

ROSEMONT COLLEGE  
ROSEMONT, PENNSYLVANIA

2022-2023  
CATALOG

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Rosemont College  
1400 Montgomery Avenue, Rosemont, PA 19010  
[www.rosemont.edu](http://www.rosemont.edu)

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## Rosemont College Academic Calendar 2022 - 2023

### FALL 2022

First Day of Class Fall 2022	August 29, 2022
Add/drop ends Session I classes	September 1, 2022
Labor Day NO CLASS	September 5, 2022
Add/drop ends for Full Term classes	September 6, 2022
Last Day to withdrawal session I	September 30, 2022
Session I Undergraduate College (UC) ends	October 14, 2022
Session I SGPS ends	October 16, 2022
Fall Break (UC/GRAD FULL TERM) NO CLASS	October 17-18, 2022
Fall Break (PROFESSIONAL STUDIES) NO CLASS	October 17-23
Session II begins UC/SGPS	October 24, 2022
Midterm grades due (UC-Full term)	October 17, 2022
Session I UC grades due	October 17, 2022
Session I SGPS grades due	October 19, 2022
Add/drop Session II ends	October 26, 2022
Last day to withdrawal full term	November 11, 2022
Last Day to withdrawal session II	November 22, 2022
Thanksgiving Break NO CLASS	November 23-25, 2022
Classes Resume	November 28, 2022
Session II UC ends	December 9, 2022
Last day of classes full term	December 9, 2022
Session II SGPS ends	December 11, 2022
Reading Day (UC)	December 10, 11, 2022
Final Exams (UC/GRAD-Full term)	December 12-16, 2022
All final grades due	December 19, 2022
Winter Intersession (WI) Begins	December 19, 2022
Winter Intersession add/drop ends	December 21, 2022
Withdrawal period ends for WI ends	January 6, 2023
Winter Intersession Ends	January 13, 2023
Final Grades Due Winter Intersession	January 16, 2023

### SPRING 2023

First Day of Class Spring 2023	January 17, 2023
Add/drop ends Session I	January 20, 2023
Add/drop ends full term	January 23, 2023
Last day to withdrawal Session I	February 17, 2023
Session I ends UC	March 3, 2023
Session I ends SGPS	March 5, 2023
Spring Break NO CLASS (UC/GRAD-Full Term)	March 6 to March 10, 2023
Classes Resume (UC/GRAD-Full Term)	March 13, 2023
Session II begins UC/SGPS	March 13, 2023
Add/drop ends Session II	March 16, 2023
Easter Break NO CLASS	April 6-April 10, 2023
Classes Resume	April 11, 2023
Last day to withdrawal Full term (UC/Grad)	April 21, 2023
Last day to withdrawal Session II (UC/SGPS)	April 7, 2023
Session II ends UC	April 21, 2023
Session II ends SGPS	April 23, 2023
Grades due Undergrad Session II	April 24, 2023
Grades due SGPS Session II	April 26, 2023
Last Day of Class full term	May 5, 2023
Final Exams	May 8-May 12, 2023
Grades Due	May 15, 2023
Graduation	May 20, 2023

### SUMMER 2023

Summer Session I begins	May 15, 2023
Add/drop ends	May 18, 2023
Last Day to Withdrawal Session I	June 16, 2023
Summer Session I ends	July 2, 2023
Summer Session II begins	July 3, 2023
July 4 Holiday, NO CLASS	July 4, 2023
Add/drop ends	July 6, 2023
Last Day to Withdrawal Session II	August 4, 2023
Summer Session II Ends	August 20, 2023
All Final Grades due	August 23, 2023

## ROSEMONT COLLEGE

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### **Mission of Rosemont College**

Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned, moral decisions and a sense of responsibility to serve others in our global society.

Rooted in Catholicism, Rosemont College welcomes all faiths and is guided by the educational principles of Cornelia Connelly and the Society of the Holy Child Jesus, to meet the needs of the time.

Rosemont College values: Trust in and reverence for the dignity of each person; Diversity with a commitment to building an international community; Persistence and courage in promoting justice with compassion; Care for the Earth as our common home.

### **Rosemont Roots**

Rosemont College was founded in 1921 by the Society of the Holy Child Jesus on the Sinnott estate in Rosemont, Pennsylvania. From those early days until the present, the spirit of the Society of the Holy Child Jesus has been an integral part of the growth of the College. Holy Child education is both a clearly defined and flexible ideal. It is a tradition rooted in Christian values and expressions and attuned to learning opportunities that enable students to respond to life with joy, zeal, and compassion. Rosemont College encourages students to meet diversity and change with confidence in their own gifts and in God, who has made a covenant with the human family. Each year a mission theme is taken from the mission statement which the College explores and incorporates into its activities and events.

In the nineteenth century, Cornelia Connelly, an American convert to Catholicism, founded the Society of the Holy Child Jesus and opened her first school in England. Cornelia's Society was grounded in the Incarnation: in becoming one of us, God conferred dignity on humankind. Thus, Cornelia reasoned simply, each person is worthy of respect and reverence. Cornelia Connelly, founder of the sponsoring congregation, has been the force behind Rosemont's mission to educate women and men "to meet the wants of the age."

Rosemont is authorized by The Pennsylvania Commonwealth Charter to grant degrees in Arts, Science, and Letters. Today Rosemont is one college with two distinct schools: the traditional Undergraduate College, and the School of Graduate and Professional Studies, which include Rosemont College Online. The College is accredited by the Middle States Association of Schools and Colleges. On May 30, 2008 the Board of Trustees of Rosemont College approved a Strategic Plan to expand the College's enrollment, programs, and reputation by embracing co-education, partnerships, and online education. As a result, the College opened its doors at the undergraduate level to all interested and qualified women and men in the fall of 2009, unifying the College's three schools and expanding the College's mission of being a 'community of learners'.

The traditional Undergraduate College grants the Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts degrees. The traditional Undergraduate College also provides students the opportunity to participate in study abroad programs, service learning, research opportunities, internships, and special programs in pre-law and pre-medicine.

The School of Graduate and Professional Studies, established in 1986, contributes to the mission of Rosemont College by providing accelerated undergraduate, accelerated graduate, and traditional graduate degree programs designed to accommodate the school's diverse population of adult learners. Innovative teaching, flexible scheduling, online courses, advanced curriculum, and collaborative learning in an accelerated format, as well as recognition of prior life experience, are hallmarks of Rosemont College's Graduate and Professional Studies programs.

The School of Graduate and Professional Studies offers undergraduate professional studies degrees, master's degrees, and certificates.

The Office of Non-Credit Programs offers a wide range of topics and formats for lifelong learners. Courses examine art, religion, history, literature, and much more. Our instructors include current and retired Rosemont College faculty, as well as scholars and experts from the greater Philadelphia community.



For complete and updated information about the programs and policies at Rosemont College please visit the college web site at [www.rosemont.edu](http://www.rosemont.edu).

### **The Liberal Arts Curriculum**

Rosemont's liberal arts curriculum provides the student with a breadth of knowledge that makes evident the connections between often compartmentalized fields, while simultaneously providing a solid base for advanced study in a particular discipline. The curriculum instills in the student the habits of observation and precision while enabling him/her to formulate and express thoughts clearly and effectively, both orally and in writing. This in turn develops in our students the ability to reason, both inductively and deductively, and to think with the creativity – that is, the freedom – needed to find innovative solutions to problems. Learning and the study of ideas take place in an atmosphere inspired by the Christian conviction that human beings need to grow, not in isolation, but in relation to God, the universe, and other human beings. Therefore, the student is constantly presented with challenges in the hope of inspiring the development of aesthetic, ethical, and religious values.

Learning to see themselves in relation to the universe grants our students a healthy sense of perspective, and a strong sense of self, an indomitability that will allow them to follow their aspirations and to make a difference in the world.

### **Accreditation**

Rosemont is accredited by the Middle States Commission on Higher Education (MSCHE). MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). The Commission's offices are located at 3624 Market Street, 2nd Floor West, Philadelphia, PA 19104; 267.284.5000. Their website is <https://www.msche.org/>.

### **State Authorization**

Rosemont College, established as an institution of higher learning in the Commonwealth of Pennsylvania, is an authorized Pennsylvania degree-granting institution.

The College meets all the criteria for approval for veterans' education under the provisions of Title 38, United States Code, Section 3675.

### **State Authorization for Online Programs**

Pennsylvania is a [SARA](#) (State Authorization Reciprocity Agreements) member state, and Rosemont College has been approved as a SARA member institution. SARA establishes comparable national standards for interstate offering of postsecondary distance education programs and courses amongst member states. Rosemont College is accredited by the Middle States Commission on Higher Education (MSCHE) and approved by the Pennsylvania Department of Education. SARA is intended to make it easier for students to participate in online programs offered by authorized postsecondary institutions that are located outside of a student's home state. Currently all states are members of NC Sara, with the exception of California.

Please note that SARA does not deal with professional licensing board approval for programs leading to state licensure.

We are also required by NC-Sara to include information relating to licensure (if applicable) and Rosemont's complaint process.

### **Student Grievance Policy**

A grievance is a complaint or allegation made by a student who feels that an action (or lack of action) by the College is unfair; is arbitrary, capricious, or unjust; or does not comply with College policies. Some grievances, however, cannot be initially addressed through the Student Grievance Policy. These include allegations of discrimination related to gender (including sexual harassment), race, ethnicity, religion, and sexual orientation, all of which must be referred to the Affirmative Action Office (AAO). The AAO and/or the Director of Human Resources may conduct an investigation into the allegations. If warranted, Human Resources may take appropriate disciplinary actions against any College employee as described in the Employee Handbook, or they may refer the situation to Student Affairs for resolution under this Grievance policy. In addition, conduct matters cannot be grieved, as stated in the Student Conduct Policy. It is the policy of the College to provide a mechanism by which grievances can be openly and objectively reviewed, with a goal of reconciliation or resolution of College-related issues. If an issue cannot be resolved informally, students may use the Student Grievance Policy and procedures without fear of reprimand or reprisal.

Further information about the Student Grievance Policy and associated procedures is available in the most recent version of the Rosemont Student Handbook which is available online at <https://www.rosemont.edu/student-life/dean-of-students/student-handbook.php>

#### **Student Complaint Process for Out-of-State Distance Learning and Experiential Students**

Rosemont College is committed to resolving student grievances, complaints and concerns in an expeditious, fair and amicable manner. Students located outside of the Commonwealth of Pennsylvania while attending Rosemont who desire to resolve a grievance should follow the College's Student Grievance Policy, as provided in the most recent Rosemont Student Handbook. In addition, students may find it helpful to consult with their academic advisor and/or program director regarding the various means for resolving student grievances, complaints and concerns.

If the student bringing a complaint is not satisfied with the outcome of Rosemont's student grievance process, the student may file a complaint with the Pennsylvania Department of Education (complaints may be filed by students located in any state). To lodge a complaint with the Pennsylvania Department of Education, complete and follow the procedure process on the appropriate form. For additional information, contact: Division of Higher & Career Education, Pennsylvania Department of Education - Postsecondary and Adult Education, 333 Market Street, 12th Floor, Harrisburg, PA 17126-0333, 717.783.8228, [ra-collunivseminfo@pa.gov](mailto:ra-collunivseminfo@pa.gov)

#### **Assessment of Academic Programs and Student Services**

The College continues to enhance its activities to assess academic and student service programs. Program assessment is an ongoing, prospectively planned, comprehensive set of activities to collect information on the quality of the education and student services at the College. Essentially every student and faculty member of the College, plus many staff members, will have a role in program assessment. Students may be asked to complete surveys, participate in discussion groups, answer knowledge-based questions, demonstrate skills, complete portfolios, and participate in other methods of data collection.

