective practitioners and effective leaders in their daily work. The program culminates in a capstone experience that involves the development of an action research project.

Program Requirements (30 credits minimum)

Core Requirements (9 credits):

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

Required Courses (18 credits):

- EDG 535 - Teaching and Learning for Equity
- EDG 591 - Teaching and Learning for Social Justice *OR*  
EDG 560 - Assessment, Equity, and Education
- EDG 570 - Exceptionalities in the Inclusive Classroom
- EDG 546 - English Language Learners in Inclusive Classrooms
- EDG 506 - Teacher Action Research: Proposal and Implementation
- EDG 596 - Captstone: Teacher Action Research, Analysis and Presentation

Elective Requirements (3 credits)

### **Master of Education in Curriculum, Instruction, and Assessment**

The Master of Education in Curriculum, Instruction, and Assessment is an online program designed for students who are interested in becoming transformative educators—engaged citizens of the world—who are committed to curricular and instructional improvements in a rapidly changing world, through being critical thinkers that use theory and research to develop, implement and assess curriculum.

Potential students include current school teachers, students holding undergraduate degrees and interested in a teaching career and those who teach in an alternative educational setting and are interested in developing their own curriculum.

Curriculum, Instruction, and Assessment Program Learning Outcomes

- Students will identify, explain, analyze, and apply successful curricular models, instructional approaches, and assessment strategies in a diverse classroom community.
- Students will develop lifelong learning skills for enhancing instructional practices through self-reflection, critical thinking, and the application and interpretation of research outcomes.
- Students will demonstrate effective leadership skills, to include collaborating with professionals and the wider community, to advocate for student needs and serve others.

The program requires a minimum of 30 credits consisting of nine credits of core requirements, fifteen credits of required courses. Students must take EDG 558 before the other concentration required courses. Exceptions may be made with

permission from the academic advisor. Six credits of elective courses will be aligned with students' interests and professional needs. This program is offered fully online, unless the student expresses their interest to take some of the courses face to face.

#### Program Requirements (30 credits minimum)

##### Core Requirements (9 credits):

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

##### Required Courses (15 credits):

- EDG 558 - Curriculum Foundations and Explorations (online)
- EDG 568 - Student Centered Curriculum (online)
- EDG 578 - Learning, Instruction, and Assessment (online)
- EDG 588 – Mapping the Curriculum (online)
- EDG 628 - Capstone in Curriculum Design and Implementation (hybrid/online) (final semester)

##### Elective Requirement (6 credits):

The program recommends the following online courses for electives. However, students can choose to take other courses as long as they are approved by the student's academic advisor prior to registration.

- EDG 535 - Teaching and Learning for Equity (online/hybrid)
- EDG 570 - Exceptionalities in the Inclusive Classroom (online/hybrid)
- EDG 581 - Instructional Design and Curriculum Development

Students who wish to have a research experience and/or pursue a doctoral degree may take the following courses as electives:

- EDG 506 - Teacher Action Research: Proposal and Implementation
- EDG 596 - Teacher Action, Research, Analysis, and Presentation

### **Master of Education in Urban Education/Graduate Certificate in Urban Education (GCUE)**

The Master of Education in Urban Education is comprised of the Graduate Certificate in Urban Education program and an additional 12 graduate credits, including 9 credits from the three core MEd courses.

The Graduate Certificate in Urban Education prepares professionals to heighten their knowledge of the social, cultural, and historical dimensions of urban schools and educational programs in order to positively transform the urban educational landscape. This Graduate Certificate program well-equips candidates to use their knowledge, and skills to build strong family, school and community partnerships and informal relationships, understand what is needed to support the "whole child."

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

The GCUE program is designed to inspire educators to:

1. Apply social justice inquiry and action to enhance teaching and learning experiences that potentially benefit all members of urban communities.

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

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

Required Courses (15 credits):

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

Elective Course\* (3 credits):

- EDG 546 - English Language Learners in Inclusive Classrooms (3 credits)
- EDG 591 - Teaching and Learning for Social Justice (3 credits)
- GESL 520 - Language, Culture, and Community (3 credits)
- GESL 540 - School Leadership, Social Justice, and Advocacy (3 credits)
- GESL 510 - Language Learning and Linguistics (3 credits)

Additional Courses Required for the MEd in Urban Education (12 credits):

- EDG 540 - Philosophical Foundations of Education
- EDG 521 - Sociocultural Foundations of Education
- EDG 501 - Educational Research
- Elective Course (3 credit graduate course)

\*To fulfill the elective course requirement for the Graduate Certificate in Urban Education, students may choose to take an elective course from the “Elective Course” list during any semester in the program. Any course desired that is not on the list must be approved by the Coordinator of the GCUE program.

### **Master of Education in Educational Leadership/PK-12 Administrative I (Principal) Certification**

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

Students can choose to complete a certification-only program requiring 24 credits.

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

Students who wish to earn a Master of Education degree in Educational Leadership without PK-12 Principal Certification, may complete the program as listed below without the EDG 659 internship course.

Applicants must possess and provide evidence of a baccalaureate degree from an accredited institution, an Instructional I teaching certificate if seeking PDE principal certification, and verification of three years of relevant instructional experience to be admitted to this program. In addition, applicants must submit a one to two page "Philosophy of Educational Leadership".

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

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

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

The fieldwork in courses and the internship are intended to enhance the knowledge, skills, and dispositions required of instructional leaders in highly diverse, 21<sup>st</sup> century educational environments through the application of theory, research, and practice.

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

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

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

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

Key characteristics of the program include:

1. instruction delivered by full-time and adjunct faculty who are scholarly practitioners
2. individual advisement for each candidate

3. case-based instruction that addresses problem solving, critical thinking, and practical experiences
4. online course delivery
5. mentoring by experienced school administrators
6. site-based field experiences & a culminating internship that totals 360-hours that span the 12-month cycle of a school year
7. a professional portfolio

PK-12 Principal Certification Requirements (24 credits):

- EDG 640 - Contemporary School Leadership (30 field hours)
- EDG 643 - Fiscal and Executive School Leadership (30 field hours)
- EDG 644 - Leadership in Curriculum, Instruction, and Assessment (30 field hours)
- EDG 645 - Inspired Leadership in Supervision and Evaluation (30 field hours)
- EDG 646 - Strategic Leadership in Community Engagement (30 field hours)
- EDG 647 - Law and Policy for School Leaders
- EDG 658 - Leadership in Inclusive Education (30 field hours)
- EDG 659 - Administrative Internship (180 intern hours- Not required for students seeking an MEd without certification)

MEd in Educational Leadership Requirements (9 additional credits):

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

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

### **Doctor of Education (EdD) in Educational Leadership**

*Program requirements for the Ed.D. in Educational Leadership can be found in the Ed.D. in Educational Leadership Handbook for Doctoral Students.*

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

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

The EdD in Educational Leadership at Cabrini requires 54 post-master's credits, including the writing of a dissertation. The areas of common courses for all doctoral students are:

- Foundations of Leadership (12 credits)
- Research (12 credits)
- Dissertation (minimum 21 credits)

In addition, students will choose one concentration area (9 credits).

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

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

The overall goals of the program include:

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

Student Learning Outcomes:

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

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

In the EdD program, a student may carry only one Incomplete at any given time. A student may have no more than two Incompletes over the course of the entire program. Students with two incompletes will not be permitted to register for courses. Any exception to this policy must be approved by the Coordinator of the Doctoral Program and the Dean for the School of Education. Please see “Grading System” in this Catalog for further information about the incomplete policy.

**Program Requirements (54 credits):**

*Doctoral courses are three credits unless otherwise noted.*

**Foundations of Leadership (12 credits)**

- EDD 710 - Philosophical and Theoretical Foundations of Leadership
- EDD 711 - Introduction and Application of Critical Race Theory
- EDD 712 - Policy and Social Justice for Educational Leaders
- EDD 716 - Ethics in Educational Leadership

**Research (12 credits)**

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

*One Required Advanced Research Course:*

- EDD 787 - Qualitative Research Methodologies II OR
- EDD 788 - Quantitative Research Methodologies II

### **Concentration Areas (9 credits)**

**Students select one area:**

#### **Educational Leadership - select three courses**

**Please consult your academic advisor for course selection**

- EDD 714 - Organizational Leadership for Diverse and Global Society
- EDD 760 - Strategic Planning and Contemporary Models of Leadership
- EDD 762 - Theories and Models of Curriculum (cross-listed with EDD 742)
- EDD 764 - Race, Equity, and Leadership
- EDD 768 - Fundamentals of Program Evaluation

#### **PK-12 School Administrator Leadership - select three courses**

- EDD 640 - Contemporary School Leadership (30 field hours)
- EDD 643 - Fiscal and Executive School Leadership (30 field hours)
- EDD 644 - Leadership in Curriculum, Instruction, and Assessment
- EDD 645 - Inspired Leadership in Supervision and Evaluation (30 field hours)
- EDD 646 - Strategic Leadership in Community Engagement (30 field hours)
- EDD 647 - Law and Policy for School Leaders
- EDD 658 - Leadership in Inclusive Education (30 field hours) OR  
EDD 730 - Educational Programs for Diverse Learning Needs (36 field hours)

*Applicants seeking the PK-12 Administrative Certification in the PK-12 School Leadership concentration must hold a valid PA teaching certificate at the time of admission. They are required to take the seven listed courses and complete 180 field hours (embedded in courses) In addition, students must take EDD 729 and complete the 180 internship hours embedded in the course. The additional nine credits are not taken for credit toward the doctoral degree. In order to be recommended for certification, individuals must meet all PDE requirements for this certification.*

#### **District Leadership with PA Superintendent Letter of Eligibility - select three courses**

- EDD 730 - Educational Programs for Diverse Learning Needs (field hours)
- EDD 732 - Legal and Fiscal Management for School Organizations (field hours)
- EDD 734 - Data Analysis and Strategic Thinking for School Organization Leaders (field hours)
- EDD 736 - Human Resource Development and Management (field hours)
- EDD 738 - School Organization and Management (field hours)

*Applicants seeking the superintendent letter of eligibility option in the District Leadership concentration must complete field hour (embedded in courses) in addition to the internship hours in EDD 739. This course is not taken for credit toward the doctoral degree. In order to be recommended for certification, individuals must have at least five years successful administrative experience and meet all other PDE requirements.*

#### **Curriculum and Instruction Leadership with PA Curriculum & Instruction Supervisory Certification - select three courses**

- EDD 730 - Educational Programs for Diverse Learning Needs
- EDD 742 - Theories and Models of Curriculum
- EDD 744 - Curriculum Design and Development
- EDD 746 - Theories and Strategies of Learning and Assessment
- EDD 748 - Supervision and Professional Development

*Applicants seeking the Curriculum & Instruction Supervisory Certification option in the Curriculum & Instruction Leadership concentration must complete field hours (embedded in courses) in addition to the internship hours in EDD 749. This course is not taken for credit toward the doctoral degree. In order to be recommended for certification, individuals must have at least five years successful teaching experience and meet all other PDE requirements.*

#### **Higher Education Leadership - select three courses**

- EDD 750 - Adult Learners in a Global Learning Environment
- EDD 752 - Organizational Structures in Higher Education
- EDD 754 - Academic Functions in Higher Education
- EDD 756 - Administrative Functions in Higher Education
- EDD 758 - Governance and Law in Higher Education

#### **Dissertation (21 required credits)**

- EDD 700 - Academic Writing for the Dissertation
- EDD 791 - Dissertation Seminar I (2 credits)
- EDD 792 - Dissertation Seminar II (2 credits)
- EDD 793 - Dissertation Seminar III (2 credits)
- EDD 794 - Dissertation Proposal (Variable credits: 3-15 credit hours)\*
- EDD 795 - Dissertation (Variable credits: 3-18 credit hours)\*

*\* Minimum 12 credit hours of EDD 794 and EDD 795 to complete the degree.*

*\* Students will not be able to register for 795 unless they successfully defended their proposal and received a P in EDD 794.*

### **Supervisor of Curriculum and Instruction Certification (District-Wide K-12)**

The mission of the Supervisor of Curriculum and Instruction Program is to develop school leaders who are knowledgeable and competent in addressing school curriculum services across a district system for all grade levels. Candidates will demonstrate a commitment to social justice, academic excellence, equitable educational opportunities and an innovative approach to the design, implementation and assessment of K-12 curriculum and instruction programs. Students complete course-embedded field projects that provide application of the content and theory in each course.

Upon successful completion of the program of study, candidates will be able to:

1. Analyze and evaluate existing research to inform decisions that influence curriculum and instruction policies and practices to ensure equity for all students.
2. Conduct original research to solve complex problems and to inform the field of education and its practice.
3. Possess deep knowledge of curriculum and instruction theory and its application in K-12 districts and schools
4. Design, develop and evaluate curriculum, instruction, learning materials and assessment
5. Supervise the integration of technology into curricular planning and instructional design
6. Demonstrate a positive, service-oriented disposition toward leadership that is consistent with collaboration, future-focused planning and life-long learning.

The Pennsylvania Department of Education Competencies for the Supervisor of Curriculum and Instruction are addressed through class discussions, readings, field projects, research, reflection, group collaborative projects and theory analysis. Upon completion of the program and the Pennsylvania Department of Education requirements for testing, service and clearances, the candidate may apply for certification.



The Supervisor of Curriculum and Instruction certification enables candidates to serve as a Supervisor of Curriculum and Instruction and work in elementary, middle, and secondary levels with students in grades K-12. Candidates may supervise, instruct, and evaluate staff as designated.

Applicants must complete all Cabrini University application procedures for admission and meet the program's admission criteria. Applicants must possess and provide evidence of a baccalaureate degree from an accredited institution, and verification of at least three years of satisfactory certified school experience.

At the time of successful completion of the program and application to the PDE for the Supervisor of Curriculum and Instruction Certification, applicants must provide evidence of at least five years of satisfactory certified school experience (22 PA Code Section 49.111).

Course Requirements (18 credits):

- EDD 740 - Educational Programs for Diverse Learning Needs 3 credits
- EDD 742 - Theories and Models of Curriculum 3 credits
- EDD 744 - Curriculum Design and Development 3 credits
- EDD 746 - Theories and Strategies of Learning and Assessment 3 credits
- EDD 748 - Supervision and Professional Development 3 credits
- EDD 749 - K-12 Curriculum and Instruction Supervisor Internship 3 credits

### **Superintendent Certification (K-12)/Superintendent's Letter of Eligibility**

The mission of the Superintendent's Letter of Eligibility Program is to develop knowledgeable and skilled school system leaders committed to social justice and academic excellence through ethical, results-oriented actions that result in research-based teaching and equitable learning opportunities for all students.

Students experience 180 field hours and 180 internship hours during the program when they complete action projects to improve student and teacher performance, analyze budget decisions, explore the use of technology or evaluate the achievement of students.

Upon successful completion of the program of study, candidates will be able to:

1. Analyze and evaluate existing research to inform decisions that influence educational policies and practices to ensure access and equity for all students.
2. Conduct original research to solve complex problems and to inform the field of education and its practice.
3. Possess deep knowledge of leadership and educational theory and research-based practices in the field of education.
4. Demonstrate skills in organizational management, instructional leadership, and interpersonal communication to lead educational institutions and agencies in a diverse and global society.
5. Exhibit positive dispositions towards ethical leadership, service to others, life-long learning, and education for all individuals. The Pennsylvania Leadership Standards and Competencies, and the Special Education Competencies for School Leaders are met through readings, class discussions, job-embedded studies, case studies, field and internship opportunities, inquiry, reflection, group presentations, data analysis and theory analysis.

Upon completion of the program and the Pennsylvania Department of Education requirements for testing, years of service, and clearances, the candidate may apply for a certification. The Superintendent certification enables candidates to serve as a Superintendent or Assistant Superintendent, Supervisor of Curriculum and Instruction, Supervisor of Pupil Services, Supervisor of Special Education, Elementary or Secondary or K-12 School Superintendent, vocational Education Director, and Director of an Intermediate Unit.

Applicants must complete all Cabrini University application procedures for admission and the meet the program's admission criteria. Applicants must possess and provide evidence of a baccalaureate degree from an accredited institution, an Administrative or Supervisory certificate if seeking PDE certification, and verification of three years of professional experience to be admitted to the program. In addition, applicants must submit a one-page essay on "How Superintendents Shape Learning in their Schools."