Students may also be asked to help in the design, analysis, and critique of assessment activities. Alumni will also be asked to participate in assessment program activities. It is the responsibility of each student and alumnus to participate honestly in these activities. The information collected in assessment activities will be analyzed, communicated, and then used to improve the educational experience at the University and the assessment process.

Student academic performance data (such as course grades, test, and assignment scores) are sometimes used for academic program assessment purposes—that is, analyzing how well students, as a whole, are achieving the learning goals of a major program or general education. All student performance data is aggregated and completely anonymous—no individual student information is analyzed or reported. Assessment of student learning enables the College to better understand student academic performance and helps our programs continually improve the educational experiences for our students. For additional information regarding program assessment or assessment of student learning, contact the Office of the Provost (610.527-0200 ext. 4111).

#### **Affirmative Action**

Rosemont College recognizes that a diverse campus community is essential to enriching intellectual exchanges and enhancing cultural understanding and, as such, values equality of opportunity, mutual respect, and diversity. Rosemont does not discriminate in admission, employment, or administration of its programs on the basis of gender, age, disability, race, religion, creed, national origin, veteran status, sexual orientation, gender identity, or in violation of federal, state, and local laws or executive orders.

The Affirmative Action Officer is responsible for addressing all grievances related to discrimination and, in cooperation with the Office of Human Resources and the Division of Student Affairs, seeks to support and advance these principles by providing leadership and coordination to ensure that Rosemont adheres to equal opportunity, affirmative action, and nondiscrimination policies.

For all questions and concerns regarding Affirmative Action policies, or if you require assistance with

resolving an issue related to discrimination, please contact:

**Andrea Byron**  
**Director of Human Resources**  
Rosemont College  
1400 Montgomery Avenue  
Rosemont, PA 19010  
Telephone: 610.527.0200 ext. 2211  
Email: [andrea.byron@rosemont.edu](mailto:andrea.byron@rosemont.edu)

### **Sexual Misconduct (Title IX)**

Rosemont College is committed to maintaining an environment conducive to learning for all students and a professional workplace for its employees that are free from offensive and unwelcome conduct, actions and words directed at anyone, but especially because of one's membership in a protected class. Rosemont College prohibits discrimination, discriminatory harassment, and sexual harassment, including sexual violence and any type of sexual misconduct. Rosemont College prohibits the offenses of domestic violence, dating violence, sexual assault and staling (as defined by the Clery Act). This policy also prohibits retaliation against a person who reports, complains about, or who otherwise participates in good faith in any matter related to this policy.

Rosemont College does not discriminate on the basis of sex in its educational, extracurricular, athletic, or other programs or in the context of employment. Sex discrimination is prohibited by Title IX of the Education Amendments of 1972, a federal law that provides:

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

It is the practice of Rosemont College that immediate effective action is taken to eliminate any hostile environment, prevent its recurrence, and remedy the effects on the victim regarding any harassment that interferes with or limits a person's ability to participate in, or benefit from school, including all activities and services.

Rosemont College prohibits discrimination, which can include disparate treatment directed toward individuals or group of individuals based on race,

ethnicity, sex, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, pregnancy, gender identity, status as a veteran, or other protected class, that adversely affects their employment or education.

Rosemont College also prohibits sexual misconduct in any form, including sexual assault or abuse, sexual harassment, sexual violence, stalking, dating violence, domestic violence and any other forms of unwelcome conduct of a sexual nature, all of which can be forms of sexual discrimination. Members of the Rosemont College community should be able to live, study, and work in an environment free from sexual misconduct.

All members of the administration, faculty, staff, and students will be subject to Rosemont College's disciplinary process for violation of this policy. Persons engaged in prohibited conduct may also be subject to criminal and civil procedures at state and/or federal levels. Rosemont College is committed to fair and prompt procedures to investigate and adjudicate reports of sexual misconduct.

This policy applies to all Rosemont College officers, administrators, supervisors, faculty, staff, students, volunteers, outside contractors, vendors, visitors, and applicants for employment or admission.

This policy applies to all on-campus and off-campus conduct. The College strongly encourages reports of prohibited conduct regardless of location. Even if the policy does not apply to the conduct because of its location, the College will take prompt action to provide for the safety and well-being of the complainant and the broader campus community.

### **Reporting Sexual Misconduct**

**Students:** Any student who believes, suspects, or knows of anyone, including him or her, who has been a victim of sexual misconduct, should report it to any of the individuals/groups listed above or report it online at [www.rosemont.edu/student-life/public-safety/online-crime-report.php](http://www.rosemont.edu/student-life/public-safety/online-crime-report.php). Incidents involving other forms of harassment and/or discrimination should be brought to the attention of the Dean of Students.

**Employees:** Any employee who believes, suspects, or knows of any victim, including themselves, of sexual misconduct, harassment and/or discrimination should bring the matter to the attention of their

supervisor, Assistant Vice President of Human Resources/Title IX Coordinator, or any Title IX Deputy Coordinator.

All members of the faculty, administration, and supervisors who have information regarding, are witness to, or become aware by any means of any form of discrimination, sexual harassment, sexual misconduct, inappropriate sexual behavior, and/or criminal activity that occurs on our campus involving either an employee, student, or guest are REQUIRED TO REPORT the incident immediately. All other employees are strongly encouraged to report such incidents.

Reports may be made directly to either the Title IX Coordinator or a Title IX Deputy Coordinator.

Title IX Coordinator:

Paulette Hutchinson, Dean of the Undergraduate College  
Good Council, Room  
[phutchinson@rosemont.edu](mailto:phutchinson@rosemont.edu)  
610-527-2000, x2381

Title IX Deputy Coordinator:

April Higgins, Assistant Director of Career Services  
Good Council, Room  
[ahiggins@rosemont.edu](mailto:ahiggins@rosemont.edu)  
610-527-0200, x2958

**Other Resources:**

Rosemont College Public Safety: 610-527-1038  
Lower Merion Police Department: 610-649-1000  
Victim Services Center of Montgomery County: 610-277-5200  
Rosemont Counseling Center: 610-527-0200, x2416

**ADA Compliance Policy**

Students who may require accommodations under the Americans with Disabilities Act/Section 504 are required to meet with the Associate Dean of Rosemont College within two weeks of the start of classes. The Dean for Student Success and Engagement (x2187) serves as the College's Section 504 Coordinator and will work with all appropriate parties to document and facilitate necessary accommodation.

**Acceptable Use of Technology on The Rosemont Network**

Rosemont College provides access to computing and information resources to support teaching, learning,

and the business of the College. All members of the College community who use the College's computing and information resources must do so responsibly. It is the policy of Rosemont College that all members of its community act in accordance with these responsibilities, relevant laws, and in the highest standard of ethics.

**Email Policy**

Rosemont College provides each student with a Rosemont College email address and instructions on its proper use. All offices on campus including academics, Dean of Students, Student Accounts, Financial Aid, and faculty use Rosemont email only to communicate with students. It is mandatory that all students access their Rosemont College email account on a regular basis.

**Student Retention Rates**

In accordance with the Student Right to Know Regulations, all colleges and universities participating in Title IV HEA programs must make available to all enrolled students, and to prospective students upon request, the graduation completion rates for first-time degree-seeking first year students.

## **FERPA and the GDPR**

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### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

#### **What is FERPA?**

FERPA requires that federally funded institutions, under programs administered by the U.S. Department of Education, comply with certain procedures with regard to disclosing and maintaining educational records. FERPA was not enacted to preclude the disclosure of educational records simply because the records identify a student by name; rather, it was designed to protect the student's educational information and status as a student. Parents should understand that their rights transfer to the student when he or she reaches the age of 18 or attends a postsecondary school at any age.

#### **Who is a student?**

According to FERPA, a student is an individual who is enrolled in and attends an educational institution. The regulations provide that attendance includes, but is not limited to, attendance in person or by correspondence. Individuals who "attend" classes but are not physically located on a campus are also students, thus including those who attend classes by video conference, satellite, Internet, or other electronic information and telecommunications technologies.

FERPA prohibits the disclosure of a student's "protected information" to a third party. This disclosure is prohibited whether it is made by hand delivery, verbally, fax, mail, or electronic transmission. Disclosure also includes the provision of access to the educational institution's career center database of student information.

#### **What information is protected?**

FERPA classifies protected information into three categories: educational information, personally identifiable information (PII) and directory information. The limitations imposed by FERPA vary with respect to each category.

Personally identifiable information can only be disclosed if the educational institution obtains the signature of the student on a document specifically identifying the information to be disclosed, the reason for the disclosure, and the parties to whom the disclosure will be made. Examples of PII include:

student's name, date of birth, student ID or SSN, and other information which can be used to distinguish an individual's identity in relation to academic records.

Educational information cannot be disclosed without prior approval of the student. FERPA defines "education records" as "records, files, documents, and other materials" that are "maintained by an educational agency or institution, or by a person acting for such agency or institution." This includes transcripts, GPA, grades, social security number, and academic evaluations, and records that pertain to an individual's previous attendance as a student of an institution.

Directory information can be disclosed by the institution without consent. Directory information is defined as "information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed." This includes such items as a list of students' names, addresses, and telephone numbers, and also includes a student ID number (which includes electronic identifiers) provided it cannot be used to gain access to education records. Directory information, however, does not include a student's social security number nor can the social security number be used to confirm directory information. If a student decides to "opt out" of the disclosure of directory information, the "opt out" continues indefinitely.

What does the release cover? Rosemont College cannot provide information about a student's academic records, including performance in a class, grades, or registrations to a third party without written consent by the student. Information will only be provided after the identity of the third party is verified. If Rosemont cannot verify the identity they may choose not to disclose information. Student can revoke FERPA consent at any time.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the

age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about

directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

### **GENERAL DATA PROTECTION REGULATION (GDPR)**

Rosemont College 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.

## THE CAMPUS

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In 1927, the Sisters of the Holy Child of Jesus acquired the former home of Joseph F. Sinnott, known both as Rathalla and as the Joseph Sinnott Mansion for \$1.00 to serve as the school campus.

The English origins of the Sisters of the Holy Child influenced the campus architecture and layout. Unlike other local Catholic colleges, Rosemont's campus eschewed cloistered buildings and convent motifs in favor of a campus with "modestly-sized buildings arranged around a gentle rise in the landscape.... Students found it easy to walk to the Rosemont train station or to the shops in nearby Bryn Mawr, which was very different from the relative isolation encountered by students at Chestnut Hill and especially at Immaculata."

The college's Immaculate Conception Chapel is one of only two chapels in the United States whose stained-glass windows depict only women, a project conceived by Rosemont's second president, Mother Mary Ignatius Carroll.

Rosemont College's Main Campus is home to all Administrative Offices.

Main Campus  
1400 Montgomery Avenue  
Rosemont, PA 19010  
(610) 527-0200

The Main Campus map and description of all buildings and facilities of the main campus can be found on the web site.

### **Buildings and Grounds**

The Department of Public Safety works closely with the Department of Physical Plant in the inspection of all buildings and grounds. The Department of Physical Plant provides an on-call system for handling emergencies during the off hours of the College. It is the responsibility of the Department of Public Safety to lock and unlock campus buildings, based on use, class schedules, and special events. Access to institutional facilities by employees and students is on an as-needed basis and only after proper identification has been shown. Visitors to the campus seeking access to campus facilities for special events must do so through an individual host, a sponsoring department, the Community Relations

Assistant, or through the Department of Public Safety.

At 8 p.m. entrances to the campus are secured with access occurring at the main entrance, with a manned gatehouse.

Access to housing facilities is limited to those with authorization. Any person entering or attempting to enter a residence hall without authorization will be asked to leave by the Residence Staff, the Desk Assistant, or Public Safety. Rosemont students are required to have their guests sign in, leave I.D., and obtain a guest pass while visiting. Desk assistants are assigned to the desk at the main entrance of each residence hall during the day and most of the night.

Courses offered through the School of Graduate and Professional Studies are offered on the Main Campus, Cedar Crest College, Philadelphia Police Academy, Independence Blue Cross (only offered for IBC employees) and online. Particular course locations are listed on the iWay.



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Interim Dean, School of Graduate and Professional  
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Susan Carey  
Administrative Assistant, Office of the Deans

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Discipline Coordinator, Religious Studies

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Discipline Coordinator, Biology

Xiuni Wu, Ph.D.  
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Discipline Coordinator, Environmental Studies and  
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Discipline Coordinator, Communication

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Discipline Coordinator, Studio Art

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Program Director, Criminal Justice, Business and  
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Administrative Assistant, Office of the Deans

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Program Director, Higher Education and Student  
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Carla Spataro  
Program Director, Creative Writing and Publishing

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Dean, Student Success and Engagement

Malek Stewart  
Director, Residence Life

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Director, Leadership and Engagement

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Senior Coordinator of Advising and Student Success

Daneisha Allen, M.S.  
Director, Career Services

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Juliann Ewing  
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Vacant  
Director, Financial Aid

Dan Mason  
Director, Information Technology

Steve Halasa  
Director, Facilities

Ilir Coni  
Co-Director, Public Safety

Esmeralda Jean-Baptiste  
Co-Director, Public Safety

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Vacant

Vice President, Institutional Advancement

Rennie Andrews

Assistant Vice President, Development

Julie Hyland

Assistant Vice President for Alumni Engagement

Barbara Walsh

Managing Director, Development

## ADMISSION TO ROSEMONT

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### Undergraduate Admission and Application Procedures

Rosemont College seeks to enroll students who desire an undergraduate liberal arts education, who have the capacity to pursue a strong academic program, and who show promise of contributing to the College community. Students are considered for admission without regard to race, religion, disability, ethnicity, or national origin. Students may seek admission as either first year or transfer students. Rosemont operates on a rolling admissions policy and meetings of the Admissions Committee are held regularly throughout the academic year. Applicants receive notification of the Committee's decision within one month of receipt of their completed application.

### No SAT/ACT Score Required to Apply

Rosemont College is committed to providing a path for talented and motivated students whose potential for academic success is not accurately captured by standardized test scores. Applicants to Rosemont College now have the option to apply without submitting any test scores.

Although not required, students are still encouraged to submit SAT or ACT scores. Students who choose to submit SAT or ACT scores will need to submit official scores to Rosemont. We do not accept student score reports. The SAT code number for Rosemont College is 2763; the ACT code number is 3676. Students whose first language is not English should submit results from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS), Pearson Test of English Academic (PTE Academic), or Duoling English Test (DET). Rosemont's TOEFL code is 2763.

### First-Year Students

Students applying to Rosemont from high school, or as high school graduates, are automatically considered for admission, merit-based scholarships, institutional grants and endowments, and the Honors program. There are no separate applications required. Students are required to submit:

A completed online application through our internal application or CommonApp.

Based on your high school GPA, you may be required to submit one of the following items:

- Written Personal Statement
- An official copy of SAT or ACT test scores
- In-person or virtual interview with an admissions representative

An applicant's secondary school preparation should ordinarily include twelve units of college preparatory courses. All applicants are advised to include in their high school programs a minimum of four years of English, two years of a foreign language, two years of social studies, two years of laboratory science, and two years of college preparatory mathematics.

### Homeschooled Students

Rosemont College welcomes homeschooled students. Homeschooled students have found, as Rosemont students do, that a personalized environment is most conducive to growing and learning. We believe that homeschoolers have demonstrated self-discipline and a mature commitment to education. As such, these students find Rosemont, with its small class sizes, personal attention, and faith-based community, to be an ideal atmosphere in which to continue their life-long pursuit of knowledge. Homeschoolers applying are treated equally and are required to meet the same application standards as those listed under First-Year Students.

### Transfer Students

Rosemont College welcomes transfer students from accredited institutions. Transfer candidates may seek entrance in either the fall or the spring semester. Transfer applications are complete when the following credentials have been received:

A completed online application through our internal application or CommonApp.

Based on the cumulative GPA from your previously attended institutions, you may be required to submit one of the following items:

- Written Personal Statement
- An official copy of SAT or ACT test scores
- In-person or virtual interview with an admissions representative

To have credits considered for transfer, the student must submit an official transcript from an accredited post-secondary institution (approved list on file with the Registrar's Office) or ACE approved training program or official score reports from a nationally recognized standardized exam. The College will

determine the acceptability of credits and reserves the right to determine whether transfer credits are applied to general education requirements, requirements within the major, or elective credits. Transfer credit will be awarded only for courses in which the student earned a grade of C (2.0) or better. Pass/fail courses and developmental courses are not eligible for transfer. Courses completed at an institution utilizing a quarterly academic calendar will be accepted on a prorated scale. Standardized exams will be accepted as transfer credit provided the student has earned the ACE recommended minimum score or the minimum score established at the College. Students enrolled in an undergraduate program of study are required to complete a minimum of 120 credits (3 credit courses). At least half the credits for the major must be taken at Rosemont. Transcripts that are 10 years or older will not be eligible for transfer credits. If you are transferring with a complete associate-level degree, you are eligible to transfer all your credits, regardless of the grade earned.

#### **Transferring From a Two-Year Institution**

Students transferring from a two-year institution (community college or junior college) may transfer up to a maximum of 90 credits required for a baccalaureate degree into their undergraduate program of study at Rosemont College.

#### **Block Transfer Agreements**

These agreements have been articulated with community colleges that offer associates degrees. Under a Block Transfer Agreement, if the student had an Associate's degree conferred, upon transfer into Rosemont College, they are granted junior status. All General Education requirements are considered fulfilled. If they have not previously taken a Religious Studies course, they must take one course at Rosemont College in Theology/Religious Studies. If they have not taken an Ethics course, they must take one at Rosemont College.

#### **Transfer of Associate Degrees**

Rosemont College accepts associate degrees from accredited post-secondary institutions. Students transferring with an associate degree who have earned at least 60 credits will be granted junior status and will be permitted to transfer any additional coursework up to a maximum of 90 credits. For students transferring with an associate degree from an institution which holds a current

articulation agreement with Rosemont College, that agreement will be honored in assigning credits.

Transfer credit will be awarded for courses earned toward the associate degree in which the student earned a grade of C (2.0) or better and for pass/fail courses in which a passing grade was earned. Developmental courses are not eligible for transfer.

Students are advised that they must take one or two courses in a foreign language (depending upon placement), two courses in Theology & Religious Studies, and a course in Ethics to complete the General Education requirements in the Undergraduate College at Rosemont if they have not already done so at their original institution. All other general education requirements will be considered fulfilled. Students enrolled in an undergraduate program of study are required to complete a minimum of 120 credits (3 credit courses). At least half the credits for the major must be taken at Rosemont.

#### **Transferring From a Four-Year Institution**

Students transferring from a four-year institution (college or university) may transfer up to maximum of 90 credits required for a baccalaureate degree into their undergraduate program of study at Rosemont College.

Transfer credit will be awarded only for courses in which the student earned a grade of C (2.0) or better. Pass/fail courses and developmental courses are not eligible for transfer. Courses completed at an institution utilizing a quarterly academic calendar will be accepted on a prorated scale. Standardized exams will be accepted as transfer credit provided the student has earned the ACE recommended minimum score or the minimum score established at the College.

Students are advised that they must take one or two courses in a foreign language (depending upon placement), two courses in Theology & Religious Studies, and a course in Ethics and any other General Education courses needed to complete the General Education requirements in the Undergraduate College at Rosemont. Students enrolled in an undergraduate program of study are required to complete a minimum of 120 credits (3 credit courses). At least half the credits for the major must be taken at Rosemont.

### **International Baccalaureate**

Rosemont College grants a full year's credit to a student who earns 30 or more credits toward the diploma with honor scores (5, 6, or 7) in three higher-level subjects. Individual course credits are offered for honor scores on higher-level examinations as determined by individual disciplines.

### **International Applicants and Other Applicants with Foreign Credentials**

Rosemont also welcomes first-year and transfer applications from international students.

Applications must include the following:

A completed international application.

- A transcript evaluation by one of the following providers:
  - Globe Language Services (GLS)
  - World Education Services (WES)
  - American Association of Collegiate Registrars and Admissions Officers (AACRAO)
  - Academic Credentials Evaluation Institute, Inc (ACEI)
  - Education Credential Evaluators (ECE)
  - Educational Perspectives (EP)

These evaluations will also determine if you have transferrable credits.

- A language examination score (see exceptions in the following paragraph). Students may choose between TOEFL, IELTS, PTE Academic, or the DET. Recommended scores are as follows\*:
  - Minimum Test of English as Foreign Language (TOEFL) score: 80 internet-based, 200 computer-based or 550 paper-based
  - Minimum International English Language Testing System (IELTS) score: 7.0
  - Minimum Pearson Test of English Academic (PTE Academic) score: 60
  - Minimum Duolingo English Test (DET) score: 110

<https://www.rosemont.edu/admissions/undergraduate/international-students.php>

### **Non-Matriculated/Visiting Students**

May take up to two courses, per semester.

Courses can be taken for credit or audit. Courses taken as an audit are not given a grade and do not earn credit.

Visiting students cannot earn a degree from the College through the visiting student program. If a visiting student wishes to matriculate as a degree student, they must apply through the Admissions Office. Up to 6 credits taken at Rosemont may be applied to the degree program once admitted.

Visiting students must adhere to all academic calendar dates, deadlines, and procedures for adds, drops, withdrawals, and incomplete/temporary grade requests.

Visiting students are required to check their Rosemont email regularly.

Visiting students wishing to take graduate classes must have earned their undergraduate degree, submit their official transcripts, and (for Creative Writing courses) must submit a writing sample (max 20 pages).

Application Information -Community members interested in taking courses as visiting students should contact the admissions department.

Visiting students may be required to provide transcripts from previous institutions to support their request to take an upper-level course or a course with prerequisites.

Tuition -All visiting students must pay their tuition in full each semester. Financial aid is not available for visiting students. Transcripts are held for outstanding balances. Tuition is set for each academic year (July 1- June 30). Current tuition is available from Student Accounts and varies by the level of course taken.

Refund Policy -Visiting students who withdraw prior to the first day of classes will receive a full tuition refund. Students that drop or withdraw after the first day of class will receive a percentage of tuition refunded based on the date of withdrawal. No tuition will be refunded after 4th week of classes.

Payment Policy -Tuition for the Fall semester are billed in early July and are due in full on or before the first day of class. Tuition for the Spring semester are billed in mid-November and are due in full on or before the first day of class. If acceptance to the

program for either Fall or Spring occurs after the billing date, tuition must be paid in person at the Student Accounts desk during the first week of classes.