At the time of successful program completion and application to the PDE for the Superintendent Certification, applicants must provide evidence of six years of instructional, educational specialist and supervisory service of which at least three of the six years must be in a supervisory or administrative capacity as per PDE regulations.

Course Requirements (19 credits):

- EDD 730 - Educational Programs for Diverse Learning Needs 3 credits
- EDD 732 - Legal and Fiscal management for School Organizations 3 credits
- EDD 734 - Data Analysis and Strategic Thinking for School Organization Leaders 3 credits
- EDD 736 - Human Resources Development and Management 3 credits
- EDD 738 - School Organization Management and Governance 3 credits
- EDD 739 - Superintendent Internship 4 credits

## **Teacher Education Department**

### **Early Elementary-Education Certification (PreK-Grade 4)**

Students who seek certification in Early Elementary Education may pursue an MEd with PreK-Grade 4 Certification or may seek certification only.

To obtain certification in Early Elementary Education (PreK-4) in Pennsylvania students must:

1. Complete required graduate courses in education with a 3.0 GPA or above, and earn a C or above in each certification course
2. Successfully complete an appropriate student-teaching or intern-teaching experience
3. Successfully pass the required PECT exams
4. Meet all clearances and disposition requirements

Prior to applying for the PreK-4 certification program, students should meet with an academic advisor for a transcript evaluation.

Education Courses Required for PreK-4 Certification (30-31 credits):

- EDG 505 - Introduction to the Exceptional Learner (3 credits)
- EDG 537 - Cognition and Development Psychology (3 credits)
- EDG 546 - English Language Learners in Inclusive Classrooms (3 credits)
- EDG 589 - Dimensions of Being an Ethical and Courageous Educator (3 credits)

- GELE 505 - Early Childhood Learners and Families (3 credits)
- GELE 510 - Teaching STEAM: Mathematics, Science and the Arts (3 credits)
- GELE 515 - Teaching Reading and Language Arts to PreK-4 Learners (3 credits)
- GELE 520 - Teaching Social Studies through Literature and Writing (3 credits)
- GELE 585 - Pre-Student Teaching (1 credit- may be waived based on prior lead teacher experience)
- GELE 590 - Student Teaching (6 credits)

## Secondary Education Certification

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

To obtain certification in Secondary Education in Pennsylvania students must:

1. satisfy Pennsylvania Department of Education (PDE) requirements for the subject/content areas they wish to teach
2. complete required graduate courses in education with a 3.0 GPA or above and earn a C or better in each certification course
3. successfully complete an appropriate student-teaching or intern-teaching experience
4. successfully pass PDE required content area exams (PRAXIS)
5. meet all clearances and disposition requirements

Certification in Secondary Education at Cabrini University is available in Biology, Chemistry, Communication, English, Mathematics, and Social Studies (History).

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

Education Courses Required for Certification (27-28 credits):

- EDG 505 - Introduction to Exceptional Learners (3 credits)
- EDG 537 - Cognition and Developmental Psychology (3 credits)
- EDG 546 - English Language Learners in Inclusive Classrooms (3 credits)
- EDG 589 - Dimensions of Being an Ethical and Courageous Educator (3 credits)
- GSEC 548 - Teaching and Learning in the Secondary Classroom (3 credits)
- GSEC 550 - Assessment in Middle and Secondary Inclusive Classrooms (3 credits)
- GSEC 556 - Literacy Learning in Secondary Education (3 credits)
- GSEC 585 - Pre-Student Teaching (1 credit- may be waived based on prior lead teacher experience)
- GSEC 590 - Student Teaching (6 credits)

Credits in the subject/content area may not be applied to the requirements for the master's degree. The program coordinator will review a candidate's undergraduate transcripts for all appropriate content area coursework. For candidates missing courses that address state competencies, the secondary education program coordinator will work out a plan with the candidate to address these missing items.

### English Area Requirements

The program shall require the candidates to demonstrate a knowledge of and competence in teaching students the English language, literatures and communication processes necessary for a teacher at the secondary level (7-12) including:

- Language/Linguistics
- Reading/Literature
- Literature (e.g., British, America, or World literatures)
- Composition/Writing (the writing process)
- Speaking and Listening (e.g., Public Speaking)
- Research and Technology

### Communication Area Requirements

The program requires candidates to demonstrate an understanding of the fundamental and advanced concepts of Communications planning and applications at the secondary level (7-12) and shall include:

- Communication process and theory
- Speech and language (e.g., Public Speaking)
- Literature (British, America, or World literatures)
- Theater (e.g., Drama or Acting)
- Media (e.g., Video Production or Writing Process)

### Social Studies Area Requirements

The professional education program provides evidence that Social Studies certification candidates complete a program with the same academic core content area courses and required electives of a major in a bachelor's degree in one of the Social Studies disciplines along with collateral coursework in the remaining content areas.

- History (e.g., U.S. or World)
- Geography
- Civics and Government (e.g., Comparative Government)
- Economics
- Anthropology
- Psychology
- Sociology

### Mathematics Area Requirements

The program shall require the candidates to demonstrate a knowledge of and competence in teaching students Mathematics concepts and processes necessary for a teacher at the secondary level (7-12) including:

- History of Math
- Use of Mathematical Communication
- Concepts of Calculus (Calculus I, II, III)
- Number Theory
- Functions
- Geometry
- Linear and Abstract Algebra
- Probability and Statistics
- Discrete Mathematics
- Mathematical Modeling

### Biology Area Requirements

The program shall require the candidates to demonstrate their knowledge of and competence in teaching inquiry-based laboratory experiences and the fundamental concepts of the biological sciences to 7-12 grade students including:

- Basic principles of science (inorganic and organic chemistry, physics and mathematics, earth and space science)
- Molecular and cellular biology and the chemical basis of life
- Classical and molecular genetics and the evolution and diversity of life
- Structure, function, and development of organisms
- Ecological relationships among populations, communities, and ecosystems
- Technological and commercial issues and applications of biological systems
- Implications of scientific and technological developments on ethical questions

### Chemistry Area Requirements

The program shall require the candidates to demonstrate their knowledge of and competence in teaching inquiry-based laboratory experiences and the fundamental concepts of chemistry to secondary school students, grades 7-12, including:

- Basic principles of mathematics and physics as they relate to chemistry
- Applications of chemistry to life and earth sciences
- Atomic Theory
- Chemical concepts (e.g., formulas and nomenclature; stoichiometry, mixtures, solutions, solubility and chemical equilibrium)
- Inorganic Chemistry
- Organic Chemistry
- Thermodynamics and kinetics of chemical reactions
- Laboratory

### **Reading Specialist Certification (K-12)**

Cabrini's Reading Specialist Certification Program is a dynamic model of professional training for candidates having at least one year of teaching experience and wishing to pursue certification as a Reading Specialist, Pre-Kindergarten through 12th grade. Emphasizing interdisciplinary and holistic perspectives to curriculum, instruction and assessment, the program provides opportunities for inquiry into reading and language arts from social, developmental, sociocultural, psycholinguistic, and cognitive information processing perspectives.

The program pays particular attention to:

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

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

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

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

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

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

Certification Requirements (27 credits):

- EDG 522 - Creating a Community of Readers and Writers
- EDG 530 - Investigating Language: Instructional Strategies for Teaching Phonics
- EDG 541 - Instructional Strategies for Teaching Reading
- EDG 542 - Learners at Risk: Diagnostic Practicum I
- EDG 549 - The Teaching of Writing/Language Arts
- EDG 590 - Communication Arts in Secondary Content Areas
- EDG 593 - Growth Through Community: Diagnostic Practicum II
- EDG 595 - Leadership for Literacy Learning
- EDG 615 - Literacy Internship

### **PreK-12 Special-Education Certification**

The graduate Special Education (PreK-12) program is designed for those who hold the Elementary K-6 certificate or a Secondary Area certification, or are certified in or have completed the required coursework for the PreK-4 certification. For those who have taken coursework prior to January 2011, additional coursework may be required to meet PDE requirements for Special Education (PreK-12) Certification.

One or more of the following courses may be required: EDG 546 - English Language Learners in Inclusive Classrooms; EDG 505 - Introduction to the Exceptional Learner. The need for additional coursework is determined by a formal transcript review by an academic advisor.

For those who are not teacher certified, completion of the Early Elementary Education certification coursework is required before being admitted into the Special Education program. In addition to the required coursework, candidates must also pass the appropriate PECT exams.

Certification Requirements (21 credits):

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

- EDG 513 - Students with High Disabilities: Instructional Programs/Practices
- EDG 514 - Special Education Program Development and Evaluation
- EDG 517 - Positive Behavior Intervention Strategies
- EDG 518 - Students with Low Incidence Disabilities: Instructional Strategies and Programs
- EDG 564 - Transition Services for Exceptional Learners
- EDG 565 - Teaching Literacy across the Curriculum for Secondary Students with Disabilities
- EDG 582 - Practicum in Special Education

### **PreK-12 Special-Education Initial Certification**

The graduate Special Education (PreK-12) program is designed for those who hold an undergraduate degree and are seeking PK-12 Special Education initial certification. The need for additional coursework is determined by a formal transcript review by an academic advisor.

Certification Requirements (36 credits):

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

- EDG 513 - Students with High Disabilities: Instructional Programs/Practices
- EDG 514 - Special Education Program Development and Evaluation
- EDG 517 - Positive Behavior Intervention Strategies
- EDG 518 - Students with Low Incidence Disabilities: Instructional Strategies and Programs
- EDG 537 - Cognition and Development Psychology
- EDG 546 - English Language Learners in Inclusive Classrooms
- EDG 564 - Transition Services for Exceptional Learners
- EDG 565 - Teaching Literacy across the Curriculum for Secondary Students with Disabilities
- EDG 589 - Dimensions of Being an Ethical and Courageous Educator
- GELE 515 - Teaching Reading and Language Arts to PreK-4 Learners
- GSPE 590 - Student Teaching in Special Education

### **Autism Spectrum Disorders Endorsement (K-12)**

The Autism Spectrum Disorders (ASD) endorsement is designed to prepare educators to work with a diverse population of K-12 students while embracing Cabrini University's social justice beliefs. The ASD Endorsement requires candidates must hold a Level I or II certificate including but not limited to regular and special education teachers, psychologist, principals, guidance counselors, speech and language clinicians, occupational and physical therapists, reading specialists and home/school visitors. The courses in this program are offered on the graduate level and will specifically target teachers who have an Instructional I or Instructional II certification.

The ASD endorsement is designed to demonstrate that candidates have completed a competency based sequence of courses totaling 12 credit hours following a baccalaureate degree level or higher within an endorsement program. This endorsement provides an additional level of skills of specific training and experiences for professionals who provide educational services for the population of students presenting with various pervasive developmental disorders and functioning on the autism spectrum. It will allow professional educators holding this endorsement to address the complex needs of students with ASD in various classroom and school settings.

Endorsement Requirements (12 credits):

- GASE 510 - Characteristics and Theoretical Perspectives of Autism Spectrum Disorders
- GASE 520 - Assessment and Applied Behavior Analysis for Instructional Planning
- GASE 530 - Instructional Interventions and Methods for Autism Spectrum Disorders
- GASE 540 - Collaborative and Advocacy Practices for Students with Autism Spectrum Disorders and Families

### **Gifted Endorsement (K-12)**

The Gifted Endorsement (GET) is designed to prepare educators to demonstrate competency in communication of essential information in the nature of giftedness and effective delivery of gifted services. The GET Endorsement requires candidates must hold a Level I or II certificate including but not limited to regular and special education teachers, psychologist, principals, guidance counselors, speech and language clinicians, occupational and physical therapists, reading specialists and home/school visitors. The professional core courses, competencies and experiences for the Gifted Endorsement are designed to increase the level of knowledge, expertise and understanding for educators working with students who are gifted.

The GET endorsement is designed to demonstrate that candidates have completed a competency -based sequence of courses totaling 12 credit hours following a baccalaureate degree level or higher within an endorsement program. This endorsement provides an additional level of skills of specific training and experiences for professionals who provide educational services for the population of students identified as gifted learners who demonstrate outstanding levels of aptitude or competence in one or more domain/s. It will allow professional educators holding this endorsement to address the complex needs of students with GET in various classroom and school settings.

Endorsement Requirements (12 credits):

- GTE 510 - Introduction to the Gifted Learner: Creativity, Critical Thinking, and Other Characteristics
- GTE 520 - Models and Strategies for Assessment, Curriculum, and Intervention for Gifted Students
- GTE 530 - Cultural/Social/Emotional Needs of Gifted Students and Considerations of Possible Adaptations/Differentiation
- GTE 540 - Organizational Structure and Planning of Gifted Programs

### **English as a Second Language Program Specialist (PreK-12) (ESL)**

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

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



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

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

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

The theory-based curriculum includes:

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

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

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

Certification Requirements (18 credits):

- GESL 510 - Language Learning and Linguistics
- GESL 520 - Language, Culture, and Community
- GESL 530 - Assessment of English Language Learners
- GESL 540 - School Leadership, Social Justice, and Advocacy
- GESL 580 - Action Research, Reflective Practice, and Portfolio Development of ESL Teachers
- GESL 590 - Practicum in Teaching and Assessment of English Language Learners

### **Instructional Coach Program**

Cabrini's Instructional Coach Program is rooted in our mission to train and develop future teacher-leaders for our diverse society.

In pursuit of our Mission, the Teacher Education Department is dedicated to promoting student success and academic excellence in the advancement of teaching and life-long learning through scholarly work, constant reflection, and ongoing assessment.

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

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

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

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

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

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

### **Field Experiences**

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

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

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

Endorsement Requirements (12 credits + Fieldwork):

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

## School of Arts and Sciences

The School of Arts and Sciences offers a 4+1, Dual-Degree Program in Criminology and Criminal Justice through which qualified undergraduate students can earn Bachelor of Arts and Master of Arts degrees from the Department of Sociology, Criminology, and Justice at Cabrini University in five years.

Please see the department sections of the catalog for more detail about our graduate programs.

For more information, please feel free to contact the office for the School of Arts and Sciences at 610.902.8213 or [SchoolofAS@cabrini.edu](mailto:SchoolofAS@cabrini.edu). The Arts and Sciences Office is located in Room 312 of the Iadarola Center.

Melissa S. Terlecki, Ph.D.  
Associate Dean, School of Arts and Sciences

### Master of Arts in Criminology and Criminal Justice

The Master of Arts in Criminology and Criminal Justice is part of a dual BA/MA joint degree which makes it possible for qualified undergraduate students to earn a Bachelor of Arts and Master of Arts degrees from the Department of Sociology, Criminology, and Justice in five years. The purpose of this dual program is to allow students to earn a competitive advantage by graduating with a master's degree from Cabrini University.

Junior-level students enrolled at Cabrini University who have an overall 3.0 GPA may apply for the program during the Spring semester of their junior year. Students admitted into the program will be permitted to take one graduate course during the fall and one graduate course during the spring semester of their senior year. These courses will count both toward undergraduate and graduate degree requirements, provided that the student completes at least 123 credits at the undergraduate level. Seniors taking these courses will pay undergraduate prices for the classes. After students complete their bachelor's degree and/or complete six graduate credits as an undergraduate (whichever comes first), students will be responsible for graduate-level tuition costs as set by the University. In this 4+1 design, after completing the Bachelor of Arts degree, students will need an additional twenty-four credits to complete a Master of Arts in Criminology and Criminal Justice.

MA in Criminology and Criminal Justice Curriculum:

Core Courses (12 credits):

- Theoretical Criminology
- Advanced Research Methods
- Public Policy in the Criminal Justice System
- Contemporary Topics in Criminal Justice

Electives (18 credits):

- Comparative Criminal Justice Systems
- Crime Mapping and Prevention with Geographical Information Systems (GIS)
- Perspectives on Youth and Crime
- Race, Crime and Citizenship in American Society
- Evidence Based Crime Prevention

Seminar in Criminal Law and Society  
Seminar on Corrections  
Leadership and Management  
Contemporary Issues in Law Enforcement  
Ethical Issues in the Practice of Criminal Justice  
Criminology and Social Control in Rural Areas  
Assessing Law Enforcement Organizational Performance  
Counseling Strategies for Adult and Juvenile Offenders  
Addiction and Criminal Justice  
Mental Health and the Law  
Sentinel Event Reviews in Criminal Justice Organizations  
Terrorism: A Contemporary Analysis  
Independent Research Thesis

**Learning Outcomes:**

Students will:

- 1) Develop a comprehensive understanding of the structures, meanings and processes of the criminal justice system in America with emphasis on the impact of race, social class and gender on victimization, criminalization, punishment and treatment.
- 2) Identify the links between criminological theory and criminal justice practice and research.
- 3) Develop skills in assessing and undertaking research in criminology.
- 4) Develop knowledge of the major policy debates in the criminal justice field and determine the impact of these policies on its citizens.

**Assessment of Learning Outcomes:**

Program Level:

At the program level student learning and achievement in the program will be assessed through a *Comprehensive Examination* or a *Master's Thesis* at the end of the course work. Students will be tested on the following areas:

- 1) Theory
- 2) Research Methodology
- 3) Public Policy
- 4) Contemporary Topics in Criminal Justice

Students who select to complete the *Thesis* option will be assessed in their ability to demonstrate their knowledge of the areas mentioned above (i.e. theory, statistics, research methods, and policy) through a research project on a topic of their interest (and approved by an appointed thesis chair).

Comprehensive Examination Option

During the last semester of a student's program or once a student has completed the four required courses in the program, they must sit for a comprehensive examination. Students must notify the coordinator of the master's program with their

intent to sit for a comprehensive exam the semester prior. The comprehensive examination will assess a student's understanding of the learning outcomes and their knowledge gleaned from their coursework. The date of the comprehensive examination will be determined by the coordinator of the master's program in Criminology and Criminal Justice or by the Sociology, Criminology, and Justice department faculty. The exam will be given any time after the midpoint of the semester. It will be administered in an essay format. Students will have to answer four questions and be given two weeks to complete the exam.

The coordinator of the master's program, with or without the comprehensive exam committee, is responsible for meeting with students either the semester prior, or semester of, the comprehensive exam to explain the guidelines and expectations of the exam.

The comprehensive exam committee will consist of faculty members from the Sociology, Criminology, and Justice department or other faculty members with expertise in the area. The coordinator of the master's program is responsible for contacting students regarding the outcomes of the exam within three weeks of the exam date. The outcome of the examinations is determined by majority vote. There are four possible outcomes: pass with distinction, pass, conditional outcome, or fail. Each are defined below.

**Pass with Distinction:** Students exhibited exemplary knowledge of the subject area.

**Pass:** Students exhibited mastery of the subject area.

**Conditional Outcome:** Students exhibited adequate knowledge of the subject material; however, parts of the exam were missing critical knowledge and information. Students receiving this grade must complete an oral examination with the comprehensive exam committee. Students will receive notice of which question(s) they will need to defend as well as be provided feedback on their original prompts. A day and time will be set by the comprehensive exam committee. If the committee is satisfied with the oral responses, a student will earn a grade of passing. If the committee is not satisfied, then the student will fail the comprehensive exam.

**Fail:** Students exhibited complete lack of understanding and mastery of the material. Students who fail the exam will be allowed to sit for the exam a second time the following semester, excluding summer and winter semesters.

#### Appeals Process

Students who earned a failing grade on their comprehensive exam have the option to appeal to the comprehensive examination committee. Students must write an official appeal letter (either on Cabrini University letterhead or some other official letterhead) outlining the reasons why the student believes his/her/their exam merits an oral defense. The appeal letter must be based solely on the content of the comprehensive exam. Personal reasons are not permitted and do not warrant an oral defense. The appeal letter is due to be submitted to the coordinator of the program within 48 hours of receiving the comprehensive exam outcome letter. Following receipt of the appeal letter, the comprehensive exam committee will determine if the appeal warrants an oral defense by a majority vote. If the appeal letter does not warrant an oral defense, the failing grade will stand.

### Master's Thesis Option

Students may elect to complete a master's level thesis instead of the comprehensive examination. Students can take six elective credits of a master's thesis coursework across two semesters. Students must identify a member of the Sociology, Criminology, and Justice department to serve as the chair of their thesis committee prior to the beginning of the first semester of thesis work. The chair will work closely with the student to craft a research question and complete the thesis in a timely manner. In conjunction with the chair, students must identify two other members to serve on the thesis committee. In the first semester, students must complete a research proposal and receive approval from their committee to carry out the research. In the second semester, students must orally defend their thesis after receiving approval from their committee. This defense will be scheduled and open to the campus community. Students must defend their thesis in a timely manner to allow for edits prior to graduation. Students will be assessed in their ability to demonstrate their knowledge of the areas mentioned above (i.e. theory, statistics, research methods, and policy) through a research project on a topic of their interest.

The thesis option is particularly encouraged for those students who wish to pursue doctoral level work.

# Course Descriptions

## School of Business, Education, and Professional Studies

### Master of Accounting Courses

#### **MACC 510 - Advanced Financial Accounting and Reporting - Part I**

This is the first course of a two-course series where students will enhance their knowledge and skills in applying “Generally Accepted Accounting Principles” (GAAP) in the United States. This course will include exploring the conceptual framework, standard-setting, and financial reporting for for-profit entities established by the “Financial Accounting Standards Board”. Students will also review and explore the valuation and disclosure of significant financial statement accounts in accordance with GAAP. Coursework will be guided by the content specified in the “Uniform CPA Exam Blueprint” (*published by the “American Institute of Certified Public Accountants”*). MACC 510 must be taken along with MACC 520. 3 credits, offered fall.

#### **MACC 520 - Advanced Financial Accounting and Reporting - Part II**

This is the second course of a two-course series where students will enhance their knowledge and skills in applying “Generally Accepted Accounting Principles” (GAAP). This course explores the measurement and recording of significant transactions in accordance with GAAP. Coursework will be guided by the contents specified in the “Uniform CPA Exam Blueprint” (*published by the “American Institute of Certified Public Accountants”*). MACC 520 must be taken along with MACC 510. 3 credits, offered fall.

#### **MACC 530 - The Business Environment**

Students explore the role of an accountant as a business advisor expanding upon their knowledge of “business core” areas. This includes corporate governance, economic concepts, financial management, information technology, and operations management. Coursework will be guided by the contents specified in the “Uniform CPA Exam Blueprint” (*published by the “American Institute of Certified Public Accountants”*). 3 credits, offered summer.

#### **MACC 540 - Auditing and Attestation**

This course reviews an accountant’s responsibilities in following professional standards when conducting audits, attestation, preparation, compilation, and review engagements. Students will learn how to apply planning, analytical and substantive procedures to various assignments. Coursework will be guided by the contents specified in the “Uniform CPA Exam Blueprint” (*published by the “American Institute of Certified Public Accountants”*). 3 credits, offered spring.

#### **MACC 550 - Accounting Information Systems**

This course is designed to present an understanding of accounting information systems and their role in the accounting environment. Students will be exposed to transaction cycles and internal control structure within accounting systems. Topics covered will include the software development life cycle, contemporary technology and applications, control concepts and procedures, auditing of information systems, internets, intranets, electronic commerce, and the role of information systems in a business enterprise. 3 credits, offered fall.

#### **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 Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS). 3 credits, offered spring.

**MACC 570 - Taxes, Regulations, and Professional Responsibilities**

This course explores ethics, professional responsibilities and procedures related to the accounting profession. Students will learn federal tax structures, rules, processes, and taxation related to property transactions, individuals, and various entities. Students will explore the various facets of business law that impact the accounting profession. Coursework will be guided by the contents as specified in the “Uniform CPA Exam Blueprint” (*published by the “American Institute of Certified Public Accountants”*). 3 credits, offered summer.

**MACC 580 - Accounting Analytics**

This course will explore the concepts of applying technology to “Big Data” to perform data exploration, data visualization, and predictive modeling. Students will learn how to analyze databases, perform data cleansing, extract, transform and load data into various tools for analysis. 3 credits, offered fall.

**MACC 585 - Governmental, Non-Profit Accounting and Other Financial Reporting Frameworks**

This course will explore the characteristics of financial reporting frameworks for governmental and not-for-profit entities. Additionally, students will survey other alternative accounting frameworks used in the United States today. Coursework will be guided by the contents specified in the “Uniform CPA Exam Blueprint” (*published by the “American Institute of Certified Public Accountants”*). 3 credits, offered spring.

**MACC 590 - Accounting Internship**

This course is an opportunity for students to gain valuable experience in a variety of work settings to broaden their practical understanding of the field of accounting. 3 credits

**MACC 593 - Study Abroad**

This course provides an opportunity for students to broaden their view of the world through a study abroad experience to expand their global perspective of international business and how it applies to the field of accounting. 3 credits

**MACC 599 - Independent Study**

This course is an opportunity for students to create an independent study experience to pursue a unique area of interest in the field of accounting. 3 credits

**Master of Business Administration Courses**

**MBA 500 - Foundations of Accounting and Finance**

This course deals with the role that the accounting function plays in achieving the strategic goals of an organization. It explores the process of interpreting/compiling economic events into financial reporting frameworks and interpreting the results thereof. Additionally, this course will provide the skills necessary to interpret and analyze financial statement information by examining financial statements and analyzing financial information to evaluate profitability, liquidity, and risk. 3 credits



### **MBA 501 - Statistical Techniques of Business and Economics**

Statistical Techniques of Business and Economics is a self-contained introduction to statistics and economics. Students will study basic elements of statistics, including elements of probability theory, sampling theory, statistical estimation, regression analysis and hypothesis testing to solve economic problems. Students will also study basic concepts of economics, including supply and demand, scarcity and the choices of production. 3 credits

### **MBA 502 - Marketing, Strategy, and Operations**

This study of Marketing investigates the interacting business activities designed to plan, price, promote and distribute want-satisfying products and services to present and potential customers. The course incorporates current developments in marketing to acquaint students with the present-day challenges of marketing activities.

This study of Strategy provides students with a deep grounding in the basic logic of competitive advantage, premised on a careful analytical treatment of the distinct qualities and positions of individual firms and an understanding of broader competitive dynamics. This background positions students well for guiding strategy at both established and emerging enterprises, as well as preparing them for positions with consulting firms that work with firms in setting their strategies.

This study of Operations aims to improve the quality and productivity of enterprises by discovering, developing, and validating new principles, theory, and methods. Rooted in process management, decision making and information. 3 credits

### **MBA 503 - Management, Law, and Technology**

This course is designed to give you a brief overview of the subjects of management, law and ethics, and technology. You will be introduced to a variety of concepts, tools, and techniques that are important for understanding the changing business environment. 3 credits

Management: The first three weeks of the course will provide the student an overview of the subject of management and provide you with information about yourself and others that will help you not only become a better manager, but also a better team member. The objective of the section is to expose you to the theories and principles that are important for successfully managing organizations and people.

Law: The next three weeks of the course address the legal and ethical dimensions of management with a special focus on the processes managers may use to raise and resolve ethical dilemmas and conflicts in organizational settings. Policies pertaining to treatment of those raising ethical issues will be considered. The legal and regulatory requirements of ethical conduct will be examined.

Technology; the last two weeks of the course will use frameworks and tools relating to the strategic and operational use of technology in business. Topics include, for example, alignment of business strategy with the role and strategy for technology investments, digitization, and transformation of business and organizational capability.

### **MBA 510 - Global Business**

Globalization has transformed the way we view the world. Our cultures and our products are no longer our own. Each day, we experience international transactions. That burger that you consider to be an American product, is most likely a Global product where the individual parts that make up the burger are sourced and produced all over the world. Globalization has transformed the way we view the world. Our cultures and our products are no longer our own. This course will look at the political, legal,

economic, cultural, strategic, and technological implications of globalization. This graduate survey course will expose students to all elements of international business. Students will be able to describe trends in global business, describe how different environments influence global business strategies, and understand how business practices differ in the global context. This course will also assess the enormous challenges the EU and the World face with Brexit, banking crises, the rise of nationalism, and the re-emergence of protectionism. 3 credits

#### **MBA 515 - International Trade and Distribution**

This course examines the theories, policies, and instruments of international trade. This course focuses on international trade, trade policy, export/import practices and documentation, theories and policies of indirect and direct investment, and logistics decisions. This course will examine the most important regional economic trade agreements and the impact that trade agreements have on trade. In addition, this course will look at the changing nature of these agreements as the world addresses protectionist issues. Students will also understand the issues concerning transfer pricing, duty drawback, FTZs, modes of distribution, freight forwarders, 3PLS and the documentation that concerns all of these concepts. 3 credits

#### **MBA 516 - Global Business in China**

This course includes a one-week residency in China to focus on International Marketing and Business from the Chinese perspective. The trip includes time in Beijing and Shanghai to visit local businesses, the new and old financial districts, and cultural sites such as the Great Wall of China, the Bund waterfront, Olympic stadium. This course also includes pre and post trip online assignments. 3 credits

#### **MBA 519 - European Union**

This course includes a one-week residency in Europe to focus on the European Union from a Macroeconomic lens. Trip sites include several cities that play a vital role in creation and ongoing development of the European Union and euro: Maastricht, Brussels, Luxembourg and Strasbourg. This course also includes pre and post trip online assignments. This course will also assess the enormous challenges the EU and the EU Monetary System face with Brexit (and potentially Frexit, Quitaly, etc.), banking crises, the rise of nationalism, and the re-emergence of protectionism. 3 credits

#### **MBA 520 - Financial Performance: Control and Measurement**

This is a survey course focusing on how managers can construct a decision-making process that maximizes the value of the firm. An emphasis is placed on answering questions surrounding where the data came from, whether you have the right data and how we can ensure that we do the right things with the data. Because most financial decisions require an estimate of future events, considerable time will be spent investigating how to achieve the above objectives, subject to the constraints of an uncertain future. Outside readings, case studies, and text material will be used to integrate current financial theory with pragmatic financial decision making. A working knowledge of the basic concepts in finance, accounting and statistics is assumed. The use of an electronic spreadsheet is needed for homework assignments and case analysis. 3 credits

#### **MBA 530 - Analyzing and Leveraging Data**

The course begins with a review of descriptive statistics, confidence intervals, and hypothesis testing. These tools will be extended into regression analysis geared towards analyzing large data sets to make informed business decisions. Students will focus on efficiently communicating data through graphic representation and data visualization. Students will be introduced to Tableau to help them better understand and how to display their data. 3 credits

**MBA 531 - Marketing Research/Customer Analytics**

This course introduces marketing research techniques that help marketers manage customer relationships from acquisition to development to retention. Special attention is directed to models that help firms appropriately select and value customers and target them with the right offer at the right time. 3 credits

**MBA 532 - Digital Marketing Analytics**

This course covers search and display advertising analytics, email marketing, and social media strategies. This course takes a quantitative and data-driven approach to analyze and improve integrated digital marketing communication strategies. 3 credits

**MBA 533 - Analytics for Marketing Decisions**

This course identifies analytic models that can be applied to databases to improve and automate firm-level marketing decisions. Analytics are used to improve decisions around segmentation, targeting and positioning, product design, pricing, promotion/advertising, and digital and mobile channel management. 3 credits

**MBA 540 - Strategic Management**

This course will examine strategic management and its importance to business organizations. Emphasis will be placed on corporate culture and ensuring alignment with planning. Students will examine the relationship of strategy and organizational objectives and examine the process by which business strategies are conceived and executed. 3 credits

**MBA 541 - Introduction to Operations and Supply Chain Management**

This course introduces students to operations and supply chain management and orients them to the curricular areas of emphasis: Planning, Procurement Management, and Logistics & Fulfillment Management. Students will be introduced to a variety of tools, techniques, concepts, and theories. Topics will include demand planning, process design and improvement, quality evaluation, procurement, capacity analysis, logistics management, and inventory management. This course will employ simulations, guest speakers, and case studies to immerse students in the world of supply chain management and help them understand essential terminology and current challenges. 3 credits

**MBA 542 - Global Procurement and Supply Management**

Supply Management is the overarching cross-functional management framework that integrates all activities related to the acquisition and management of resources for the organization. It includes global sourcing, supplier relationship management, procurement and purchasing. Supply Management is now recognized as a key strategic initiative to create value for the corporation. This course reviews the demands placed on today's procurement and supply management from the firm's stakeholders and demonstrates their impact on the competitive success and profitability of the organization. Furthermore, it describes ethical, contractual and legal issues faced by procurement, and recognizes the expanding strategic nature of supply management. The major areas covered are procurement as a functional activity, and how effective supply management impacts on total quality, cost, delivery, technology, and responsiveness to the needs of a firm's external customers (insourcing/outsourcing, supplier evaluation, supplier development, and global sourcing). We introduce the tools, techniques, and approaches for managing the procurement and sourcing process (cost/price analysis, negotiations, and contract management). Case studies and outside speakers will be used to illustrate the issues discussed in lectures. 3 credits