### **Advanced Placement Credits (AP)**

The College awards credit through the College Entrance Examination Board's Advanced Placement examinations. Advanced Placement exams should be taken before graduating from high school. It is the student's responsibility to arrange for official test results to be sent to the Registrar.

Rosemont accepts scores of 4 or higher on AP exams. AP credits transfer in as course credits, grades are not awarded for Advanced Placement credit. Advanced Placement credit is not reflected in the cumulative Rosemont grade point average. Advanced Placement credit is awarded after the student has been accepted to Rosemont College and is applied toward the total number of credits necessary for graduation.

### **Military Credits**

Transfer of credits for military courses offered by the Army, Navy, Marine Corps, Coast Guard, Army Reserve, National Guard and Air Force will be considered upon receipt of notarized transcripts for courses that have American Council of Education (ACE) credit recommendations.

### **Academic Scholarships**

Freshman and Transfer students are automatically considered for merit-based scholarships when they apply for admission to Rosemont (no separate application is required). Scholarships are based on academics and are renewable up to 4 years as long as a college GPA of 3.0 is maintained.

### **Graduate and Professional Studies Admission and Application Procedures**

See the appropriate Academic Program section for specific criteria. Admissions decisions are based upon a combination of factors that can include grade point average; completion of a bachelor's degree from a four-year college or university, for Master Level applications; official recommendations; a written statement; academic preparation for work in the proposed field; and, where appropriate, a successful interview.

## **Student Status**

**Matriculated Status** -Matriculated students are fully accepted into a degree granting program. Matriculated students may undertake part-time or full-time studies.

**Non-Matriculated Status** -Non-matriculated students are not fully accepted into a degree granting program. Students not matriculated into a degree program are not eligible for financial aid.

**Visiting status** -Non-matriculated students taking courses for professional development or enrichment, who do not intend to enroll in a degree granting program. Visiting status is granted by the Program Director after review of academic credentials.

**Provisional status** -Non-matriculated students who are granted provisional acceptance by the admissions committee. Provisional students are permitted to take a maximum of 6 credits. In order to be considered for matriculation, the student must achieve a minimum 3.0 GPA with no grade lower than a B- while under provisional status.

**Pre-application status** -Non-matriculated students who have not completed the application process. This status is granted by the Program Director. Students with pre-application status are permitted to take a maximum of 6 credits. Completing courses does not guarantee acceptance into the degree granting program.

### **Application Procedure**

Prospective students may apply electronically by visiting the Rosemont College web site.

### **Application Timelines**

The School of Graduate and Professional Studies accepts applications on a rolling basis. Applicants should refer to the current academic calendar as a guideline. After reviewing the application and supporting materials, the Program Director may recommend regular or provisional admission to a degree program. If the Program Director recommends provisional admission, the conditions shall be clearly stipulated. In either case, the applicant will be notified of admission status by the



Schools of Graduate and Professional Studies  
Admissions Office.

### **Application as an International Student**

The admission requirements for international students include English Language and a demonstrated fluency in written and spoken English. Accepted students not demonstrating proficient fluency in English to enable continuation in the program will be required to take supplemental courses in English as a second language.

If an international student plans to seek certification or licensure to practice in the United States, that student must be proficient in English conversational and writing skills. Students who cannot effectively communicate in English will be required to enroll in language immersion classes. Permission to register for experiential courses and field experience is contingent on demonstration of effective written and oral communication skills in English.

International students are not qualified to enroll in any Education with certification degree

### **Professional Studies Transfer Credit**

Professional Studies students may transfer a maximum of 90 credits for a bachelor-level program and 45 credits into an associate-level program from a combination of the below types of transfer credit. All students are required to complete a minimum of 120 credits to earn a baccalaureate degree and 90 credits to earn an associate degree from the School of Professional Studies at Rosemont in addition to specific course requirements.

Students may be eligible to enter with advanced standing based on prior education, learning, or military training. Students' official transcripts will be evaluated during their first semester of enrollment at Rosemont College.

### **Transfer Credit from Other Colleges**

College-level course work completed at other colleges and universities in the United States which are recognized by any of the six regional accreditation associations will be accepted in transfer provided the following criteria are satisfied:

- the grade received must be C (2.00 on a 4.0 scale) or higher,
- the course was taken prior to enrollment at Rosemont College,

- the student must submit an official transcript from the institution where the course work was completed, and
- work may not have been previously applied toward a completed undergraduate degree.

Pass/fail courses and developmental courses are not eligible for transfer. Courses that do not align with Rosemont College's curriculum will not be accepted. This includes specialized career training (unless it aligns with curriculum) and basic technology courses.

Transfer credits are awarded based on a student's program of study after receipt of official transcripts. Official transcripts must be sent to the School of Professional Studies, Office of Admissions, and must be received in the original sealed envelope(s). Electronic official transcripts will be accepted, however, must be sent directly to Rosemont College by the sending school. A student may not forward an electronic transcript.

### **Students with an Associate Degree**

Rosemont accepts the credits of the associate degree from other colleges and universities in the United States that are recognized by any of the six regional accreditation associations.

Associate degrees completed at institutions that are licensed by state boards of education but that are not members of one of the six regional accrediting associations will be reviewed for acceptability by Rosemont. Students may be asked to supply syllabi from courses taken or provide additional information about the institution to determine eligibility to transfer credits.

Students entering the School of Professional Studies at Rosemont with an approved associate degree may be granted a maximum of 90 non-Rosemont credits, in transfer or a combination of all sources of transfer credit. Course work towards an approved associate degree will be accepted provided the student earned at least a grade of C (2.0 on a 4.0 scale or better). Pass/fail courses in which the student earned a passing grade will be accepted; developmental courses and PLA credits will not.

In cases where students have earned an associate degree from an institution that holds a current articulation agreement with Rosemont, that agreement will be honored in applying credits. In all

other cases, Rosemont reserves the right to apply credits towards the student's requirements in general education, the student's major, or as electives.

### **Test Credits**

Professional undergraduate student may receive a maximum of 15 credits for qualifying scores on CLEP & DSST exams.

Students may receive 3 transfer credits per test for achieving the ACE (American Council of Education) recommended passing scores on tests which correspond to their program of study. Students may not duplicate courses they have already taken at Rosemont College or received transfer credit for by any other means.

Test score should be sent directly to Rosemont College (CLEP school code: 2763) (DSST school code: 9013). Students are advised to consult with their advisor or their Program Director on acceptability of particular subject exams in lieu of general education requirements prior to taking the exam.

### **Continuing Education Units (CEU)**

CEUs are not accepted for transfer credit in the Rosemont College School of Professional Studies.

### **Military Credits**

Transfer of credits for military courses offered by the Army, Navy, Marine Corps, Coast Guard, Army Reserve, National Guard and Air Force will be considered upon receipt of official Joint Services Transcripts (JST) for courses that have been evaluated by the American Council of Education (ACE) for credit recommendations.

Police Academy, Law Enforcement, FEMA, and Fire Academy Training Credits

Credits from approved police academy, law enforcement, FEMA, and Fire Academy Training credits may transfer if applicable to the student's plan of study after review of official documentation.

### **Prior Learning Assessment (PLA)**

A maximum of 15 credits toward any accelerated undergraduate degree may be granted through the PLA process. All 15 credits may be petitioned from Rosemont College course equivalencies. Credit is awarded for experiential learning that has taken place outside of a traditional collegiate setting. At

the end of the course students will have the potential of earning 3 credits.

No student may transfer PLA credit awarded from a prior institution.

In order to participate in the PLA Process the student must be a matriculated Rosemont College student who has completed 15 residential credits including: College Writing I: Comprehension/Critical Thinking, College Writing II: Writing and Research, and 3 additional Rosemont Courses (9 credits) in order to petition a course.

- have a minimum of a 3.0 GPA,
- be in good financial standing,
- have completed the PLA orientation course, and
- have an approved petition form in order to register for the one credit PLA course.

The PLA course is one credit and upon successful completion of the course, the student will receive an additional two credits as transfer credit. The 2 transfer credits are counted towards the maximum of 90 transfer credits in a program, the 1 credit course counts towards credits taken in residency and is considered a Rosemont College credit. Students receive a Pass/Fail grade for the PLA course. The student's transcript designates the course title and the number credits awarded. Students pay the tuition for the PLA course (1 credit) at the time they register and take the course.

Courses petitioned through PLA must not duplicate transfer credit or any other coursework used to fill degree requirements. A student may not submit a PLA for a Rosemont College course in which they received the grade of "F" (failed) or for the following Rosemont College courses:

- ENG 0160 College Writing I
- ENG 0170 College Writing II
- BUS 0496 Business Capstone
- CRJ 0450 Professional Seminar: Criminal Justice Ethics and Practice

### **Graduate Studies Transfer Credit**

Graduate students who have completed previous graduate work may, at the time the student matriculates, request the transfer of a maximum of two 3-credit courses. To be acceptable in transfer, a course may not have been previously applied toward a graduate degree, and it must have been initiated

no more than five calendar years prior to requesting its acceptance in transfer at Rosemont. The course(s) must provide a good match for the relevant Rosemont College program of graduate study, and the student must have attained at least a grade of a "B" (3.0). All requests for transfer credits must include a copy of the official course description from the College where the course was taken, as well as an official transcript showing the student's grade. Pass/Fail courses are not eligible for transfer. Students may not take courses at other institutions after matriculating at Rosemont College for transfer credit.

## **COSTS AND EXPENSES**

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### **Undergraduate**

#### **General Financial Information**

The payment of charges for tuition, room and board, and applicable fees for the first semester is due on or before August 1, 2022. The same payment of charges for the second semester is due on or before December 23, 2022, Tuition payments received after the above dates are subject to a late payment fee. Checks or money orders are to be made payable to "Rosemont College." Visa, MasterCard, American Express, and Discover credit cards are also accepted for payment of educational costs through CashNet. PLEASE NOTE: a 2.75 percent charge will apply if students use credit cards on the I-Way to make a payment. This is a charge from the credit card company not the college. The College also offers an interest free tuition payment plan with a fee due with the initial payment. Specific information on the plan is available through Cashnet.

#### **Tuition and Fees**

#### **Estimated Cost of Attendance**

#### **Typical School Year Expenses 2022-2023**

Tuition Rates Are Per Credit Unless Otherwise Indicated

Full-time students (per year)	\$19,890
(per semester)	\$9,945
Overload	\$ 735
Part-time students	\$735
Audit	\$555
Senior citizen audit fee (age 62 and older)	\$85
Summer session	\$324
Teacher certification	\$640
<b>Fees and Other Costs</b>	
General fee	\$700
Post Bacc Application fee	\$50
Challenge examination	\$160
Graduation fee	\$150
Student activity fee	\$300
Orientation fee	\$285
Art lab fee	\$75
Science lab fee	\$75
Housing Deposit	\$150
Deposit	\$200
Returned check charge	\$35

Out of session room charge (per day)	\$15
Late payment fee	\$15
Study abroad fee	\$165

May be subject to additional fees for study abroad health insurance.

#### **Room And Board\*\*\*\***

The semester charges for room and board must be paid in full before a student is permitted to reside on campus. Since all residence hall rooms are reserved for both fall and spring semesters of the academic year, changes or alterations will be subject to the following conditions:

- Double rooms that are used as single rooms are subject to the fees for single rooms. Any student attempting to occupy a room without the permission of the Director of Residential Life will be subject to a penalty of \$200 per day and immediate removal from campus.
- Should a student choose to withdraw or to take a leave of absence from the College after the residence halls are open for occupancy and before the completion of the second week of the semester, a refund not exceeding 50% of the room and board rate may be requested. No refunds will be considered for any reason after the close of business on the Friday of the second week of the semester.
- No refund will be made after payment is received to students who request to leave the residence halls but continue to be enrolled in classes.
- The College does not assume responsibility for students' personal property. Insurance for personal property is advisable.