**MBA 543 - Supply Chain Analytics**

This course showcases real life applications of data analytics (descriptive, predictive and prescriptive) in various fields of supply chain management, such as forecasting and inventory management, sales and operations planning, transportation, logistics and fulfillment, purchasing and supply management, supply chain risk management, etc. in manufacturing, trade and service industries. Students learn to define the right data set, ask the right questions to drive supply chain efficiency and business value, and use the right models and tools to develop data-driven decisions. Topics includes demand forecasting for new products, product/service-line selection and rationalization, transportation analytics, fulfillment diagnostics in logistics systems, sales and operations analytics in production, inventory and resource management, spend analytics and supplier selection, supply chain risk management, and product development analytics. 3 credits

**MBA 550 - Strategic Marketing Management**

This course will lead students through the marketing management process to the creation of a strategic marketing plan. Emphasis is placed on the processes and strategies for developing and maintaining customer value and technologies used to gather and analyze market information and marketing solutions. This course will focus on product portfolio, value creation, brand generation strategy, and segmentation. 3 credits

**MBA 570 - Global Operations**

This course examines the concepts of operations management, operations technology, and the responsibilities of operation managers in the management of production systems, including problems and techniques of systems design, operation and control. An important element of this course will focus on intellectual property and the management of intellectual property. 3 credits

**MBA 580 - Global Accounting and Analytics**

This course explores the role of information in decision-making by organizational stakeholders. Discussions of financial and management accounting topics are integrated using a business process approach that links strategy, value chain activities, and performance outcome measurement. 3 credits

**MBA 595 - Leadership, Ethics, and Organizational Integrity**

This course focuses on the challenges of building and maintaining ethical integrity in a competitive organizational environment. Students will learn that ethical thinking is an important leadership skill, a source of organizational strength and a valuable corporate asset. This course also focuses on the importance of organizational integrity, strategies to build organizational integrity and the knowledge, skills, and concepts needed to lead high-integrity companies. Diversity, Equity, and Inclusion and the importance of intercultural management and communication will be addressed as important components of Leadership within this course. 3 credits

**MBA 600 - Data Strategy**

A more directed focus on data strategy, working in an agile environment and thinking about growth opportunities for business will be emphasized. This is a case study driven class which will address a varied array of issues from ways to reduce risk while improving outcomes, systems thinking, and external monetization versus internal optimization. 3 credits

## Master of Science in Data Sciences Courses

### **MCIS 510 - Introduction to Database Management**

A first course in database management systems covering database design, data manipulation, and database integrity. 3 credits

### **MCIS 520 - Information Systems Management**

Addresses information technology policy issues in the management of information systems. Stresses systems development, staffing and organization, technology infrastructure, project selection, justification and funding, and data. 3 credits

### **MCIS 530 - Introduction to Data Analytics for Business**

A course on data analytics practices executed in the business world. Topics include: the analytical process; how data is created, stored, accessed; and how the organization works with data. 3 credits

### **MCIS 535 - Data Access and Transformation**

This course focuses on the introductory level of data access, data transformation, and data warehousing, including basic database components and ETL process of data transformation. Students will be exposed to various technologies including JSON, Hadoop, and Apache Spark. 3 credits

### **MCIS 540 - Programming for the Data Sciences**

A course covering the concepts of the object-oriented approach to software design and development for the data sciences using modern programming languages such as Python. 3 credits

### **MCIS 545 - Mathematics for the Data Sciences**

A course covering the basic math concepts focusing on Linear Algebra for data science, including what linear algebra is, what vectors and matrices are, how to work with them, and how to use them to solve problems. 3 credits

### **MCIS 550 - Dashboards and Data Visualization for Data Analysis**

A course covering how to use data visualization technologies to communicate the business-relevant implications of data analyses. Using the Tableau toolkit, students will learn how to design and present business “data stories” that use these visualizations. 3 credits

### **MCIS 560 - Introduction to Machine Learning**

An introduction to the concept of machine learning from a unified perspective involving different fields which include statistics, pattern recognition, neural networks, artificial intelligence, signal processing, control, and data mining. Topics include supervised learning, Bayesian decision theory, clustering, parametric and nonparametric methods, and decision trees. 3 credits

### **MCIS 565 - Natural Language Processing**

This course introduces fundamental tasks in natural language processing (NLP), the study of human language from a computational perspective. It covers syntactic, semantic, and discourse processing models. The course will also discuss recent advances in NLP based on machine learning algorithms and applications for data science. 3 credit

### **MCIS 570 - Application of Machine Learning**

Many times an initial machine learning model will not be the best model to put in production. This course explores what can do done to make a model better for business use - beyond the standard pre-processing and grid search steps used in the machine

learning workflow. It focuses on 1) understanding why a model makes its predictions; 2) trouble-shooting why a model is doing poorly and what can be done to improve the model; 3) how to optimize the model. It covers four topics: tree based models, imputing missing values, clustering, and topic modelling. 3 credits

**MCIS 580 - Introduction to Project Management**

This course focuses on the management, communication and collaboration between Business and IT functions for project implementation. 3 credits

**MCIS 599 - Independent Study**

This course provides an opportunity for students to create an independent study experience to pursue a unique area of interest in Data Science.

**MCIS 600 - Internship/Capstone**

Students have the option to participate in either an internship assignment in the data science field or develop a capstone project. The capstone option will require student demonstration and application of core data science knowledge to a project involving actual data in a realistic setting. During the project, students engage in the entire process of solving a real-world problem. Depending on the project's complexity, students will work individually or in small teams. Students must complete all MCIS courses before enrolling. 3 credits

**Master of Science in Leadership Courses**

**LDR 520 - The Art and Science of Leadership**

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

**LDR 530 - Leading Teams and Groups**

This course examines the development, implementation and importance of teams and groups in organizational settings. Leading theories and processes of team and group behavior will be examined with an eye towards their application in practical experience. Particular attention will be paid to leadership as it relates to collaboration and conflict within the teams and groups. 3 credits

**LDR 533 - Communication Skills for Leaders**

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

**LDR 543 - Action Research Fundamentals**

Relevant models and theories related to organizational development and action-based research to employ effective change will be presented for evaluation, discussion and practical application. Students will be evaluated on their ability to understand concepts, use effective critical thinking skills to make analytical decisions, and apply those concepts to conduct research and propose a model for change. 3 credits

**LDR 593 - Leadership in a Global Environment**

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

**LDR 595 - Leadership, Ethics, and Organization Integrity**

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

**LDR 615 - Action Research Capstone**

In this course students will demonstrate an ability to integrate Action Research Theory into practices, articulate a personal philosophy of leadership, develop a model of organizational change, and provide knowledge of the seminal research in the field of organizational leadership through a capstone research project. Pre-requisite: Must be taken in the final semester in the program. 3 credits

**OLG 510 - Organizational Psychology and Behavior**

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

**OLG 513 - Organization Development and Change**

This course provides an introduction and overview of the issues involved in organizational change and development initiatives. Special interest is placed on issues of culture, whole systems change, and the challenge and opportunities presented to those leading change. 3 credits

**OLG 515 - Organization Design, Systems, and Change Management**

This course focuses on how the inter-relatedness of organizational factors, how to assess, analyze, and manage these elements as they drive organizational change. Further, this course focuses on how change can be managed. In order to survive in rapidly changing and highly competitive operating environments, organizations must learn how to continually adapt, evolve, contract, expand, and innovate. Organizational change management concentrates on implementation of organizational and business strategies, new ideas, innovations and practices. 3 credits

**OLG 565 - Strategic Planning and Management**

This course is designed first to provide students the tools to develop strategic plans for organizational leadership. Students will also gain insight into the successful management of employees to ensure success for these plans. The mechanics of implementing continuous performance management processes emphasizing employee growth and development will also be emphasized. 3 credits

## **Doctorate in Organization Development and Change Courses**

### **DORG 700 - The Evolution of Organization Development**

This course provides a comprehensive overview of the foundations and evolution of the field of organization development and change. The course also explores systems theory and other OD theories and concepts to better understand the dynamics of change at various organizational levels, as well as the contributions of the field to the practice of organization development and change in local and global contexts. Students will explore key aspects of the OD consulting process and OD interventions and have an opportunity to apply their knowledge through various experiential learning activities and assignments. 4 credits

### **DORG 705 - Writing for Scholar-Practitioners**

This course focuses on scholarly and academic writing and reading, both of which are skills students develop throughout this program in working toward the dissertation project. The course focuses on the fundamentals of scholarly and academic writing at the doctoral level. The course is not designed to teach students how to write, but it is designed to re-familiarize students with academic writing, and to familiarize students with doctoral writing and program requirements and expectations. 2 credits

### **DORG 710 - Theory and Practice of Organizational Leadership**

This course emphasizes leadership theory and practice. A review of leadership theories and key elements of leadership are presented, experienced, and then investigated more deeply in student teams. Students will be asked to consider how the key qualities required of leaders today can be assessed and developed. Students will also be asked to connect leadership theories and practices to leadership situations that are relevant to their own work experiences. 4 credits

### **DORG 715 - Philosophy of Science/Ways of Being, Doing, and Knowing**

This course examines the ontological and epistemological foundations of organization development and change. Students will learn about Western and Indigenous Ways of Knowing and will be exposed to methodologies emphasizing action and intervention within organizational settings. 4 credits

### **DORG 725 - Group Facilitation, Consultation, and Team Development**

This course examines the leadership process using team and group dynamics as a context. Students will investigate and provide consultation around issues related to team building, interpersonal and group relations, and utilizing effective problem-solving and decision-making skills. Emphasis will be placed on effectively initiating collaborative approaches with both internal and external stakeholders. 4 credits

### **DORG 730 - Organizational Assessment, Design, and Strategy**

This course focuses on understanding organizations in a holistic and complete way – a necessary condition for those OD professionals and leaders who aim to help medium, large and complex organizations change. It starts with understanding the organization as a system. Systems change involves relationships, inter-connections, strategy, design, timing, and multivariate thinking. It also involves the human dynamics of learning, resistance, commitment, self-management, and social relations. 4 credits

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

This course requires students to conduct a systematic study of multi-cultural issues in the workplace related to both social and cultural factors, emphasizing the respect for the diversity of employees. A special emphasis of the course will be the



importance of morality in the workplace and its place in society. Attention will be given to ethnocentrism and personal tendencies to develop bias within the workplace. 4 credits

**DORG 745 - Research Design and Methods - Quantitative**

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

**DORG 746 - Research Design and Methods - Qualitative**

This course is designed to develop proficiency in collecting, analyzing and reporting qualitative data, using a variety of qualitative tools. Included will be ethnography, narrative, case studies, grounded theory, and generative theory. Attention will be given to their history, traditions, conceptual bases, and applications. In addition, the course includes analysis of exemplary qualitative studies. 4 credits

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

This course challenges students to develop a framework for ethical thinking and reflection with a strong emphasis on ethical challenges frequently encountered when trying to represent social justice issues. Students will be required to investigate current research trends regarding ethical issues in the organizational setting including moral, ethical, and social responsibility. Students will be required to analyze the impact they personally have on their own organizations. 4 credits

**DORG 755 - Change Management and Change Leadership in a Global World**

This course brings together the core concepts of change science and theory, engaging formal and informal processes of leading and managing change. The course addresses change on numerous levels, including individual, group, organizational, community, national, and global, and within multiple contexts, including organizational, behavioral, political, and social. The content engages theories and practices of change, change processes, change roles, change structures, and existing change models from interpersonal, interdisciplinary, interprofessional, international, and intercultural lenses. 4 credits

**DORG 760 - Negotiation, Conflict, & Communication Strategies to Advance Social Causes**

This course examines the interplay of communication, conflict management, and negotiation strategies in multiple contexts including advancement of social causes. Students will be engaged experientially through readings, assessments, simulations/skills practices (role plays), case studies, discussions, and research papers to reflect on their own experiences with negotiation and conflict and to demonstrate their understanding of these strategies and when to apply them. 4 credits

**DORG 765 - Advanced Quantitative and Qualitative Methods**

This seminar focuses on the integration of your learning throughout the program, which will proceed throughout your dissertation research. This course focuses on that integration process through review of previous dissertations, exploration of advanced research methodology topics, discussion of the dissertation process with the faculty and other guests, and the completion of a multi-stage Dissertation Prospectus that will serve as an initial draft of your dissertation proposal. 6 credits

**DORG 775 - Dissertation: Proposal, Development, and Defense**

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

her or his dissertation proposal. Students will be required to select a topic, draft research questions, construct an appropriate literature review, and conduct/analyze research utilizing research methodologies learned throughout time in the program. Two critical benchmarks must be met in this course: the first entails successfully passing a proposal hearing, while the second necessitates passing the dissertation defense. More details are outlined in the student dissertation handbook. 18 credits

### **Qualification Examination**

Toward the end of the first year, students are required to write a general review paper (typical length 30 – 50 pages, although there is no upper limit) of key journals in the fields of organization development and change management. One major objective of this assignment is to familiarize students with these premier journals as they will later serve as resources for their research and practice and will lend support to their growth and development as scholar-practitioners. The other major objectives of this assignment include: giving the students early exposure to the kinds of topics that are being researched in the fields of organization development and change management; assessing the logic that underlies constructing research questions and developing hypotheses; determining the various methods being employed to conduct research and the techniques and approaches utilized to collect, analyze and interpret data; and understanding the art of drawing conclusions from research.

## **Doctor of Education in Educational Leadership Courses**

### **EDD 700 - Academic Writing for the Dissertation**

In this course, students will develop academic writing skills generally and scholarly literature review writing skills specifically. The course emphasizes how to (a) conduct a research literature search; (b) develop a scholarly synthesis of research literature; (c) organize research literature around identified essential topics; (d) specify gaps in the existing research knowledge base to support the need for future research; and (e) focus on developing a scholarly narrative supporting all points of view of the study. The overall goal of this course is for students to understand and model how to create a scholarly literature review that avoids bias, focusing on the topics of study, and addresses all the required components of a literature review in a dissertation. Students will also develop techniques for following APA form and style and avoiding plagiarism. 3 credits

### **EDD 701 - Dissertation Writing: Proposal Writing 101**

Through this course, students will work on their own writing as they learn practical strategies for developing components of Chapter 1. Credit for this course does not count toward credit in the EdD program. Graded Pass/Fail. Courses graded as "Pass/Fail" will only impact the GPA if the course grade is a failure. 0.5 credits

### **EDD 702 - Introduction to the Doctoral in Education Leadership Program**

This course will introduce students to practices associated with success in the doctoral program such as academic writing and prepare them to map and plan their studies emphasizing qualities of a scholar-practitioner. The course will also introduce students to Cabrini dissertation process. The course is graded as "Pass/Fail" and will only impact the GPA if the course grade is a failure. 3 credits

### **EDD 710 - Philosophical and Theoretical Foundations of Leadership**

This course is designed to engage students in the broad study of leadership theory related to educational policy and practice. Models of leadership and their philosophical underpinnings are explored by delving into leadership styles, beliefs, behaviors, and practices and how they inform decision-making. 3 credits

**EDD 711 - Introduction and Application of Critical Race Theory**

This doctoral course explores the foundations of Critical Race Theory, from its roots in Legal Studies, to its intersection into the field of Education. Further, this course offers a framework for examining issues pertaining to race/racism, and systemic and organizational inequities that disproportionately impact the educational experience for students and communities of color, and other marginalized populations. Additionally, this course will expose students to the foundational scholarship and theorist/theories that inform Critical Race Theory. 3 credits

**EDD 712 - Policy and Social Justice Issues for Educational Leaders**

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

**EDD 714 - Organizational Leadership for a Diverse and Global Society**

This course examines the systems, structures, and competing influences faced by educational leaders in an increasingly complex and global society. The leader's role in transforming education to address the needs of increasingly diverse learners and build equity, capacity, and sustainability within a learning organization is explored. 3 credits

**EDD 715 - Exploring Research Literature**

This seminar is designed to guide and support students in the identification of a research topic and the investigation of relevant scholarly literature to be used to inform their work as scholar practitioners. Students will develop skills in reading academic writing and analyzing scholarly research. Prerequisite: EDD 791. Graded Pass/Fail. Courses graded as "Pass/Fail" will only impact the GPA if the course grade is a failure. 1 credit

**EDD 716 - Ethics in Educational Leadership**

This course focuses on the principles, practices, and issues related to ethics in educational leadership within a variety of institutional settings. The ethical dimensions of leadership and the influence of ethics and values on decision-making are examined through both traditional and nontraditional ethical paradigms to resolve dilemmas faced by leaders. 3 credits

**EDD 718 - Educational Technology for Development and Social Justice**

This course explores technology enhanced learning environments and innovations in educational technology, as well as the potential of information and communication technologies as tools for social change in developing sustainable learning communities that promote social justice. 3 credits

**EDD 719 - Seminar in Contemporary Problems in Educational Leadership**

This course engages students in formulating the components that comprise the statement of a research problem founded on the identification of a theoretical framework and current literature related to the topic. The goal of this work is to develop a preliminary first chapter of the dissertation proposal—the statement of the problem. Prerequisite: EDD 791, EDD 715, and EDD 792. Graded Pass/Fail. Grades of P do not affect the GPA. 1 credit

**Concentration Courses****EDD 640 - Contemporary School Leadership**

This course provides a foundation for understanding the nature and nuances of leadership, and the ethical issues that face current and future administrators. Through a focus on mindset, innovation, and technology, students will explore the challenges

and dilemmas of school administration. Leadership theory and paradigm will serve as the basis for discussing the role and responsibilities of the school administrator. (30 field hours) 3 credits

**EDD 643 - Fiscal and Executive School Leadership**

This course explores the managerial responsibilities of school administrators and their impact on the educational effectiveness of schools. Strategic planning, staffing, budgeting, resource allocation, facilities management, negotiation and contracts, and decision making are studied in relation to modern leadership. (30 field hours) 3 credits

**EDD 644 - Leadership in Curriculum, Instruction, and Assessment**

In this course, models of curriculum development and design, instructional delivery, and assessment practices that inform instruction are examined, as well as the role of the instructional leader in building effective practices that address the needs of all learners. Future-focused and innovative practices are emphasized. (30 field hours) 3 credits

**EDD 645 - Inspired Leadership in Supervision and Evaluation**

This course investigates effective models of supervision and evaluation to improve teaching performance and student learning. Skills in classroom observation, professional development, teacher and principal evaluation, and discipline are addressed. (30 field hours) 3 credits

**EDD 646 - Strategic Leadership in Community Engagement**

Students will examine leadership methods, strategies, and tools for ensuring effective communication in schools and within the school community, including the use of a variety of technologies. Topics will include effective communication, digital citizenship, branding, and social media. (30 field hours) 3 credits

**EDD 647 - Law and Policy for School Leaders**

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

**EDD 658 - Leadership in Inclusive Education**

This course provides a foundation for school administrator candidates in the complex facets of instructional leadership in special education and the achievement of students with diverse learning needs. Future administrators will gain an understanding of the legal requirements and challenges, data analysis as a tool for improving instructional programs, and the development of an inclusive school environment. (30 field hours) 3 credits

**EDD 729 - PK-12 School Administrator Internship**

Students will complete site-based internship tasks and projects aligned to the PDE Standards and Competencies for Principal Preparation in a 180-hour internship under the guidance of practicing PK-12 principals and program internship supervisors. Within this capstone experience, which students take as the last course in the program, students will become immersed in the role of the principal across levels to demonstrate their competencies as school leaders. Requisite PA certification is required. Graded Pass/Fail. Courses graded as "Pass/Fail" will only impact the GPA if the course grade is a failure. Prerequisites: EDD 640, EDD 643, EDD 644, EDD 645, and EDD 646, EDD 647, EDD 658 or EDD 730. 3 credits

**EDD 730 - Educational Programs for Diverse Learning Needs**

This course examines the leader as an advocate for students through an understanding of curriculum, effective instructional strategies, and assessment systems that focus on creating a culture that supports student learning and achievement. The regulations, policies, and practices that promote a fair, equitable, and appropriate education for learners with special needs are a focus of this course. (36 field hours) 3 credits

**EDD 732 - Legal and Fiscal Management for School Organizations**

This course examines the legal and fiscal knowledge required of leaders to manage an educational organization. Current laws and court decisions at the local, state, and federal levels and their impact are analyzed. Fiscal planning and resource management, funding sources, and resource allocation unique to education are examined and analyzed. (36 field hours) 3 credits

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

This course examines the collection of data and its analysis as a systems-based tool for strategic thinking leading to educational reform. Strategic planning and effective communication with internal and external constituents, promoting a shared vision of the organization, and using data-driven decision-making that promotes success for all students are focused on in this course. (36 field hours) 3 credits

**EDD 736 - Human Resource Development and Management**

This course provides the policies, processes, and procedures of effective human resource administration including the legal and ethical dimensions of human resource functions. Functions that are explored include the recruitment, selection, induction, and development of personnel, as well as supervision and evaluation, compensation, and collective negotiations. (36 field hours) 3 credits

**EDD 738 - School Organization Management and Governance**

This course provides a macro view of the governance structures of education with a micro view of PK-12 management and governance related to the local influence of education and the role of the leader. Topics include developing productive board relations, building a community culture that values learning, and securing support for the mission of the school organization through positive public relations and relationship building with external institutions, businesses, and agencies. (36 field hours) 3 credits

**EDD 739 - Superintendent Internship**

Students will complete site-based internships tasks and projects aligned to the PDE Standards and Competencies for School Administrators in a 180-hour internship under the guidance of a practicing superintendent and program internship supervisor. Within this capstone experience, which students take after they have completed the concentration requirements, students will become immersed in the role of the superintendent to demonstrate their competencies as district leaders. Requisite PA certification is required. Graded Pass/Fail. Courses graded as "Pass/Fail" will only impact the GPA if the course grade is a failure. Prerequisites: EDD 720 or EDD 730, EDD 732, EDD 734, EDD 736, and EDD 738. 3 credits

**EDD 742 - Theories and Models of Curriculum**

This course focuses on the theory of curriculum, its philosophical and historical foundations, and the ideologies and trends that influence and shape curriculum and its design. Governance, control, and macro and micro perspectives of curriculum are examined, as well as current issues and controversies related to curriculum. (field project) 3 credits

**EDD 744 - Curriculum Design and Development**

This course deepens students' knowledge of the theoretical and practical aspects of curriculum design, its development, and its implementation in relationship to the learning environment as a means of educational reform. (field project) 3 credits

**EDD 746 - Theories and Strategies in Learning and Assessment**

This course focuses on the theory of curriculum, its philosophical and historical foundations, and the ideologies and trends that influence and shape curriculum and its design. Governance, control and macro and micro perspectives of curriculum are examined, as well as current issues and controversies related to curriculum. (field project) 3 credits

**EDD 748 - Supervision and Professional Development**

This course focuses on models of supervision, evaluation, and professional development and how they can inform and guide each other. Leadership practices that can result in teacher growth and building capacity for educational improvement are also explored. (field project) 3 credits

**EDD 749 - K-12 Curriculum and Instruction Supervisor Internship**

Students will complete site-based internship tasks and projects aligned to the PDE Competencies for K-12 Curriculum and Instruction Supervisor during the internship experience. Graded Pass/Fail. Courses graded as "Pass/Fail" will only impact the GPA if the course grade is a failure. Prerequisites: one from: EDD 720, EDD 730, EDD 740, EDD 658, EDG 658, and all of the following: EDD 742, EDD 744, EDD 746, EDD 748. 3 credits

**EDD 750 - Adult Learners in a Global Learning Environment**

This course investigates adult learning theories related to student development focusing on andragogy, motivation, cognition and neuroscience, and transformative learning in contemporary higher education settings. Focus is given to the impact of globalization, the influence of technology, and the changing demographics of adult learners. 3 credits

**EDD 752 - Organizational Structures in Higher Education**

This course is a comparative study of the organizational theories and structures of higher education institutions including their philosophies, objectives, and functions and the history and development of higher education as an institution. The issues and challenges faced in contemporary higher education are explored and analyzed. 3 credits

**EDD 754 - Academic Functions in Higher Education**

This course focuses on the concepts and processes of academic management in higher education to include shared governance, the role of academic leadership, the curriculum, and the faculty. The student experience in post-secondary education and the academic functions that support student development, learning, and persistence are also topics in this course. 3 credits

**EDD 756 - Administrative Functions in Higher Education**

This course delves into the management of post-secondary institutions and the leader's role in building capacity and sustainability through strategic management. Topics in this course include administrative functions that support the operation of the institution and its strategic initiatives to include recruitment and enrollment management and financial functions. 3 credits

**EDD 758 - Governance and Law in Higher Education**

Students will become knowledgeable about statutory and case law that have implications for higher education administrators and policy makers with particular emphasis on such areas as employment, including affirmative action, dismissal, contracts,

tenure, civil rights, due process, and student rights. The course explores the roll of higher education leaders in institutional governance. 3 credits

### **Research Courses**

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

This course provides students with a foundational understanding of the various approaches and quality indicators of educational research through the examination and analysis of existing research in the field of education. Students are introduced to research design paradigms, the development of literature reviews, formulating problem statements and research questions, theoretical frameworks, and qualitative and quantitative research procedures. 3 credits

#### **EDD 782 - Qualitative Research Methodologies I**

This course provides students with a deeper understanding of qualitative research focusing on approaches to qualitative study designs, data collection techniques, ethical considerations, validation strategies, and introductory data collection, analysis, and reporting of results. Prerequisite: EDD 781. 3 credits

#### **EDD 784 - Quantitative Research Methodologies I**

This course provides students with a foundational understanding of the types of quantitative designs and the use of statistical techniques used in educational research focusing on sample and sampling approaches, validity and reliability of measurement, and the interpretation of data using statistical software such as SPSS. Prerequisite: EDD 781. 3 credits

#### **EDD 786 - Mixed Methods in Research**

This course is intended for students interested in pursuing mixed methods research. It provides students with an in-depth understanding of educational research that incorporates mixed research designs including sampling strategies, data collection, data analysis, and reporting research using both qualitative and quantitative procedures learned in EDD 782 and EDD 784. Prerequisites: EDD 781, EDD 782, and EDD 784. 3 credits

#### **EDD 787 - Qualitative Research Methodologies II**

This course is intended for students interested in pursuing qualitative research. It provides in-depth experience with qualitative research design as well as application of these designs in original research. Students build on the knowledge and skills gained in EDD 782 with an increased focus on data collection, analysis, and reporting. Prerequisites: EDD 781, EDD 782, and EDD 784. 3 credits

#### **EDD 788 - Quantitative Research Methodologies II**

This course is intended for students interested in pursuing qualitative research. It provides student with the knowledge and skills needed for conducting a quantitative study using a variety of statistical methods in the analysis of quantitative data. Students build on the knowledge and skills gained in EDD 783 through application in original research and using statistical software such as SPSS. Prerequisites: EDD 781, EDD 782, and EDD 784. 3 credits

#### **EDD 790 - Independent Study**

Doctoral students may select an independent study with approval from the Coordinator of the EdD in Educational Leadership Program. This course is the study of a topic of special interest not included in the regular course offerings. Forms are available in the Cavalier Express Center, First Floor, Grace Hall. Graded Pass/Fail. *Approval of the Program Coordinator is required.* 3 credits

**Dissertation Courses (Students must complete the Dissertation Seminars in sequence.)**

**EDD 791 - Dissertation Seminar I**

This course introduces students to practices associated with successful advancement in a doctoral program, qualities of a scholar-practitioner, characteristics of a strong dissertation, and provides the opportunity for early participation in their scholarly community of practice. Graded Pass/Fail. Courses graded as “Pass/Fail” will only impact the GPA if the course grade is a failure. 2 credits

**EDD 792 - Dissertation Seminar II**

The dissertation process is a developmental one. This series is intended to orient and guide students in the development as scholars by attaining a thorough understanding of the requirements of a doctoral level program and the dissertation, which includes on-going scholarly reading and writing following the most current format and style of the American Psychological Association (APA). *Prerequisite: EDD 791.* 2 credits

**EDD 793 - Dissertation Seminar III**

The dissertation process is a developmental one. This series is intended to orient and guide students in their development as scholars by attaining a thorough understanding of the requirements of a doctoral level program and the dissertation, which includes on-going scholarly reading and writing following the most current format and style of the American Psychological Association (APA). *Prerequisites: EDD 791 and EDD 792.* 2 credits

**EDD 794 - Dissertation Proposal\***

The dissertation proposal focuses on the dissertation topic and statement of the problem, research questions, theoretical framework and a review of the literature, and the methodological plan for the research. Students will meet on a regular basis with their dissertation chair to develop a formal proposal for their doctoral dissertation leading to a defense of the proposal. Graded Pass/Fail. Students must receive permission from their dissertation chair to take EDD 794. Registration for the course is done after consultation between the student and the dissertation chair. *Prerequisites: EDD791 and EDD792.* Variable Credits: 3 – 18 credits

**EDD 795 - Dissertation\***

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

*Prerequisites: EDD 791, EDD 792, EDD 793 and EDD 794*

Students must defend their dissertation proposal successfully and receive permission from their dissertation chair and the program coordinator to take EDD 795.

Variable Credits: 3 – 18 credits

\* To complete the doctoral degree a **minimum** of 12 credit hours combined both EDD 794 and EDD 795 are required.

*Progression in the EdD program beyond EDD 794 requires successful completion of both the required courses and the dissertation proposal defense. Completion of the program requires successful completion of all required courses and successful defense of both the dissertation proposal and the dissertation as well as publication of the dissertation in ProQuest.*



### **EDD 810 - Writing and Defending the Dissertation Proposal**

Students must successfully complete and submit to their chair a dissertation prospectus prior to enrolling in this course. The dissertation proposal focuses on the dissertation topic and statement of the problem, research questions, theoretical framework and a review of the literature, and the methodological plan for the research. Students will meet on a regular basis with their dissertation chair to develop a formal proposal for their doctoral dissertation leading to a defense of the proposal. Graded Pass/Fail. Grades of P do not affect the GPA. To earn pass at the end of each course period, the student needs to meet the goals they set in advance with their chair.

*Prerequisites: EDD 791, EDD 792, EDD 793. Pass/Fail*

Variable Credits: 3-15 credits

### **EDD 820 - Writing and Defending the Dissertation**

The course allows candidates to conduct an original research study that will comprise the final written dissertation. Students will meet on a regular basis with their dissertation chair to review their ongoing research, data collection and analysis, and reporting of the results and its relationship to existing research, leading to the dissertation defense. The final dissertation must attest to the candidate's ability to conduct original research and be successfully defended before the candidate is recommended for the degree. Graded Pass/Fail. Grades of P do not affect the GPA. To earn pass at the end of each course period, the student needs to meet the goals they set in advance with their chair.

*Prerequisites: EDD 791, EDD 792, EDD 793 & EDD 810. Pass/Fail*

Variable Credits: 6-18 credits

*Progression in the EdD program beyond EDD 810 requires successful completion of both the required courses and the dissertation proposal defense. Completion of the program requires successful completion of all required courses and successful defense of both the dissertation proposal and the dissertation as well as publication of the dissertation in ProQuest.*

## **Graduate Education Courses**

### **EDG 501 - Educational Research**

This course teaches students how to critically read and evaluate peer reviewed research studies, develop sound research questions and examine instructional problems through published research. The course is designed to introduce students to basic principles of various educational research designs. Students will become proficient in reading, analyzing and evaluating educational research. 3 credits

### **EDG 503 - Curriculum Methods for Early Childhood Education**

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

### **EDG 505 - Introduction to the Exceptional Learner**

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

graduate degree. This course can also meet the requirement in teacher preparation for exceptional students in inclusive educational settings. 3 credits

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

This course is designed to provide a collaborative forum through which individuals who are currently teaching can inquire about both their practice and the classroom contexts that surround it. Taking the form of teacher research, students' inquiries provide structured opportunities for identifying problems, acting on possible solutions and observing consequences. Students work through these "action steps" in concert with other class members and regularly share their progress in a seminar format.

Prerequisite: EDG 501, Educational Research. 3 credits

**EDG 507 - Curriculum Design: Constructing Meaning through Theory and Instruction**

This course presents strategies for planning and organizing instruction, including the individual lesson, units, the entire course, and the curriculum as a whole. Instruction includes both theory and practice and how school districts change curriculum.

National and Pennsylvania Department of Education standards and guidelines will be integrated into the class assignments.