#### **Room and Board (per semester)**

Kaul Double	\$6,565
Heffernan Single	\$8,065
Heffernan Double	\$6,565
Connelly Single	\$8,650
Connelly Double	\$6,900
Mayfield Single	\$9,000
Mayfield Double	\$7,250

The College reserves the right to alter tuition and fees without prior notice.

\*Tuition for full-time students is based on a minimum of 12 credits and a maximum of 18 credits per semester. There is a charge for additional credits over 18 credits per semester (overload).

\*\*Housing Deposits are a one-time fee for all resident students. Housing Deposits will be refunded upon graduation or withdrawal from the College, provided that all financial obligations are fulfilled (including parking and library fines, damage and penalty fees, etc.).

\*\*\*Applied to first semester tuition.

\*\*\*\*Three meal plans are available.

### **Outstanding Financial Obligations**

Students will not be issued transcripts of credits or diplomas, or enrollment/degree verifications if they have any outstanding financial obligations (including damage and penalty fees, parking and library fines, etc.) with the College. The College reserves the right to cancel the registration of any student for failure to fulfill financial obligations.

### **Internship Expenses**

Student interns who reside on-campus pay full room and board, and tuition and fees for the Rosemont credits earned in the internship, if any. Student interns who reside off-campus pay full tuition for the Rosemont credits earned in the internship.

### **Tuition Refund Policy**

Since College commitments are made on the basis of student enrollments, full tuition will not be refunded after the payment due date. Should a student choose to withdraw, drop below full-time status, or take a leave of absence after registration and before the completion of the second week of classes, a refund not exceeding 80% of the tuition may be requested. No refunds will be given after the second week of classes. Title IV recipients are subject to the Title IV refund policy. The date of withdrawal, drop, or leave of absence is determined as being the time the Director of the Student Academic Support Center receives written notice from the student.

### **Undergraduate College Tuition Refund Policy**

A student who withdraws from semester-length classes may be entitled to a refund according to the schedule listed below. Fees are not refundable, except for those classes that have been canceled by the College or for students who have withdrawn before the first day of classes.

The date of a Drop/Add or Withdrawal is determined by the records of the Office of the Registrar, not the date the student stops attending class. The percentage of tuition to be refunded to the student is as follows:

- Students who withdraw **before the first day of classes** will receive 100% refund of tuition.
- Students who withdraw **during the first and second weeks of a new semester** will receive 80% refund of tuition.
- Students who withdraw **during the third week of a new semester** will receive 50% refund of tuition.
- Students who withdraw **during the fourth week of a new semester** will receive 20% refund of tuition

**No refunds will be issued to students that withdraw after the fourth week of class.**

The first scheduled meeting of a class constitutes the beginning of the refund period for that class. The refund period may change based upon the length or nature of the class. Refunds are determined by the Business Office only. Financial aid is adjusted accordingly with regard to the number of credits that have been dropped. If a student withdraws, or if a credit balance results from financial aid awards or student overpayment, a refund may be expected in the mail within a timely manner.

### **Refunds for Dropped Classes in the Schools of Graduate and Professional Studies**

A student who drops a class prior to the first scheduled meeting of a class may be entitled to a full refund if the class is formally dropped. If a student drops a class prior to the second scheduled meeting of a class, they will be entitled to an 80% refund if the class is formally dropped. If a class is dropped after the second scheduled meeting of a class, the student is not entitled to a refund. The date of a drop is determined by the records of the Office of the Registrar, not the date the student stops attending class. The refund period may change based upon the length or nature of the class. For example, Turbo classes must be dropped prior to the first scheduled class meeting. Please Note: financial aid is adjusted accordingly with regard to the number of credits that have been dropped. If you are an undergraduate student and you drop below 6 credit hours for the semester, all of your aid may have to be returned. If you are a graduate student

and you drop below 4.5 credit hours for the semester, all of your aid may have to be returned. It is advisable that you consult with the Financial Aid Officer regarding the ramifications of dropping a class.

#### **Withdrawals**

If a student withdraws from a class after the drop/add period, the student is not entitled to a refund and is also financially obligated for cost of the class.

#### **Deposit Policy**

**First-Year and Transfer Students** -Once an applicant is accepted to the College, a \$350 enrollment deposit (\$200 for commuters) is required to guarantee enrollment and a place in the residence halls. The \$200 fee is credited as a Enrollment deposit as a one-time fee for all students and are assessed when the student matriculates for the first time and is credited to the first semester's bill.

**International Students** -International first-year and transfer students are required to submit an enrollment deposit of \$350(\$200 for commuters) to reserve a place in the class. The fee is credited as an Enrollment deposit as a one-time fee for all students and is assessed when the student matriculates for the first time.

Some scholarships and financial aid programs are available to eligible non-U.S. citizens. Parents or sponsors are required to provide documentation of financial resources to support a student's total educational and personal expenses prior to the issuance of the application for a student visa. All international students are required to provide documentation that shows that they have health insurance coverage. Students may also purchase coverage through Rosemont College. Information on the student health insurance plan is available through the Student Life Office.

## FINANCIAL AID

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Rosemont College is committed to helping all students afford a Rosemont education. Financial assistance is available to degree-seeking students or students seeking certain graduate certificates who are United States citizens or eligible non-citizens and who are enrolled in at least a half-time course load. Financial aid includes scholarships, grants, loans, tuition remission, and employer partnership discounts. Financial aid awards are awarded annually. Students must re-apply each year to continue receiving federal, state, and institutional funding. Financial aid eligibility is reviewed every year and is based on the expected family contribution (EFC) from the Free Application for Federal Aid (FAFSA), federal and state regulations, and institutional policy. In addition, students must maintain satisfactory academic progress. For specific information regarding the availability of need based financial aid, please contact the Financial Aid Office at 610.520-3115. For information about merit scholarships for traditional undergraduate students, new applicants should contact the Office of Admissions at (610) 527-0200 ext. 2966.

Students wishing to be considered for any form of financial aid MUST complete the Free Application for Federal Student Aid (FAFSA) by the required deadline each year. The FAFSA deadline for priority review is February 15 (January 15 for admitted students).

### Verification Policy

Approximately one third of FAFSA filers are selected for verification. A requirement of the U.S. Department of Education, verification is the process of confirming information submitted on the FAFSA. Students are responsible for submitting requested information to complete the verification process before the semester begins. Federal student aid will remain estimated and will not be credited to the student's account until verification is complete. Additionally, students awarded Federal Work Study may not begin employment until verification is complete.

Items to be verified include Adjusted Gross Income, U.S. income tax paid, number of family members in the household, the number of family members enrolled in post-secondary schools at least half time, untaxed income, and any other conflicting information.

Students are notified in writing by the Financial Aid Office of the documents needed to complete verification, and the following documents are those generally required to complete the process:

- Student's federal income tax return transcript from the prior year
- Parents' federal income tax return transcript from prior year (for dependent students)
- Spouse's income tax return transcript for prior year (for married independent students)
- Verification worksheet
- Additional documents upon request

Students are encouraged to utilize the IRS data retrieval tool on the FAFSA website as a part of the verification process. If students and parents are able to successfully import their tax information from the IRS into the FAFSA and submit with no changes, the tax documents listed above will be waived and only the verification worksheet is required. Upon receipt of the verification documents, the school will compare the information on the submitted documents with that on the FAFSA. If discrepancies are revealed, the school will make the necessary corrections, which could result in a change in aid eligibility. The school will notify the student in writing of any changes in eligibility due to verification within one week of completing the verification process.

The school will cease processing federal student aid for students who fail to submit the required verification documents before the deadline.

If a student is selected for verification after federal student aid funds have already disbursed, the school will withhold all future disbursements of federal student aid until verification is complete. If verification results in the student's ineligibility for aid that has been previously disbursed, then the student is responsible for repaying aid for which they are not eligible. The school will notify the student in writing requesting full payment of the overpayment of ineligible aid. Any student in an overpayment status who fails to repay the overpayment or make satisfactory repayment arrangements will be reported to the U.S. Department of Education and/or to the National Student Loan Data System (NSLDS) and remain ineligible for further federal student aid until the overpayment is resolved.

### **Satisfactory Academic Progress**

In order to be eligible for federal student aid, a student must be making Satisfactory Academic Progress toward degree completion requirements. Federal regulations require schools to monitor academic progress annually or more frequently to ensure each student is meeting minimum qualitative and quantitative standards. Any student not meeting either of these minimum standards at the time of evaluation will become ineligible and will remain ineligible for federal student aid until both standards are again met.

In accordance with federal regulations, Rosemont College's policy is to monitor academic progress for students in the Undergraduate College at the end of the spring semester. Academic progress for students in the Schools of Graduate and Professional Studies is measured at the end of the spring semester as well. To be making Satisfactory Academic Progress, a student must have a cumulative grade point average of at least 2.0 (qualitative standard) for undergraduates or 3.0 for graduate students. A student must also have passed at least 67% of the credits attempted (quantitative standard). Any courses with a grade of "W" or "I" will count as classes not successfully passed. Any transfer credits shall count as credits attempted and completed but will not impact the grade point average standard. These academic progress standards apply even for semesters in which a student did not receive federal student aid.

- Students who fail to meet the minimum standards of Satisfactory Academic Progress will be notified in writing by the Financial Aid Office and their financial aid will be suspended.
- Students who fail to meet the academic progress standard may submit an appeal with the Financial Aid Office prior to the start of the next academic semester. The appeal form is available electronically at: [SAP Appeal Form](#)
  - Appeals should specify mitigating circumstances, such as illness or death in the family that prevented the student from achieving satisfactory academic progress.
  - The Financial Aid Office may request additional documentation to support the appeal.
  - The student will be notified in writing of the outcome of the appeal.

If the appeal is granted the student will be placed in a status of financial aid probation for one semester. The student may also be required to complete an Academic Action Plan with the student academic success center (undergraduates) or student services (graduate and professional studies students) if it is determined it is not possible for the student to meet the qualitative and quantitative standards to make Satisfactory Academic Progress after just one semester's coursework.

If the appeal is denied the student will remain ineligible until both standards are met.

Students will also become ineligible for aid if they have not graduated within completing 150% of the required hours needed to complete their program as defined in the Rosemont College Handbook.

### **Return of Title IV Funds Policy**

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or term. The federal Title IV financial aid programs must be recalculated in these situations.

If a student leaves the institution prior to completing 60% of a payment period or term, the financial aid office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = the number of days completed up to the withdrawal date 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.) This 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 = (100% of the aid that could be disbursed minus the percentage of earned aid) 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 would be required to return a portion of the funds and the student would be required to return a portion of the funds. When Title IV funds



are returned, the student borrower may owe a debit balance to the institution.

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

The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Federal Direct Unsubsidized Stafford Loans
- Federal Direct Subsidized Stafford Loans
- Direct PLUS Loans
- Federal Pell Grants for which a return of funds is required
- Federal Supplemental Opportunity Grants for which a return of funds is required

#### **Federal and State Financial Aid Programs**

Federal and state financial aid programs are available to students who are enrolled on at least a half-time basis. Eligibility is based on financial need, and in some cases, may be limited depending on fund availability. Students must complete the Free Application for Federal Student Aid (FAFSA) to apply for federal and state aid.

**Federal Pell Grant**—an entitlement program funded by the federal government; the amount of the award is determined by the Expected Family Contribution (EFC) from the FAFSA.

**Federal Supplemental Education Opportunity Grant (FSEOG)**—part of the campus-based aid programs funded by the federal government; grants are awarded to students with exceptional financial need, with first preference to federal Pell Grant recipients.

**Federal Direct Loan**—The maximum amount a student can borrow is determined by his or her grade level. First year students can borrow up to \$5,500; second year students can borrow up to \$6,500; and third and fourth year students can borrow up to \$7,500 for the academic year. The annual loan limits include \$2,000 Unsubsidized Direct Loan eligibility per academic year. Independent students may be able to borrow additional Unsubsidized Direct Loan in addition to the base loan amounts. Independent students may

be able to borrow up to an additional \$4,000 Unsubsidized Direct Loan for the first and second academic year and up to an additional \$5,000 for the third and fourth academic year. Dependent students whose parents are denied the PLUS can borrow at the same loan limits as independent students. The amount of Direct Subsidized/Unsubsidized Loan listed on the financial aid notification letter is the gross amount. The government charges a loan processing fee of 1.057% for loans first disbursed on or after October 1, 2020 and before October 1, 2023 on Subsidized and Unsubsidized Direct Loans. The Direct PLUS loan fees are 4.228% for loans first disbursed on or after October 1, 2020 and before October 1, 2023. The net amount of the loans will be reflected on your student bill. Interest Rates for Direct Loans first disbursed on or after July 1, 2022 and before July 1, 2023 is 4.99% for undergraduate Direct Subsidized and Unsubsidized loans, 6.54% for graduate and professional Direct Unsubsidized loans and 7.54% for Direct PLUS loans.

**Federal Work Study**—campus employment and some off-campus community service positions are available to a limited number of students with financial need. An award listed is an eligibility indicator; students will need to apply for consideration for a position. Positions are competitive and eligibility as listed on a financial aid award letter is not a guarantee of the ability to secure a position.

**State Grant**—grant funds awarded to undergraduate students based on eligibility according to each state's guidelines. For Pennsylvania residents, the Free Application for Federal Student Aid (FAFSA) must be processed before May 1 for full consideration for a PHEAA Grant. Students receiving a PHEAA Grant must pass at least 24 credits during each academic year that a full-time state grant award is received in order to make academic progress for future state grant awards. Students must also be enrolled in at least 50% of their coursework on site versus online or they could receive a reduced grant. Students receiving a grant from a state other than Pennsylvania should check with their state agency regarding academic requirements for renewal and to see if it is transferrable to Pennsylvania.

#### **Rosemont Scholarships and Grants**

Institutional scholarships are awarded through the admission process. The College reserves the right to

limit the number of scholarships awarded, and not all students meeting eligibility qualifications will be awarded a scholarship. Students must maintain a minimum cumulative GPA of at least 3.0 for scholarships awarded on the basis of academic merit. Students must maintain a minimum cumulative GPA of at least 2.0 for awards that are not based on academic merit. The GPA is reviewed at the end of each spring semester.

#### **The Cornelian Scholarship- Full Tuition and Fees**

The Cornelian Scholarship is awarded to first year students who represent the ideals of Cornelia Connelly, the founder of the Holy Child Jesus Catholic order. It is renewable up to 3 years.

#### **The Sister Maria Stella Kelly Art Scholarship**

This Art scholarship is awarded to students wishing to pursue a degree in the field of art at Rosemont College who demonstrate outstanding artistic skill.

#### **Rosemont Grant- variable**

Rosemont Grants are awarded on the basis of financial need as demonstrated by the FAFSA.

### **GRADUATE AND PROFESSIONAL STUDIES**

Students in the School of Graduate and Professional Studies wishing to apply for financial assistance should complete a Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The Rosemont College code is 003360. The government will provide a Student Aid Report within approximately three weeks, which will outline the student's eligibility for federal loan and grant programs.

Matriculated undergraduate Professional Studies students who are enrolled in a degree-granting program of study, and who are pursuing at least half-time coursework (a minimum of six credits per academic semester), are eligible to apply for tuition assistance in the form of Federal Direct Loans. Since there are multiple undergraduate Professional Studies sessions per academic semester, this means Professional Studies undergraduate students must take at least six credits during the fall, six in the spring, and six in the summer to maintain eligibility for Direct loans. Non-matriculated students should explore alternative financing options with the Office of Financial Aid at (610) 520-3115.

Matriculated graduate students who are enrolled in a degree-granting program of study, and who are

pursuing at least half-time coursework (a minimum of 6 credit hours in the fall, spring, and summer), are eligible to apply for tuition assistance in the form of Federal Direct Loans and Graduate PLUS loans. Non-matriculated students should explore alternative financing options with the Office of Financial Aid at (610) 520-3115.

#### **Financial Aid Disbursements and Refund Disbursements**

The Office of Financial Aid applies disbursed actual money to the student's account. If aid is still pending after the date noted, the student should contact the Office of Financial Aid to see if all required paperwork has been submitted and signed.

The Office of Student Accounts has fourteen (14) calendar days to release any credit refund due the student. By law, federal guidelines state that credits created by financial aid be refunded within fourteen (14) days from the date of financial aid disbursements, to issue any excess funds. In the calculation of the student refund, any pending aid will not be counted until such time that the aid is disbursed by the Office of Financial Aid.

Students should view their information on the Rosemont iNet to see if all required forms have been submitted and signed. Any questions should be directed to [finaid@rosemont.edu](mailto:finaid@rosemont.edu) or (610) 520-3115.

#### **Graduate Assistantships**

A limited number of competitive Graduate Assistantships are available to matriculated graduate students. Awards are recommended by the Program Director and granted by the Dean of the School of Graduate and Professional Studies.

The following procedures apply:

1. Award recipients must be fully accepted into a master's degree program (i.e., candidates who are pursuing certification only, or who are non-matriculated, are not eligible).
2. Awards are based upon promise and/or achievement in the student's chosen program of study, as well as the expertise and availability to fulfill the work requirements associated with the award. Interviews are required.
3. Graduate Assistants receive a one course tuition waiver per semester and fulfill a work requirement of 10 hours per week during each semester of the award. Work assignments are based upon program needs and are usually

supervised by the Program Director or other academic administrators. Award recipients are required to maintain and submit a weekly log, detailing the work and the time they spend on each assignment.

4. Award recipients are reviewed every fall, spring, and summer by their supervisor. Awards may be renewed by the supervisor for a total maximum award of 4 semesters, dependent upon satisfactory work performance and demonstrated scholarship within the program.
5. GAs must enroll in at least 6 semester hours of graduate degree coursework consistent with their plan of study in each semester.
6. Candidates must complete an Application for Graduate Assistantships at the Human Resources website.

### **Disbursing Money to the Student**

**Traditional Graduate Students** -Loan funds will be disbursed by Financial Aid to the Office of Student Accounts beginning with the day after the end of the drop/add period of each semester.

MBA & Education students need to register for both sessions in the semester before the beginning of each semester. The Professional Studies Aid Application and Graduate Financial Aid application must be completed before any financial aid can be awarded. This form is located on the Rosemont INet.

**Accelerated Graduate and Undergraduate Students** -Loan funds will be disbursed by Financial Aid to the Office of Student Accounts the second week of the second session for each semester.

All refunds will be processed two weeks from the date the funds are released to the Office of Student Accounts.

### **Verification of Enrollment with the National Student Loan Clearinghouse**

The College is required to report student enrollment at least three times per semester to the National Student Loan Clearinghouse (NSLDS). The NSLDS serves as an agent to inform loan guarantors that the student is officially registered on at least a half time basis. Students who are applying for loans must be registered for a minimum of six credits per semester. Students who fall below half-time status may jeopardize the status of their loan.

### **Veteran's Affairs Benefits**

Students who are eligible to receive educational benefits from the United States Department of Veteran's Affairs must contact the Office of the Registrar. The Office of the Registrar certifies the enrollment of all eligible veterans, dependents who are eligible to review benefits, and members of the Reserves and National Guard who choose to use their veteran's education benefits. The Department of Veteran's Affairs determines the eligibility of each veteran. Benefits are dependent on the student's enrollment status at Rosemont College.

If you are a new student at Rosemont College and would like to apply for veteran's education benefits, please contact the Registrar's Office at (215) 527-0200, Ext. 2307.

Students receiving VA benefits will be required to confirm their enrollment each semester they wish to use their benefit and contact the Certifying Official if their registration changes after reporting has occurred.

For general questions concerning your education eligibility and benefits please contact the Department of Veteran's Affairs at 1-888-442-4551 or visit <http://www.gibill.va.gov>. For monthly student verification of enrollment please call 1-887-823-2378 or log on to <https://www.gibill.va.gov/wave/default.cfm>.

For direct deposit of monthly benefits please call 1-877-838-2778.

## **STUDENTS RIGHTS AND RESPONSIBILITIES**

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### **Confidentiality of Student Records**

In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, Rosemont College releases student records only at the written request of the student. Directory information (name, dates of attendance, major field of study and degree conferred) will be released unless the student specifically directs, in writing, that directory information be withheld. Students wishing to review their educational records must make the request in writing to the Office of the Registrar. The requested records will be made available to the student within a 45-day period. The written institutional policy may be obtained in the Office of the Registrar. Students whose employer requires a transcript should take particular note of this, and be sure to provide a written request to the Registrar when requesting transcripts to be sent. Students may request transcripts through the online ordering website located on the Registrar's website or by submitting a paper transcript request form to the Office of the Registrar.

### **Right to Inspection and Review of Records**

Any current or previously enrolled student has the right to inspect and review his or her education records within 45 days of the Office of the Registrar receiving a written request for access. This right does not extend to applicants, those denied admission, or those admitted who do not enroll. The Registrar's Office will make arrangements for access and notify the student of the time and place where the records may be inspected. If the requested records are not maintained by the Office of the Registrar, they will advise the student of the correct official to whom the request should be addressed.

### **Right to Amend Records**

Students have the right to request that inaccurate records be corrected. In order to do so students should write the College official responsible for that particular record, clearly identify the part of the record they feel should be changed, and specify why it is inaccurate. If the decision is not to amend the record as requested by the student, the student will be notified and advised of his or her right to a hearing and be provided with information on how to proceed.

### **Right to Consent to the Disclosure of Personally Identifiable Information**

All personally identifiable information related to a particular student other than directory information is considered confidential information and may not be released without the written consent of the student. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Rosemont College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

A student's education records shall also be released if properly subpoenaed pursuant to a judicial, legislative, or administrative proceeding. The Office of the Registrar will make a reasonable attempt to notify the student and allow ten working days, from the date the subpoena was received, for the student to respond.

Directory information is not considered confidential and includes:

- Name
- Address
- Class
- Major field of study
- Enrollment status
- Dates of attendance
- Degree(s) conferred

Under the provisions of the Family Educational Rights and Privacy Act, currently enrolled students may withhold disclosure of directory information. To prevent disclosure, written notification must be received by the Office of the Registrar by October 1st in the fall semester and February 15th in the spring semester. The College will honor each request to withhold any of the categories of information listed above but cannot assume responsibility to contact a student for subsequent permission to release them. Decisions about withholding any information should be made very carefully. Should a student decide to inform the institution not to release certain information, any future requests for such information from non-institutional persons or organizations will be refused. Rosemont College assumes that failure to request the withholding of

directory information indicates approval for disclosure.