3 credits

**EDG 509 - Elementary Science/Health: Instructional Strategies**

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

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

Readings and discussions introduce methods of teaching basic skills in elementary social studies and minority education issues.

Course includes a focus on culturally-sustaining pedagogy, both theory and practice. Students will prepare lesson plans and activities for the elementary classroom. 3 credits

**EDG 511 - Learning and Cognition**

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

**EDG 513 - Students with High-Incidence Disabilities: Instructional Programs/Practices I**

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

**EDG 514 - Special Education Program Development and Evaluation**

This course focuses on the ways in which multiple processes of assessment (screening, special education eligibility, program planning, and evaluation) occur for the full range of students with disabilities from PreK-12 in order to plan IFSPs and IEPs that support effective instruction in a variety of settings. The interdisciplinary assessment process which includes Response to

Instruction and Intervention (RTI) and the application of Pennsylvania's Academic Standards during instruction for Pre K-8 and 7-12 is covered along with legal requirements, professional roles and responsibilities. Additionally, this course provides graduate level students with the knowledge and skills necessary to establish and maintain progress monitoring practices aligned with the identified needs of each student. Graduate students will be provided the theoretical and practical basis for selection and use of the wide range of tests and measurement data available to better inform instruction. 3 credits

#### **EDG 516 - Urban Schools, Family, and Community Partnerships**

This course begins the initial exploration of the field of urban education and its interdisciplinary foundation, which considers definitions of urban education and why to study it. The course examines the interdependent dimensions of families, schools and communities. They analyze the characteristics and effectiveness of specific home-based and school-based programs. The course requires students to interrogate the area of urban education scholarship dedicated to evaluating effective school and community partnerships, research on parental involvement and strategic best practices in forming strong community relationships. 3 credits

#### **EDG 517- Positive Behavior Intervention Strategies**

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

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

This course is designed for the assessment and development of instructional strategies and evidence-based learning for individuals with significant disabilities. Teacher candidates will demonstrate knowledge of common etiologies and the impact various low incidence disabilities can have on learning and the educational experience. The content of the course focuses on tests and measurements relevant to life skills, assessment of life skills and development of instructional strategies with an emphasis on inclusive practices. Application includes the development of assessing each student's needs and developing individualized education plans that are standards based as well as best practices instructional programming. 3 credits

#### **EDG 521 - Education and the Common Good: Sociocultural Foundations of Education**

This course examines the sociological, cultural, and political foundations of education broadly, including the role, development, and organization of education in the United States. In light of the fact that the system of schooling should be based on principles of equitable access and that every individual has a right to educational opportunities which are just, fair and democratic, students will examine key contemporary issues, policies, and debates in education as they relate to larger society. 3 credits

#### **EDG 522 - Creating a Community of Readers and Writers**

Focused on language, literacy and learning across the curriculum, this course acknowledges the importance of integrating reading and writing to provide more meaningful learning and the most efficient use of instruction. It relies heavily on the Pennsylvania Literacy Framework (2000) and includes instruction, discussion, reading, written reflection, as well as in-depth

investigation of the critical experiences presented in this document. This reading-intensive course focuses on transacting with text, composing texts, extending reading and writing, investigating language, literacy curricula, and assessment. 3 credits

**EDG 530 - Investigating Language: Instructional Strategies for Teaching Phonics**

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

**EDG 535 - Teaching and Learning for Equity**

This course is designed to assist elementary and secondary teachers to understand the principles and the practice of both differentiated instruction and multicultural education. The course focuses on the complex diversity of today's regular education classrooms, and provides a balance of instructional theories and practical applications to help teachers respond to the opportunities and challenges that accompany this diversity. Students will use the theories and strategies studied to improve the learning and achievement of each student in their PK-12 classrooms. 3 credits

**EDG 537 - Cognition and Developmental Psychology**

The course provides insight into the psychological theory, principles, and research that guide instructional planning, design, strategies, and assessment that must be applied in the proper instruction and evaluation of school students. Major areas include understanding student characteristics through developmental theory, approaches to instruction through behavioral, social, and constructivist theories. Creating a learning environment through motivation and classroom management, and the role of assessment in teaching are also explored. 3 credits

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

This course introduces students to the study of aims, relations, and meanings in education through the exploration of differing philosophies such as progressivism, essentialism, perennialism, and critical theory. Each student will develop a unique philosophical perspective on education through discussing and writing about questions that include:

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

3 credits

**EDG 541 - Elementary Reading/Language Arts: Instructional Strategies**

This course provides in-depth study and evaluation of current theory-based practices in teaching reading and language arts. Students examine in detail the nature of the reading process through reading, writing, discussion, multiple literacy demonstrations, and hands-on experience. 3 credits

**EDG 542 - Learners at Risk: Diagnostic Practicum I**

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

**EDG 544 - Issue and Trends in Assessment for Student Learning**

This course engages practicing PK-12 educators in the examination of the multi-faceted role of assessment, and issues surrounding assessment practices, including the complexity of student learning in diverse classrooms. 3 credits

**EDG 546 - English Language Learners in Inclusive Classrooms**

This course provides an overview of ways to create inclusive K-12 learning environments that support English Language Learners, as well as Native English Speakers and includes the study of second language acquisition, assessment, culturally relevant practices, and appropriate curricular frameworks to meet the needs of diverse learners. 3 credits

**EDG 549 - The Teaching of Writing/Language Arts**

This course examines the current explosion of interest in the teaching of writing in the elementary classroom, including some of the major theories about how writers write and how to teach writing. Students develop ways to integrate the theories about the teaching of writing into their own practice of teaching; attend to the similarities and differences in the teaching of writing for students of all ages and various abilities; examine models of "writing across the curriculum," and learn innovative ways to use writing in response to literature. The course attends to students' own writing processes and application of the theories proposed in the course. 3 credits

**EDG 550 - Teaching Writing to PK-4 Learners**

This course examines the teaching of writing in the PreK-4 classroom including some of the major theories about how writers write and how to teach writing. Students develop ways to integrate the theories about teaching of writing into their own practice of teaching; attend to the similarities and differences in the teaching of writing for students of various abilities; examine models of writing across the curriculum; and learn innovative ways to use writing in response to literature. The course attends to students own writing processes and tries to model in its own classroom practices the theorist proposed in the course. An emphasis will be placed on using culturally appropriate materials and pedagogies as well as adapting lessons to meet the needs of individual learners, including those who need learning support and English language learners. PreK-4 candidates only. 3 credits

**EDG 551 - Technology in the 21st Century Classroom**

This course is designed as an introduction to computer applications in teaching. The purpose of this course is to enable teachers to develop skills needed to use technology in an integrated school curriculum. Topics include: application software; the internet; web design; evaluation of educational websites and software; collaborative Web 2.0 tools; the ethics of computer use in the classroom and grant writing. Each topic is presented and related classroom applications are demonstrated. Hands-on experience in the computer lab will be an integral part of the course. 3 credits

**EDG 552 - Integrating Technology throughout the Curriculum**

This online course is designed as an exploration into the uses of technology in education. The purpose of this course is to enable teachers to develop the skills needed to integrate technology into the classroom environment and to use project-based learning in an integrated school curriculum. Prerequisite: Computer experience or EDG 551. 3 credits

**EDG 553 - Unleashing the Power of Multimedia in the Classroom**

This course is designed to assist students in the critique of software from a design perspective. The requirements include the evaluation of graphics, text, sound and animation. Students create flowcharts and storyboards in preparation for a

multimedia presentation. Required skills include scanning and manipulating photographs. Multimedia presentations require the use of Hyperstudio and PowerPoint. Prerequisite: Computer experience or EDG 551. 3 credits

**EDG 554 - Current Issues in Educational Technology**

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

**EDG 558 - Curriculum Foundations**

This course provides foundational knowledge of curriculum theory, curriculum development, and constituent social and political ideologies. It also supports teachers' capacity to evaluate and critique curricula. This course will support teachers' understanding of curriculum reform trends and initiatives both historically and contemporaneously. Students therefore will be provided opportunities to practice the design of innovative and culturally relevant curricula grounded in the ideals of education for social justice. Students will explore the role of curricula in addressing these fundamental philosophical and ideological inquiries: Should education aim to mold future citizens, transmit national values, engender personal development, or inspire academic achievement? Must education have an aim and if so, what? Pre-requisite to any CIA course. 3 credits

**EDG 560 - Assessment, Equity, and Education**

Research indicates that high quality learning experiences, including access to equitable instructional resources, improve student performance and assessment outcomes. Course participants will analyze and synthesize current research and literature on the concepts of opportunity to learn and equity in education, with a focus on assessment for learning and assessment of learning. Participants will examine high-stakes assessments as they relate to current curricula, and they will also create and analyze their own classroom assessment tools. 3 credits

**EDG 564 - Transition Services for Exceptional Learners**

This course focuses on the development of individualized postsecondary education and community goals for transition plans that reflect the functional, academic data, and strengths and interests for the full range of exceptional learners that align to identified post school outcomes. Graduate students will gain knowledge of how national and state laws guide the transition process. Collaborative strategies to plan for students' skill development and identification of supports and services will be explored. In addition, how to administer and interpret formal and informal career and vocational assessments in order to plan instructional strategies for transition that include school, and community-based resources will be provided. This course requires graduate students to work directly with an exceptional learner. 3 credits

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

This course will develop the foundation for teachers who will be working with research and best practices in literacy development and instruction in core and intervention areas at the secondary level. It will develop an understanding of the tools, technology, and application of specifically designed instruction that would be encountered in the inclusive classroom for students. The content will reflect the functional, academic data, and strengths and interests for the full range of exceptional learners that align to identified school outcomes and academic standards. Collaborative strategies to plan for students' skill development and identification of supports and services will be explored and directly connected to literacy. In addition, how to administer and interpret formal and informal literacy assessments in order to plan instructional strategies for higher academic achievement will be provided. This course requires graduate students to work directly with an exceptional learner. 3 credits

**EDG 566 - Social Justice Movements in Education**

Social movements in education, student activism and community control of schools are major themes in this course. These themes are approached from socio-historical, critical, feminist, and constructivist perspectives. For example, issues of racism, sexism and the social construction of “race” are examined and analyzed using a critical, social justice lens. The course explores the evolutionary contours of urban school reforms in major U.S. cities. There is a focus on the distinct ways various ethnic/racial, linguistic and religious groups identify their needs, counter injustices and advocate for improved conditions. 3 credits

**EDG 568 - Student Centered Curriculum (Online Course)**

This course emphasizes teachers’ critical role as creators of student centered learning environment. It examines student centered instructional approaches and explores the relationship between curriculum, instruction and assessment. Participants will engage in discussion about how to navigate the competing demands of student needs and parent, policy maker and professional expectations. Students participants are encouraged to assess how they design, implement and asses their curriculum and/or to design and apply students centered curriculum, instruction and assessment into practice and to share their findings with their peers. It is recommended that students take EDG 568 and EDG 578 during the same semester. Prerequisite: EDG 558. 3 credits

**EDG 569 - Group Processes and Collaborative Learning**

This course examines group structures and dynamics and their roles in the classroom. It is designed to help participants understand, accept and use the group to facilitate student learning, growth and development in school. Students will investigate collaborative learning models and develop strategies to create and maintain a cooperative learning environment in the classroom. 3 credits

**EDG 570 - Exceptionalities in the Inclusive Classroom**

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

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

This course explores contemporary issues in relation to sociopolitical, cultural and economic dynamics that impact urban education post circa 1980 in the United States and globally. Students will use a critical theoretical social justice framework to examine the role of policies and various corporate and community-based reform strategies including NCLB in relationship to charter and traditional public school, high stakes testing, urban school cultures, “achievement gap” and “school to prison pipeline” discourses, and the consequences of school closings on teachers, education leaders, and local communities. 3 credits

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

This course focuses on growing the diversity of needs, strengths and capacities of contemporary urban students, families, and educators. The other major thrust prepares students to review the scholarly literature on effective instructional practices and school cultures that best support Black, Hispanic and other students of color in terms of achievement, socio-emotional, relational and identity development, and overall school experience. The course highlights a wide range of student voices representing different SES backgrounds, ethnic, and linguistic groups. Issues of human diversity are examined in areas of identity development, poverty, race, class, orientation, and gender. 3 credits

**EDG 578 - Learning, Instruction, and Assessment (Online Course)**

This course provides a comprehensive introduction to issues and theories in learning and instruction from the perspective of educational psychology, integrating findings from neuroscience research. Metacognition strategies are explored and shared. Specific emphasis is on emotional and social intelligence and how they relate to classroom management, learning, instruction and assessment. Participants will be engaged in self-discovery reflecting on their own learning approaches and how those align with their teaching strategies. It is recommended that students take EDG 568 and EDG 578 during the same semester. 3 credits

**EDG 581 - Instructional Design and Curriculum Development (Online Course)**

This course focuses on the integration of curriculum, teaching, learning, and instructional technology. Competence in the integration of curriculum, especially those related to instructional design using appropriate media, is fundamental for professional instructional leaders in the 21st century. The Instructional Design and Curriculum Development course is designed to provide a comprehensive overview of curriculum delivery using technology. Also, best practices for online learning within the context of lesson structuring to include appropriate media will be highlighted. It is intended that through the course presentations, discussions, and assignments, the student will become fluent in the reasonable integration of curriculum, teaching and instructional technology. 3 credits

**EDG 582 - Practicum in Special Education**

This practicum is designed for all graduate students adding certification in Special Education. The course focuses on putting student learning into practice through the current structure of the Special Education identification and implementation process in Pennsylvania. Topics include instructional evaluation, functional behavioral support, assistive technology devices and services, inclusion, parental involvement and standards aligned IEP development to support access to the general-education curriculum. 3 credits

**EDG 588 - Mapping the Curriculum (Online Course)**

This course introduces curriculum mapping, its processes and purposes as well as the ways in which it ensures macro and micro views of K-12 curriculum. Students will engage in strategic thinking for the planning and development of curricula while exploring the methods by which districts use curriculum mapping to make specific classroom and interdisciplinary connections so that there is a coherence of study, an alignment to outcomes, and a service to a district/school's vision. Pre-requisite: EDG 578. 3 credits

**EDG 589 - Dimensions of Being and Ethical and Courageous Educator**

This course explores the Cabrinian ideal of an "education of the heart" in relation to the aims and purposes of PreK-12 education in a diverse democratic society. Participants examine their calling as an educator through a study of restorative practices and strategies for creating classroom and school communities that promote and protect human dignity. Course topics include challenges involved in equity and inclusion in PK-12 school settings, school funding and governance, classroom management and leadership, and an asset-based approach to intentional community engagement. 3 credits *Includes 20 hours of observation.*

**EDG 590 - Communication Arts in Secondary Content Areas**

This course prepares secondary school educators to meet the communication arts—reading, writing, and speech—demands of their particular discipline and develop an understanding of literacy as an "enabling capacity." This course is a combination of theory and concrete methods to implement the ideas discussed. Reading Specialist Certification only. 3 credits



**EDG 591 - Teaching and Learning for Social Justice**

As a community of learners, students will identify an issue of social justice impacting education in the community. Having identified the issue, students will gain expertise and develop and implement a community service project to address the issue based on a commitment to social justice and the common good. The process experienced in this course is one that teachers will then be able to implement in their own K-12 classrooms. 3 credits

**EDG 593 - Growth through Community: Diagnostic Practicum II**

This course provides reading-specialist-certification candidates an opportunity to apply theory-based best practices in their respective classrooms, as well as engage in strengths-based reflective practice of their craft. 3 credits

**EDG 594 - LEAD in Classrooms and Schools**

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

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

Offered as needed. 3-6 credits

**EDG 595 - Leadership for Literacy Learning**

This course covers those aspects of leadership fundamental to literacy learning. Topics include the organization of reading programs, special needs of teachers and administrators, parental issues and concerns, teacher empowerment, professional development, and change as a means of growth. 3 credits

**EDG 596 - Capstone: Teacher Action Research, Analysis, and Presentation**

In this course, students continue to draw on the resources of their research community to examine their collected data, to reflect on the literature in their field of study, and to analyze patterns. Students share data and findings in class and in their professional circles, and present the outcomes of their research in both written and visual form. Students develop action plans for both instructional modification and for future data collection (in the action research cycle). Prerequisites: EDG 501 - Educational Research and EDG 506 - Teacher Action Research: Proposal and Implementation. 3 credits