**Right to File a Complaint**

Students who feel that Rosemont College is not in compliance with the requirements of the Family Educational Rights and Privacy Act may file complaints with:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

**Change of Name, Address, and Telephone Number**

Students are required to notify the Office of the Registrar in writing, via letter or email, of any change of name, address or telephone number.

Documentation to change a student's name is required. The following are acceptable forms of proof of legal name change: driver's license, social security card, court order approving name change.

## **ACADEMIC POLICIES AND PROCEDURES**

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### **Academic Calendar**

The academic calendar for the current academic year is posted on the Registrar's webpage and within this catalog under the Academic Calendar section.

### **Academic Credit**

The semester hour is the unit of academic credit for all courses offered during the fall, spring, and summer sessions. For information regarding course credit, consult the schedule of classes for the current semester's offerings on the iWay and the Registrar's Office.

### **Academic Probation**

#### **Undergraduate College**

The academic records of students are reviewed by the Academic Standards Committee of the Undergraduate College faculty at the conclusion of the fall and spring semesters.

Students are placed on Academic Probation for the following reasons:

First year students and new transfer students whose GPA is less than 2.0000 and greater than 0.5000

All other students whose GPA is less than 2.00 for a given semester

Students whose semester GPA is at or above 2.00, but whose cumulative GPA is less than 2.0000, are continued on probation.

Being placed on academic probation is meant to serve as a warning that the student's academic work is unsatisfactory and that definite improvement is necessary to continue at the College. While on probation, students are restricted to 15 credit hours per semester. Student are required to meet with staff in the Student Academic Success Center to set up an Academic Action Plan and to attend weekly tutoring sessions for their classes. Failure to do so will be noted should students find themselves in further academic difficulty.

Being placed on academic probation can affect financial aid. Students are encouraged to meet

with the staff in the Financial Aid Office to discuss their particular situation.

The College reserves the right to dismiss any student who is not in good academic standing (at least a 2.000 cumulative GPA), whose conduct has been found to be in violation of College policies and procedures, or whose continuance would be detrimental to his/ her own health or to the health and well-being of others.

Academic dismissal with right of appeal can be made for the following reasons:

- First year students and new transfer students whose GPA is 0.5000 or less after one semester
- Students whose semester GPA is less than 2.0000 for two consecutive semesters

As part of their appeal students are also required to present an Academic Action Plan, prepared with the assistance of the Student Academic Support Center.

Failure to include an Academic Action Plan will result in the appeal being considered incomplete and will not be reviewed by Academic Standings.

Student appeals of their dismissal from the college must be received by the Academic Dean's Office no later than that appeal deadline stated in the letter or email from the Dean's Office notifying them of their dismissal. Late submissions of appeals will not be accepted.

Students are advised that academic reinstatement does not affect the suspension of their financial aid. Students must appeal loss of their financial aid separately.

Academic dismissal without the right of appeal can be made for the following reason:

- Students readmitted on appeal who do not maintain a semester GPA of 2.00
- Student who were below a 2.00 for more than 2 semesters
- A semester GPA below a .50 in a semester other than their first semester at Rosemont College.

### **Undergraduate Professional Studies Students**

Any matriculated student who does not achieve and maintain a minimum GPA of 2.0 will be placed on academic probation. The student will receive a letter from the Dean specifying the requirements to be fulfilled for the student to maintain academic standards. During this probationary period, a student will normally be permitted to take no more than one course per session. Additionally, tutoring, or other measures to improve academic skills, may be required of the student in order to continue in the School of Professional Studies program. Students will also be required to attend all class sessions. The student's progress will be reviewed at the end of their next semester. Students who successfully meet the requirements in the Dean's letter will be removed from academic probation.

### **Graduate Students**

Any matriculated student who does not achieve and maintain a minimum GPA of 3.0, or who earns more than one final course grade below a B-, will be placed on academic probation. The student will receive a letter from the Dean specifying the requirements to be fulfilled for the student to regain academic standing. The student must achieve a minimum overall GPA of 3.0 within nine additional credits of graduate work. Any student who does not meet these criteria will be dismissed from the program.

The Rosemont College School of Graduate and Professional Studies reserve the right to dismiss at any time any student whose academic standing is unsatisfactory, whose conduct is in violation of College policies or procedures, or whose continuance would be detrimental to the student's own health or to the health and well-being of other members of the College community. In such cases tuition and fees may not be refunded.

### **Academic Transcripts**

A record (inventory) of a student throughout a course of study having full enrollment history including all courses (or subjects) attempted, grades earned, and degrees and awards conferred.

Official transcripts may be ordered using the college's online ordering system, or by mailing or faxing the transcript request forms to the Registrar's Office in Good Counsel. Fax requests are only accepted if your signature is included. Telephone requests cannot be honored.

Official transcripts bearing the College seal and the Registrar's signature are issued directly to the designee; unofficial transcripts may be requested by students for personal use or available to be printed through the iWay.

Please note: Transcripts will not be released for students with outstanding financial obligations.

Send your completed Transcript Request Form to:

Rosemont College  
Office of the Registrar  
Attention: Transcript Requests  
1400 Montgomery Avenue  
Rosemont, PA 19010-1699

Transcript Request Forms that DO NOT have an original signature WILL NOT be honored.

Unofficial transcripts are free of charge. Official transcripts are \$7.00 and can be mailed or emailed. The fee covers postage for mailed transcripts sent via USPS First Class Mail. Students/Alumnae who requests transcripts to be sent internationally or through an expedited method (Express Mail, UPS or FedEx), must pay for the additional shipping costs. Official transcripts to be sent to other divisions of Rosemont College for purpose of admission to degree programs are free of charge. Rush official transcripts are \$7.00 per transcript plus the cost of express delivery depending upon destination.

Friends, parents, employers, and relatives may not request a transcript for students. Rosemont College adheres to FERPA (Family Educational Rights and Privacy Act of 1974) guidelines regarding the release of student records.

Every effort is made to process transcripts within 3-5 business days of receipt. Transcripts are processed in the order of receipt. At peak times of the year, such as graduation and at the start of semesters, processing time may take longer. Please plan accordingly. We will do our best to assist you.

### **Academic Year**

The traditional academic year (excluding an optional summer semester) consists of two semesters, each of which is approximately 15 weeks long.

Immediately after the last day of classes is a Reading Day, followed by final examinations.

### **Attendance Policy**

The U.S. Department of Education requires all colleges and universities to verify attendance or take attendance. We are an Attendance Verification institution. Each Canvas shell has a module that students must do and submit prior to the end of Drop/Add. This verifies their attendance in the course. Students who do not participate in the course by the end of Drop/Add will be administratively dropped from the course. An institution's failure to do so may result in the loss of federally funded financial aid to students.

Even though we are not an attendance taking institution, attendance records are one aspect of a course that may factor into a student's final grade in the class. It may provide documentation of a student's participation in a class that is weighted with a participation percentage or required presentations. The College also encourages faculty to notify SASC if a student misses more than 2 consecutive class sessions or displays an erratic pattern of attendance. Do not wait until the end of the semester to report non-attendance. You can prepare an Early Alert form at any time.

### **Attendance Online Courses**

Students are expected to contribute actively to online courses by contributing to interactive discourse multiple times per week and every week throughout the duration of the course. Students who fail to contribute actively and substantively in any week of the course will be considered to have been absent. Students can be required to do make-up work and will be subject to grade penalties as per the course syllabus.

### **Capstone Experience**

All master's programs require a culminating experience. Depending on the degree, this could be a Thesis, Business Plan, Student Teaching, Administrative Internship, or a Counseling Internship. Students should consult their specific program requirements in the Academic Catalog.

### **Course Examinations**

In most courses, examinations are given periodically throughout the semester, with a major examination given at the end of the semester. Final examinations given at the end of the course are scheduled by the Registrar within the published examination period.

### **Course Load**

Undergraduate Full tuition covers up to 18 credits of study per semester. Students wishing to take 18 credits must maintain a GPA of 3.0000 or higher. Students wishing to take more than 18 credits in a given semester must receive permission from the Academic Dean of the Undergraduate College and their major advisor. They will be charged additional tuition and may incur additional fees. A student on academic probation must complete an Academic Action Plan, attend regular tutoring and workshops, and should register and complete 15 credits to maintain satisfactory academic progress (SAP). Courses should be chosen in consultation with an advisor.

### **Credit by Examination**

Rosemont College students may challenge certain courses in consultation with their major advisor. The intent of Rosemont's credit by examination policy is to provide students who have acquired competence through special learning situations, such as professional experience or independent study, with the opportunity to demonstrate their competence. Students who can demonstrate mastery of course content through satisfactory performance (at least a grade of C) on a departmentally prepared examination earn credit for the course after having paid the examination fee. The course will be listed on the student's transcript as transfer credit and does not count towards full-time status for the semester the exam is taken, the appropriate credit value will be posted but a grade will not be entered.

#### **Requirements:**

- Students must be full-time and in good standing.
- Students may challenge a maximum of 2 courses towards their undergraduate degree.
- Students may not challenge a course which is a prerequisite for a course they have already taken or is at a lower level than what they have placed into or taken (previously or currently).
- Students may not challenge a course they have already received credit for at Rosemont or another institution.



- Students may not challenge a course they have failed, withdrawn from, have an incomplete in, or for a credit by exam they previously did not pass.
- Students must pay for the exam prior to taking the exam. The fee covers the cost of creating and administering the exam and is due regardless of the student passing the exam.
- Developmental courses cannot be challenged.
- This option is only available during the fall and spring semesters.

Procedure:

1. The student should meet with their advisor to discuss the possibility of challenging a course through credit by exam. If recommended, the student must complete the credit by exam form. The exam must be taken in the same semester and prior to the end of classes for that semester.
2. The student must pay the credit by exam fee (current fee available from Student Accounts) and return the form to the Registrar's Office prior to taking the exam.
3. After the student takes the exam on the exam date, the Faculty member administering the exam will report the grade to the Registrar's office within 48 hours of the exam date.
4. If the exam was successful (C or better), transfer credit will be posted for the course challenged.

**Drop/Add Period**

The drop/add period takes place at the start of each semester according to the dates published in the calendar by the Registrar. A student may drop or add a course only during the period indicated on the College calendar. Students may drop and add courses via the iWay unless they are First Year students in their first semester. First semester students must submit a drop/add form, signed by their faculty advisor, to the Office of the Registrar for processing. A student wishing to withdraw from any course after the drop/add period must request a withdrawal from the course and submit the appropriate paperwork, including all required signatures to the Office of the Registrar within the appropriate time period.

Contracts for independent study or internships must be submitted on or before the registration day to the Career Services. Required revisions must be submitted before the end of the drop/add period, as

must signed forms to audit a course or to take a course for a pass/fail grade. Late submissions will not be accepted.

**Enrollment Verification**

The Office of the Registrar verifies enrollment and student status (full-time/part-time). A student's status is automatically reported to the National Student Clearinghouse. Various forms from health insurers, employers, lending agencies, and other entities may be sent to the Registrar via mail or fax. Students may also submit a form or verification request to the Office of the Registrar in person. Please contact the Office of the Registrar at (610) 527 0200, Ext. 2305. The Office of the Registrar can also issue a letter of enrollment verification upon request. Your request will be processed within 2-3 business days. Insufficient or inaccurate information may prevent the College from issuing your verification.