**EDG 597 - Urban Education Seminar: Leadership and Research Practicum**

Students will learn how to use ethical research methods to identify and address problems in urban schools and educational settings. The course threads this theme of the importance of demonstrable, effective leadership that meets human needs as a top priority and concomitantly recognizing institutional needs. Students will examine specific urban school cases studies that focus on effective and ineffectual leadership, best practices and assessing school culture and climate. 3 credits

**EDG 598 - Foundations of Literacy**

Intended to serve as a conceptual mapping, this course presents literacy education and assessment through social, historical, theoretical and developmental lenses. Emphases include key theorists and research that have influenced how literacy instruction and assessment is being used in today's classrooms. 3 credits

**EDG 599 - Independent Study**

Students may select an independent but directed study of a special interest topic not generally included in the regular course offerings. Forms are available in the Academic Affairs Office. Approval of program director, faculty member, Dean of Academic Affairs, or the Vice President for Academic Affairs or designate required. 3 credits

**EDG 610 - Introduction to Instructional Leadership**

This course promotes understanding of the role of the teacher as instructional leader. Participants explore and examine the fundamentals of education leadership, coaching, reflective practice, data-driven decision-making, characteristics of effective instruction, school management practices and assessment, data management technology, models of consultation and collaboration, models of professional development, and mentoring and coaching adults. 3 credits

**EDG 611 - Advanced Instructional Design**

This course advances understanding of managing the teaching and learning environment through instructional and management considerations using research-based approaches for practicing teachers and instructional coaches. The use of technology and other methods to enhance in-depth learning are emphasized. Course content includes strategic instructional planning, curriculum mapping, integrated unit development, differentiated instruction, technology integration, authentic assessments, culturally proficient teaching, and the role that classroom management plays in developing a positive climate for learning. Prerequisite: EDG 610. 3 credits

**EDG 612 - Leadership and Educational Change I**

This course focuses on developing education professionals' ability to critically reflect on problems arising in schools in order to achieve positive school change. Using in-depth research related to instructional practices in a specific content area of interest or expertise (reading, mathematics, social studies, science, etc.) or behavior management, students will use this instructional coach course to mentor teachers or student teachers in the classroom setting. Students enrolled in this course will collect school data regarding PD needs assessments in their schools in order to design professional development session in EDG 613 to enhance positive classroom or school change. Prerequisites: EDG 610, EDG 611 (may be taken concurrently with EDG 611). 3 credits

**EDG 613 - Leadership and Educational Change II**

This course is a continuation of EDG 612 - Leadership and Educational Change I. Thus, graduate students will be implementing professional development plans in a school environment and analyzing data collected to measure outcomes of the action research project. Students will be mentored as they engage in implementing their school-based projects and measuring outcomes. Prerequisites: EDG 610, 611, and 612. 3 credits

**EDG 615 - Internship in Literacy**

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

**EDG 628 - Capstone in Curriculum Design and Implementation**

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

Prerequisites: Students must complete at least three of the following: EDG 558, EDG 568, EDG 578, and EDG 588. Offered in fall and spring. 3 credits

#### **EDG 630 - Special Topics**

This course provides in-depth investigation into a topic of special interest to graduate students. It is not intended to replace or duplicate any course that is offered in the MEd program. Proposals for special-topics courses must be approved by the Dean for Education or the Assistant Dean for Education and Graduate Council at the beginning of the semester before a course is offered. Offered periodically upon sufficient enrollment. 1-3 credits

#### **EDG 640 - Contemporary School Leadership**

This course provides a foundation for understanding the nature and nuances of leadership, and the ethical issues that face current and future administrators. Through a focus on mindset, innovation, and technology, students will explore the challenges and dilemmas of school administration. Leadership theory and paradigm will serve as the basis for discussing the role and responsibilities of the school administrator. Thirty field hours are required. Admission to the Educational Leadership Program is required. 3 credits

#### **EDG 643 - Fiscal and Executive School Leadership**

This course explores the managerial responsibilities of school administrators and their impact on the educational effectiveness of schools. Strategic planning, staffing, budgeting, resource allocation, facilities management, negotiation and contracts, and decision making are studied in relation to modern leadership. Thirty field hours are required. Admission to the Educational Leadership Program is required. 3 credits

#### **EDG 644 - Leadership in Curriculum, Instruction, and Assessment**

In this course, models of curriculum development and design, instructional delivery, and assessment practices that inform instruction are examined, as well as the role of the instructional leader in building effective practices that address the needs of all learners. Future-focused and innovative practices are emphasized. Thirty field hours are required. Admission to the Educational Leadership Program is required. 3 credits

#### **EDG 645 - Inspired Leadership in Supervision and Evaluation**

This course investigates effective models of supervision and evaluation to improve teaching performance and student learning. Skills in classroom observation, professional development, teacher and principal evaluation, and discipline are addressed. Thirty field hours are required. Admission to the Educational Leadership Program is required. 3 credits

#### **EDG 646 - Strategic Leadership in Community Engagement**

Students will examine leadership methods, strategies, and tools for ensuring effective communication in schools and within the school community, including the use of a variety of technologies. Topics will include effective communication, digital citizenship, branding, and social media. Thirty field hours are required. Admission to the Educational Leadership Program required. 3 credits

#### **EDG 647 - Law and Policy for School Leaders**

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

Students will explore the development and implementation of school policy. Admission to the Educational Leadership Program is required. 3 credits

#### **EDG 658 - Leadership in Inclusive Education**

This course provides a foundation for school administrator candidates in the complex facets of instructional leadership in special education and the achievement of students with diverse learning needs. Future administrators will gain an understanding of the legal requirements and challenges, data analysis as a tool for improving instructional programs, and the development of an inclusive school environment. Thirty field hours are required. Admission to the Educational Leadership Program is required. 3 credits

#### **EDG 659 - Administrative Internship**

Students will complete site-based internship tasks and projects aligned to the PDE Standards and Competencies for Principal Preparation in a 180-hour internship under the guidance of practicing PK-12 principals and program internship supervisors. Within this capstone experience, which students take as the last course in the program, students will become immersed in the role of the principal across levels to demonstrate their competencies as school leaders. Admission to Educational Leadership Program and the requisite PA certification is required. Grades are pass/fail and are not included in the GPA. 3 credits

#### **EDG 698 - Educational Statistics**

An introduction to univariate and multivariate statistics commonly used in educational research. Topics include analysis of variance and covariance, multiple regression and correlation, factor analysis, discriminant analysis, canonical correlation and select non-parametric techniques. Class is divided between lecture and computer applications. Prerequisite: EDG 501. 3 credits

### **Autism Spectrum Disorders Endorsement (K-12) Courses**

#### **GASE 510 - Characteristics and Theoretical Perspectives of Autism Spectrum Disorders**

In this introductory course to Autism Spectrum Disorders (ASD), candidates will examine the changing definitions, interventions and cultural attitudes regarding ASD. Course content will further include an overview of ASD including the common manifestations within communication and verbal behavior, key theoretical and etiology of ASD and the various diagnostic instruments and procedures to evaluate ASD. Field experience hours are required for this course and outside placement in a classroom with children with ASD is mandatory. Failure to complete a satisfactory field experience will result in a failing grade for the course. 3 credits

#### **GASE 520 - Assessment and Applied Behavior Analysis for Instructional Planning**

This course provides an overview of the assessments relevant for planning instructional programs for students with ASD. Course content will also include the relevant procedures to plan, structure and conduct relevant assessments for students with ASD. The principles of Applied Behavior Analysis (ABA) and Positive Behavior Supports (PBS) will be emphasized. Candidates will also discover procedures, activities and instruments that can be used to collect functional assessment data to target problem behaviors. Field experience hours are required for this course and outside placement in a classroom with children with ASD is mandatory. Failure to complete a satisfactory field experience will result in a failing grade for the course. 3 credits

#### **GASE 530 - Instructional Interventions and Methods for Autism Spectrum Disorders**

This course examines theoretical foundations and applications of evidence-based best practices for students with Autism Spectrum Disorders. Application of these practices will be explored across critical periods in the lives of children and family,

which include early childhood, the school years and transitioning from school to adult life. Evidence based practices are connected and explored in the following areas: identification and early intervention, collaboration with families, teaching communication skills, promoting social competence, developing academic skills, fostering self-determination and transitioning to adulthood. Field experience hours are required for this course and outside placement in a classroom with children with ASD is mandatory. Failure to complete a satisfactory field experience will result in a failing grade for the course. 3 credits

#### **GASE 540 - Collaborative and Advocacy Practices for Students with Autism Spectrum Disorders and Families**

This course is designed to develop collaborative, communicative and problem solving skills of special education professionals while interacting with family and other school professionals. Participants will explore the connections between communication and advocacy, including educator advocacy and promoting self and family advocacy. This course focuses on (1) support home and school structure for students with ASD; (2) the unique needs of families including diverse cultural values and belief systems; (3) team-based and evidence based models of consultation; (4) empowering student support teams (including family members); (5) Identifying various agencies and community systems that support students with ASD in the home, community, and work settings. Field experience hours are required for this course and outside placement in a classroom with children with ASD is mandatory. Failure to complete a satisfactory field experience will result in a failing grade for the course. 3 credits

### **Graduate Elementary Education Courses**

#### **GELE 505 - Early Childhood Learners and Families**

Focused on pre-kindergarten and kindergarten, in this course educators learn to plan integrated assessment-driven instruction appropriate to young learners in inclusive settings. Emphasis is placed on supporting the growth of the whole child and working closely with diverse families. Course topics include utilizing multiple means of assessment, social and emotional well-being, integrating play and movement, and building community within the classroom and community setting. 3 credits *Includes 20 hours of observation.*

#### **GELE 510 - Teaching STEAM: Mathematics, Science, and the Arts**

This course prepares educators to teach mathematics and science to young students utilizing evidence-based pedagogical practices that promote inquiry in the classroom and the development of critical thinking skills while integrating the arts. Demonstrations and projects are designed to build educators' background knowledge and conceptual understanding of mathematics and science for teaching in the elementary classroom. 3 credits

#### **GELE 515 - Teaching Reading and Language Arts to PreK-4 Learners**

This course examines how social-constructivist theories of language and literacy learning inform teaching in inclusive PK-4 classrooms. Participants will apply knowledge of phonemic awareness, phonics, vocabulary development, fluency, and comprehension to support literacy development through setting up effective learning environments, selecting appropriate materials, designing instruction, monitoring student growth, and adjusting instruction based upon student performance. Participants learn to plan standards-based lessons and plan a balanced literacy curriculum to support the growth of diverse learners. PreK-4 candidates only. 3 credits

#### **GELE 520 - Teaching Social Studies through Literature and Writing**

Social studies involves learning about people and cultures, geography, economics, history or change over time, and civic engagement. For elementary students, it also includes developing an understanding of our rights and responsibilities to one

another as citizens, including a beginning understanding of human rights. In this course, participants explore social studies teaching through children's literature and a focus on writing to learn. The framework includes a focus on culturally responsive and sustaining pedagogies, both theory and practice, as participants plan integrated theme units to support student learning about themselves and the world. 3 credits

### **GELE 585 - Pre-Student Teaching**

For this course, graduate students with no prior or current teaching experience 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 previous field observations; documentation of having met disposition expectations, and updated clearances (PA Child Abuse, PA Criminal History, FBI Criminal Check, TB test). Application process is required. See Academic Advisor or Associate Director of Student Teaching for specific deadlines. Offered fall and spring. 1 credit

### **GELE 590 - Student Teaching**

Student teaching includes two seven-week sessions in a school setting appropriate for the certification being sought. The experience is supervised and supported by a university supervisor. Some students may also work with a cooperating teacher or as a classroom teacher of record (e.g., internship program or emergency certified teachers). Student teachers are required to attend seminar on campus and meet with their supervisor as a group. They will develop a portfolio and submit a research or curriculum development project.

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 field observations; minimum of 3.0 grade point average; required clearances (PA Child Abuse, PA Criminal History, FBI Criminal Check, TB test); and have taken PECT exams and fundamental subjects (for those areas of certification requiring this exam). Graded pass/fail. Offered fall, spring, and summer. 6 credits (For variable credits consult with the Director of Student Teaching and Field Experiences to determine appropriate credits using PDE 338-V)

## **English as a Second Language Courses**

### **GESL 510 - Language Learning and Linguistics**

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

### **GESL 520 - Language, Culture, and Community**

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

**GESL 530 - Assessment of English Language Learners**

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

**GESL 540 - School Leadership, Social Justice, and Advocacy**

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

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

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

**GESL 590 - Practicum in Teaching and Assessment of English Language Learners**

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

**Graduate Secondary Education Courses****GSEC 548 - Teaching and Learning in the Secondary Classroom**

This course, which is required for all secondary education candidates, focuses on issues and topics for secondary school teachers, including the missions of secondary education, classroom management, cognition, student diversity, instructional planning, assessment, classroom teaching strategies and techniques, technology, inclusion, professional ethics, and development. Offered spring. 3 credits

**GSEC 550 - Assessment in Middle and Secondary Inclusive Classrooms**

This course will present assessment strategies integrated into the planning and organizing instruction, including the individual lesson units, courses, and the curriculum as a whole. Instruction will include both theory and practice and how school districts change curriculum, based on assessment practices as well as classroom assessment teacher responsibilities. Instruction will include theory and practice. Federal and Pennsylvania Department of Education standards and guidelines will be integrated into the class assignments. 3 credits

### **GSEC 556 - Literacy Learning in Secondary Education**

Literacy in the Content Areas offers secondary teachers an understanding of language and the literacy-learning process as they apply to teaching in secondary schools. Theory to practice connections are supported through the analysis of different theories, programs, and practices in the pedagogy of reading, writing, and speaking that support higher-order thinking and meta-cognition. Students will learn how to develop and implement research-based teaching strategies for supporting student comprehension of content area material. Required course for secondary education certification. Offered fall. 3 credits

### **GSEC 585 - Pre-Student Teaching**

For this course, graduate students with no prior or current teaching experience 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 previous field observations; documentation of having met disposition expectations, and updated clearances (PA Child Abuse, PA Criminal History, FBI Criminal Check, TB test). Application process is required. See Academic Advisor or Associate Director of Student Teaching for specific deadlines. Offered fall and spring. 1 credit

### **GSEC 590 - Student Teaching**

Student teaching includes a fourteen week session in a school setting appropriate for the certification being sought. The experience is supervised and supported by a University supervisor. Some students may also work with a cooperating teacher or as a classroom teacher of record (e.g., internship program or emergency certified teachers). Student teachers are required to attend seminar on campus and meet with their supervisor as a group. They will develop a portfolio and submit a research or curriculum development project.

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 field observations; minimum of 3.0 grade point average; required clearances (PA Child Abuse, PA Criminal History, FBI Criminal Check, TB test); and have taken PECT exams and fundamental subjects (for those areas of certification requiring this exam). Graded pass/fail. Offered fall, spring, and summer. 6 credits (For variable credits consult with the Director of Student Teaching and Field Experiences to determine appropriate credits using PDE 338-V)

## **Social Emotional and Behavioral Wellness of PK-12 Students Courses**

### **GSEW 501 - Mental Health Literacy: Characteristics and Impact of Adverse Childhood Experiences, Trauma and Mental Illness**

As a result of this course, students will be able to describe and define Adverse Childhood Experiences (ACEs) and Trauma. Furthermore, participants will describe the most common types of mental illnesses PK-12 students may experience. A historical overview of the relevant history of stigmatization and stereotyping and the cultural implications associated with ACEs, Trauma and Mental Illness will also be explored. 3 credits

### **GSEW 502 - Social Emotional Wellness Learning and Youth Development**

As a result of this course, students will be able to describe and define social emotional learning. Theoretical research framing social and emotional wellness and the relevant prevention methods will be explored. Lastly, an understanding of typical child,



adolescent and young adult development and the ways in which resiliency can be developed with the PK-12 student population.  
3 credits

## **Graduate Special Education Courses**

### **GSPE 590 - Student Teaching in Special Education**

This 15-week student teaching course is designed for all graduate students adding in the Special Education Pk-12 Stand Alone program. The course focuses on putting student learning into practice through the current structure of the Special Education identification and implementation process in Pennsylvania. Topics include instructional evaluation, functional behavioral support, assistive technology devices and services, inclusion, parental involvement, and standards aligned IEP development to support access to the general-education curriculum. 6 credits

## **Gifted Endorsement Courses**

### **GTE 510 - Introduction to the Gifted Learner: Creativity, Critical Thinking, and Other Characteristics**

This course focuses on the nature of gifted and talented learners and how they differ in affective, behavioral, cognitive, and in overall developmental ways from the typical learner. Emphasis is placed on the theories of intelligence, learning, instructional strategies, and models and how these viewpoints apply to this special population. Other topics include legal aspects, assessment, school adaptations/programming, parenting, and teacher modeling. Five hours of field-experience required.  
3 credits

### **GTE 520 - Models and Strategies for Assessment, Curriculum and Intervention for Gifted Students**

The focus of the course reviews the key content, process as well as product, concept and implementation issues in educating the gifted learner in domains of inquiry. The course includes the teaching methodologies and differentiation of curriculum for gifted students. A minimum of five hours of field experience is required. 3 credits.

### **GTE 530 - Cultural/Social/Emotional Needs of Gifted Students and Considerations of Possible Adaptations/Differentiation**

This course examines the effective domain of the gifted students and how education can effectively promote healthy emotional/social/cultural development as well as direct their learning to maximize their potential. 3 credits

### **GTE 540 - Organizational Structures and Planning of Gifted Programs**

This course examines the organizational structure of the school system and how the salient professionals plan programs for the gifted. Included within this course are such topics as: issues & challenges of gifted education, the science & politics of intelligence, giftedness in relationship to social capital, justice in identification and programming, the school wide enrichment model, talent searches, evaluating gifted programs, eminence, underachievement, gifted education in rural settings, international perspectives, legal issues, and federal involvement. 3 credits

## School of Arts and Sciences

### Master of Arts in Criminology and Criminal Justice Courses

#### **MCCJ 501 - Theoretical Criminology**

A focus on the foundations of criminological theory, with an emphasis on primary sources. This course will familiarize students with key research questions and assumptions of theoretical approaches, their core propositions and the challenges posed for measurement and testing, as well as the policy implications of each framework. Enrollment restricted to students within the MCCJ program or with permission of the coordinator. 3 credits

#### **MCCJ 503 - Public Policy in the Criminal Justice System**

A broad overview of criminal justice policies. This course examines the goals and values underlying justice policy, the social construction of crime problems, the process of policy development, and the ways that policies shape the day-to-day working of the criminal justice system. It also investigates specific institutions of the criminal justice system including the juvenile justice system, police, courts, and the correctional system, as well as the specific activities and processes carried out by these entities. The course will also provide an overview of best practices for formulating and evaluating criminal justice policy. Enrollment restricted to students within the MCCJ program or with permission of the coordinator. 3 credits

#### **MCCJ 504 - Advanced Research Methods**

Students will analyze research strategies and methods for research in Criminology and Criminal Justice. This course will also allow students to make connections between theories and practice. The class will provide students with a detailed review of quantitative and/or qualitative methods. It also examines key concepts in research design, such as sampling, measurement, data collection, and ethical concerns. This course may require the collection and analysis of original and/or secondary data. Enrollment restricted to students within the MCCJ program or with permission of the coordinator. 3 credits

#### **MCCJ 505 - Crime Mapping and Prevention with Geographical Information Systems (GIS)**

Students will learn how to map, and analyze crime data as well as make maps and manage spatial information. GIS technology has been used as a part of proactive policing. With GIS-compiled data and information, law enforcement and public safety officials can analyze crimes to detect emerging patterns, examine the best locations to conduct surveillance for a recent series of crimes, establish a perimeter for a crime scene or natural disaster, target repeat 911 call locations, or exchange information with neighboring jurisdictions or a jurisdiction across the globe. Enrollment restricted to students within the MCCJ program or with permission of the coordinator. 3 credits

#### **MCCJ 506 - Comparative Criminal Justice Systems**

This course examines crime and criminal justice from a comparative, cross-national perspective. It investigates the benefits and challenges of comparative research on crime and justice, examines the relationship between crime definitions, rates and differential criminal justice systems and procedures, and analyzes cases that reveal how globalization and socioeconomic development indicators shape the nature of contemporary crime and criminal justice practices. Enrollment restricted to students within the MCCJ program or with permission of the coordinator. 3 credits

**MCCJ 507 - Perspectives on Youth and Crime**

This course focuses on the history and philosophy of juvenile justice, landmark court cases, police handling of juveniles, the juvenile court, and juvenile corrections and rehabilitation. Enrollment restricted to students within the MCCJ program or with permission of the coordinator. 3 credits

**MCCJ 508 - Race, Crime and Citizenship in American Society**

This course examines the overrepresentation of racial minorities in the criminal justice system. Specifically, it will examine group differences in offending, processing, and victimization. The seminar will also explore the development of constitutional laws governing the intersection of ethnicity, religion, and counter-terrorism, and the impact of counter-terrorism policy on domestic police practices. It also analyzes the ways that theory and practice intersect and are mediated by other social factors. Enrollment restricted to students within the MCCJ program or with permission of the coordinator. 3 credits

**MCCJ 509 - Evidence-Based Crime Prevention**

This class examines major police innovations, such as community policing, broken windows policing, problem-oriented policing, pulling levers policing, third-party policing, hot spots policing, Compstat, and evidence-based policing. It considers the evidence on crime control and the public safety impacts generated by these approaches, the extent of the implementation of these new approaches in police departments, dilemmas these approaches have created for police management, and critical issues that persist for the policing profession in launching effective crime control strategies (this issues include racial composition of community and police force, community engagement, and police legitimacy within communities). Enrollment restricted to students within the MCCJ program or with permission of the coordinator. 3 credits

**MCCJ 510 - Seminar on Criminal Law and Society**

After introducing students to the major theoretical concepts concerning law and society, significant controversial societal issues that deal with law and the legal systems both domestically and internationally will be examined. Class discussions will focus on issues involving civil liberties, the organization of courts, legislatures, the legal profession and administrative agencies. Enrollment restricted to students within the MCCJ program or with permission of the coordinator. 3 credits

**MCCJ 511 - Contemporary Issues in Law Enforcement**

An analysis of current issues within the criminal justice system. The course will provide explanations regarding the globalization of crime and effects on law enforcement. Students will be able to summarize and interpret the ways in which current issues in the field of criminal justice management impact organizations, personnel, and other stakeholders. This course will also assess the consequences, both intended and unintended, of criminal justice policies that are developed in response to rising concerns. Enrollment restricted to students within the MCCJ program or with permission of the coordinator. 3 credits

**MCCJ 512 - Ethical Issues in the Practice of Criminal Justice**

A study of ethics, crime, and the criminal justice system. This course explores a variety of theoretical perspectives relative to the study of ethical behavior and the application of these perspective to the practice of law enforcement, courts, corrections and also policy making within criminal justice institutions. Enrollment restricted to students within the MCCJ program or with permission of the coordinator. 3 credits

**MCCJ 513 - Seminar on Corrections**

This seminar focuses primarily on the post-adjudication aspects of the adult criminal justice system in the United States. Broadly, the seminar will analyze correctional philosophy, practices, and policies, and review evidence on their effectiveness. Discussions

will explore the historical development and evolution of imprisonment but also identify significant current correctional system issues, including trends in the use of confinement, and the effects of incarceration on offenders, staff, families, and communities. Enrollment restricted to students within the MCCJ program or with permission of the coordinator. 3 credits

#### **MCCJ 514 - Criminology and Social Control in Rural Areas**

This course offers a criminological perspective on the topics of rural crime and social control. It examines the ways in which physical location, rural or urban settings, shape the victimization, offending, juvenile justice, and criminal justice processing of individuals. This course provides students with a perspective on the role of geography in criminology and social control. At the conclusion of this course, students will have a firm understanding of how geography, specifically rural locations, affect the experiences of individuals in relation to criminology and criminal justice. Enrollment restricted to students within the MCCJ program or with permission of the coordinator. 3 credits

#### **MCCJ 515 - Assessing Law Enforcement Organizational Performance**

Through a variety of case studies, this course explores the pathologies of law enforcement organizations that cause them to malfunction. With the goal of learning how to prevent such malfunctions, this course provides a variety of tools for helping current and future stakeholders in the Criminal Justice System identify pathologies in law enforcement organizations. More specifically, students will acquire the skills to identify problematic individuals and corrupt incentives, isolate and eliminate deviant cultures, recognize policy lethargy, and confront counterproductive beliefs and values embedded in law enforcement organizational culture. Gaining the tools to better understand law enforcement organizations offers stakeholders in Criminal Justice a pragmatic guide for dealing with crisis, preventing the recurrence of crisis, and restoring the legitimacy of police in the communities they serve. Enrollment restricted to students within the MCCJ program or with permission of the coordinator. 3 credits

#### **MCCJ 516 - Counseling Strategies for Adult and Juvenile Offenders**

This course will examine the various theories, techniques, and policies of criminal justice treatment, with a focus on cognitive behavioral therapy. Interventions for special populations (women offenders, substance abusers, sex offenders and the mentally ill) are also discussed. The course will also examine several cognitive behavioral treatment programs to address a variety of issues, with a special emphasis on the rehabilitation of individuals in the criminal justice system. Enrollment restricted to students within the MCCJ program or with permission of the coordinator. 3 credits

#### **MCCJ 517 - Addiction and Criminal Justice**

This course will examine how practitioners within the field of criminal justice understand and manage chemical dependency from the perspective of victims of crimes as well as criminal offenders. We will examine the various addictive behaviors that are prevalent within the criminal and juvenile justice system. The course will equip practitioners within the field of criminal justice to manage these critical issues in an effective manner. Enrollment restricted to students within the MCCJ program or with permission of the coordinator. 3 credits

#### **MCCJ 518 - Mental Health and the Law**

The purpose of this course is to acquaint the practitioner with the mental health field and the law and the interaction between the two. Students will explore psychological evaluations, civil commitment of mentally ill offenders, insanity defense, criminal profiling, forensic psychiatry, expert testimony (Frye test and Daubert Standard), and the role of the mental health professional

in other criminal justice issues. Case studies and current issues will be presented in a seminar format. Enrollment restricted to students within the MCCJ program or with permission of the coordinator. 3 credits

#### **MCCJ 519 - Sentinel Event Reviews in Criminal Justice Organizations**

A sentinel event is a significant negative outcome signal underlying weakness in the system or process, it likely the result of compound errors, and may provide if properly analyzed and addressed, important keys to strengthening the system and preventing future adverse events or outcomes. While sentinel event reviews (SERs) have originated in the healthcare industry, it has now become a popular tool for realigning and repairing issues within criminal justice organizations. Since 2011, the National Institute of Justice has incorporated a methodological process with addressing catastrophic events that occur in criminal justice organizations and how organizational leadership responds to these events. This course reviews a variety of catastrophic events that have damaged a variety of criminal justice systems. It also seeks to understand how these events can be avoided through thoughtful root cause analysis. Enrollment restricted to students within the MCCJ program or with permission of the coordinator. 3 credits

#### **MCCJ 520 - Terrorism: A Contemporary Analysis**

Terrorism has become a highly discussed topic within the United States government since the attacks that occurred on September 11, 2001. As observed in various news outlets, terror organizations and lone-wolf actors have increased their tactical capabilities in an attempt to achieve their strategic goals. With this, it is critical that we understand the origins of modern-day terrorism and how these groups/actors operate in both a foreign and domestic capacity. In this course, we will examine the beliefs and recruitment motivators for various terrorist organizations; to include, their political agendas and religious ideologies. We will also investigate the current counterterrorism strategies being used in the U.S. and determine if they are effective. Upon completing this course, students will have a much more nuanced and intellectually grounded understanding of terrorism. Enrollment restricted to students within the MCCJ program or with permission of the coordinator. 3 credits

#### **MCCJ 521 - Crime and Deviance**

This course introduces key theories and concepts in the study of crime and deviance. We will examine how behaviors are labeled and defined as deviant, the social responses and consequences of doing so, and the role of inequality, institutions, culture and identities in this process. We will develop and refine analytic tools in order to unpack, understand, and explain crime and deviance from both a Sociological and Criminological Perspective. Enrollment restricted to students within the MCCJ program or with permission of the coordinator. 3 credits

#### **MCCJ 522 - Reform, Abolition, and Advocacy in the Criminal Justice System**

In this course, we will consider contemporary arguments advocating for criminal justice reform, critiques of those reforms, and calls for the abolition of criminal justice institutions (e.g., prisons, immigrant detention, police). We will also consider how individuals and communities have advocated for (or against) such initiatives and the tools and resources they employed. As a course about reform, abolition, and advocacy, we will make the fundamental assumption that the current instantiation of the criminal justice system functions in a manner that is harmful and oppressive for certain groups (e.g., people of color, people who are poor). Enrollment restricted to students within the MCCJ program or with permission of the coordinator. 3 credits

**MCCJ 523 - Cybercrime**

This course will discuss the ongoing and ever-evolving effects of cybercrime in modern society. The fast pace of never-ending resources and technology innovations makes an adversarial threat more emboldened to conduct various forms of cyber-attacks. While these attacks are perpetrated by a domestic criminal element, other threats are observed at the international level. In this course, the examination of criminal motives and threat characteristics will further illustrate a close relationship between physical crime and virtual crime. Students will explore and understand the threats, technologies, criminal groups of cybercrimes, and the various counter measures which can be taken against such threats. Enrollment restricted to students within the MCCJ program or with permission of the coordinator. 3 credits

**MCCJ 525 - Contemporary Topics in Criminal Justice**

This course will focus exclusively on one issue currently prevalent in the criminal justice system. As such, topics will vary. The course will guide the student through the history of the given topic, how it has developed within and around the criminal justice system, the possible inequities produced by the problem, and possible solutions. Enrollment restricted to students within the MCCJ program or with permission of the coordinator. 3 credits

**MCCJ 550 - Independent Thesis Research**

Students will contribute to the field of criminology and criminal justice by conducting an individualized research experiment. This supervised research will be conducted under the guidance of an individual instructor. This class may substitute an elective (3 credit) course. It is especially encouraged for those students considering pursuing advanced graduate work. Enrollment restricted to students within the MCCJ program or with permission of the coordinator. 3 credits

**MCCJ 551 - Studies for Comprehensive Exam**

The Comprehensive Examination option is to be completed during the last semester of a student's program or once a student has fulfilled the four required courses in the program. Students must notify the coordinator of the master's program with their intent to sit for a comprehensive exam the semester prior. The comprehensive examination will assess a student's understanding of the learning outcomes and their knowledge gleaned from their coursework. The outcome of the examinations is determined by majority vote. Graded Pass/Fail. Departmental Approval required for registration. 0 credits

**MCCJ 699 - Special Topics**

This course offers a criminological perspective of a particular social institution or process. Topics could include cybercrime, white collar crime, gang behavior, social psychology of crime, or other topics in the field. Enrollment restricted to students within the MCCJ program or with permission of the coordinator. 3 credits

**\*\*LDR and OLG 500 courses**

Students are permitted to take electives from the Masters of Science in Leadership (MSL) program. Only 500 level courses in this department will be considered electives for the Master's degree in Criminology and Criminal Justice. Maximum of 6 credits.

## Organization

### Members

The Provincial Council of the Missionary Sisters of the Sacred Heart of Jesus, Guadalupe Province

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Melissa S. Terlecki, PhD

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Erin McLaughlin, PhD  
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Academic Affairs Administrative Specialist

## Faculty

### School Associate Deans

Erin McLaughlin, PhD - School of Business 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, Romance Languages and Literatures  
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  
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David Copestakes - Assistant Professor, Graphic Design  
BFA, Arcadia University; MFA, Temple University

Paul Cowley - Professor of Practice, Business  
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John Doyle - Assistant Professor, Communication  
BA, Cabrini University; MA, Villanova University

Katie Farina - Associate Professor, Sociology and Criminology  
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Christopher Holland - Assistant Professor, Psychology  
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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  
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Marice Bezdek - English and Communication  
BA, College of the Holy Names; MA, PhD, University of  
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BS, Saint Joseph's University; MA, Temple University

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BS, MS, West Chester State College; MS, University of  
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Carter W. Craigie - English and Communication  
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Villanova University; PhD, Bryn Mawr College

Nancy M. Rush - Education  
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BA, Antioch College; MAT, Wesleyan College

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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  
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PhD, University of Pennsylvania

Cathy Yungmann - Communication  
BA, Kent State University; MA, Ohio University

Jerome R. Zurek Jr. - Communication  
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\*Deceased