**Grade Appeal Policy**

**Undergraduate College**

Students are advised that grade appeals based on the quality of the work are tough to substantiate. In addition to grades on papers, tests and quizzes, faculty may also factor attendance and class participation into grades. It is important, that the student wishing to appeal a grade have as much supporting evidence to present as possible.

**Informal Grade Appeal Process**

Students who did not get the grade they were expecting for a class should first calculate their grade based on the formula published in the course syllabi. If a discrepancy arises, the student should make an appointment to meet with the instructor within ten (working) days of the start of the next semester. This is within the first two weeks of the spring semester for grades issued in the fall, and within two weeks of the start of the fall semester for grades issued in the spring. If a student is appealing a grade issued for a half-semester course meeting in the first half of the semester, the appeal must take place within ten days of receiving the course grade.

After meeting with the student, if the instructor agrees that the grade was calculated incorrectly, a Change of Grade form should be filed by the

faculty member with the Registrar's Office. If there is no discrepancy the faculty member should explain to the student why the grade issued is correct.

If a resolution cannot be reached, the appeal moves into the formal appeal process.

If a student requests a review of a grade issued by an adjunct instructor who is not teaching the next semester at the College the review will be led by the Discipline Coordinator or the Division Chair.

### **Formal Grade Appeal Process**

To begin the formal appeal process, the student must submit a signed letter to the faculty member with a copy to the Academic Dean of the Undergraduate College within three weeks (15 working days) of the start of the semester after the semester in which they received the contested grade stating why they wish to appeal the grade. The exception to this is for those appeals that must first be presented to Academic Standards. The student should submit all supporting materials to the Office of the Academic Dean. The Dean will ask the course instructor for all documentation on how the grade was calculated.

The Academic Dean will charge the respective Division Chair with reviewing all materials submitted and making a recommendation on the appeal within two weeks of receiving it. If the decision of the Division Chair is not acceptable to either the student or the course instructor, the student should contact the Academic Dean and request that the Committee of Division Chairs review the case. The Division Chairs can ask for materials other than those initially submitted by either the student or the faculty member if they believe it is necessary to rule a fair decision. Division Chairs are also encouraged to meet with the student and faculty member. The decisions of the Chairs will be stated in writing, addressed to the student and a copy sent to the course instructor.

If the decision of the Division Chairs is not acceptable to either the student or the course instructor, the student may request that the Academic Dean review all materials and render

a decision. The decision of the Dean is final and binding; there is no further appeal at this point.

If the course instructor is the Division Chair, the Dean will consult with the student and the course instructor to determine who the Dean will appoint to replace the Chair.

The right to proceed at each step or to stop this process is the prerogative of the student. If the student withdraws the grievance, all records pertaining to the case will be expunged. If at any point in this process the student is uncertain how to move this case forward, the student is advised to consult with his/her academic advisor.

### **School of Graduate and Professional Studies**

All students have the right to appeal a posted grade. The appeals process is as follows:

**Step one:** A student who wishes to appeal a final course grade must first talk directly with the faculty member involved to seek a mutually acceptable resolution. This must be initiated within 10 days after the student's grades are posted.

**Step two:** If the student and the faculty member cannot resolve the matter within another 10 days, the student has 7 days to appeal the matter, in writing, to the director of the program in which the student is enrolled. The student must document the objection to their program director, in writing, and furnish any supporting documentary evidence. The program director will review the evidence and make a determination.

**Step three:** If the student wishes to appeal the decision of the director, the student has 7 days from the receipt of the director's determination to request an appeal to the Academic Standards and Curriculum Committee. The student will ask the Program Director, in writing, to forward all documents to the Academic Standards and Curriculum Committee for adjudication. The Director will send the request and all materials from the student and instructor, as well as a brief description of his or her efforts to resolve the matter. The Committee will review all documentation forwarded by the Director and notify the student in writing of its decision. A

copy of both the student's appeal and the Committee's decision will be placed in the student's file. The Committee will act in as timely a manner as possible. The decision of the Committee is final.

**Grade Point Average**

The standing of a student for each semester is determined by his/her grade point average (GPA). Letter grades are given for individual courses and quality points are used to compute averages for each student at the end of each semester on both a semester and cumulative basis. These averages are determined by multiplying the quality points for each course by the credit(s) for the course and dividing the sum of these products by the sum of the credits they represent. Pass and audit grades, as well as withdrawals, do not affect averages. Courses completed at Cabrini College, Eastern University, Villanova University or SEPCHE schools under the Inter-Institutional Exchange Programs during the regularly scheduled fall and spring semesters are included in the computation of grade point averages.

A grade of F indicates that the student has failed the course. If a failure is incurred in a required course, the course must be repeated. A GPA of at least 2.0000 is required for graduation, and an average of at least 2.0000 is required in the major field. A minimum 3.000 GPA is required for students who wish to participate in the Eastern University, Villanova University or SEPCHE schools Exchange Programs.

Undergraduate Professional Studies students are required to maintain a minimum grade point average (GPA) of 2.0 for continued study and for degree completion.

Graduate students are required to maintain a minimum grade point average (GPA) of 3.0 for continued study and for degree completion.

**Grading System**

Undergraduate and Professional Studies work will be graded as follows:

Grade	Grade Points	Percentage
A	4.00	93-100
A-	3.67	90-92
B+	3.33	87-89

B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.00	63-66
D-	0.67	60-62
F	0.00	below 60
FX	0.00	Failure due to excessive absence

Graduate work will be graded as follows:

Grade	Grade Points	Percentage
A	4.00	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
F	0.00	below 70
FX	0.00	Failure due to excessive absence

The following are not calculated into the average:

I	0.00	Incomplete – if not resolved by the deadline, becomes F.
AU	0.00	Audit
W	0.00	Withdrawal
PA	0.00	Pass – for Pass/Fail courses only
S	0.00	Satisfactory – midterm grade reports only
S-	0.00	Marginally Satisfactory – midterm grade reports only
U	0.00	Unsatisfactory – midterm grade reports only
WIP	0.00	Work in progress

**Incomplete Grades (I)**

When a student has a serious reason that prevents the completion of course requirements (e.g., medical issues, family problems, work-related travel), the student must submit written documentation (from a physician, counselor, or

employer) and request that the instructor assign a grade of "I" (Incomplete).

The student must initiate and document the request on or before the final class meeting of the semester/session. If the instructor decides to grant the request, s/he must first obtain the Academic Dean's approval on the appropriate form. The student must complete and submit all remaining course work and assignments as quickly as possible; the instructor must then submit a Change of Grade form directly to the Office of the Registrar.

Any grade of "I" that is assigned during the fall semester must be resolved no later than the following May 15; any grade of "I" that is assigned during the spring must be resolved no later than the following September 15; any grade of "I" that is assigned during the summer must be resolved no later than the following January 15. For 7-week courses, the Incomplete grade becomes an "F" 7 weeks from the end of the session for which the grade was earned.

In any case where these deadlines are not met, the "I" will automatically become an "F;" grade appeals or additional time extensions will not be granted. Students and instructors are advised that grades of "I" may adversely affect the student's financial aid eligibility and/or academic standing.

### **Independent Study Policy**

The Independent Study option is a very limited option that is provided to a student only if a required course is unavailable at any Rosemont location, or through one of the SEPCHS schools, or online during a student's final year of study. This option is also available if the required course was cancelled due to low enrollment.

Students registered for courses cancelled due to low enrollment must first consider taking an alternative course offered at any Rosemont location or online prior to requesting independent study.

Independent study options are not made available because of location preference, for medical reasons, or travel, nor to accommodate a more rapid progression through the program.

The Independent Study request form is available from the Program Director. Eligible students must submit, for review and approval by the Program Director, the request form and a written plan for

Independent Study. Students must obtain the cooperation of an appropriate faculty supervisor.

### **International Students**

Undergraduate international students must take a minimum of 24 credits per academic year to maintain their student (F1) visa. International students completing twelve credits (4 courses) in the fall and twelve credits (4 courses) in the spring consecutively are not required to register for summer sessions.

Graduate international students must take a minimum of 18 credits per academic year to maintain their student (F1) visa.

Exceptions to this policy for a reduced course load must be approved by the Designated School Official prior to registration for a semester.

### **Leave of Absence**

Rosemont College acknowledges that under some circumstances, a student may need to interrupt their program of study. A leave of absence occurs when a student leaves the College and at the time of departure, fully intends to return within one calendar year. Leave of absences can occur during a semester or in advance of the upcoming semester.

The benefit of a leave of absence allows a student to retain their Rosemont email address, register for classes during the registration period, and continue ongoing relations with Rosemont.

A leave of absence must be approved by the student's faculty advisor, Program Director, and Dean of the College they are attending.

### **Leave of Absence Conditions:**

A requested Leave of Absence must occur for the following reasons:

- Medical Leave (documentation required)
- Family Emergency
- Military duty (documentation required)
- Personal Reason

A student must be in good academic standing to request a leave of absence.

A leave of absence begins the last day of enrollment before the Leave of Absence takes effect. Students who have taken out Federal Financial Aid or an educational loan, have a six-month grace period before repayment of the loan must begin according to federal policy. Students on a leave must meet the normal deadlines for applying for financial aid to be considered for funding for the semester in which the student plans to return.

All students requesting a leave of absence must receive loan counseling prior to approval.

If a student is unable to return from their leave within the agreed upon time, a request to extend the leave may be granted by writing to the Office of the Registrar.

Students on a leave of absence who do not request an extension and who do not return at the agreed upon time will be administratively withdrawn from the College. The withdrawal will take effect on the day the student began the approved leave of absence.

All international students who are in F-1 and J-1 visa status must follow a set of immigration regulations as outlined by the U. S. Government to maintain their international student status. Students who are in F-1 and J-1 status must meet the Operations Manager for Academic Affairs to discuss the decision to take a leave of absence for withdrawal from Rosemont College.

#### **Leave of Absence Process:**

To request a Leave of Absence, a student must go through the following steps:

1. Download or obtain a leave of absence form from the Office of the Registrar or the Registrar page on the student portal, Iway.
2. Meet with Faculty Advisor (undergraduate College) or Program Director (Graduate Studies) or Advisor (Professional Studies) to discuss leave and its implications on program progression. The student should work with the designated Advisor to form a plan of study upon their return.

3. After meeting with the appropriate Advisor, the student must meet with the Dean of the College they are attending to receive approval.
4. The student requesting the leave of absence must submit the form, with all signatures, to the Office of the Registrar.
5. The Registrar will process the Leave of Absence indicating the student is not currently enrolled but remains active as a student.
6. If the student does not return during the indicated date, the Office of the Registrar will administratively withdraw the student and deactivate their account.

#### **Mid-Term Grade Reports and Early Warning System**

In the Undergraduate College, students receive Mid-term Grades indicating satisfactory (grade of S), marginally satisfactory (grade of S-), or unsatisfactory (grade of U) work to date. In addition, they may also receive warnings from their faculty through the Undergraduate College Early Warning System, which provides greater feedback to students about their progress in classes. Students who receive grades of S- or U or warnings from faculty are encouraged to meet with staff in the Student Academic Support Center to seek academic support as warranted. Students can view mid-term grades on the iWay. Mid-term grades are not part of a student's transcript.

#### **Pass/Fail Option**

The pass/fail option, open to full-time Undergraduate students with a minimum 2.0000 cumulative average, is intended to encourage students to broaden their program of study by the pursuit of elective courses offered outside their major and general programs. A course elected under the pass/fail option is taken for credit and the student must fulfill all obligations of the course. The student's record at the end of the semester indicates for this course either pass or fail, instead of a letter grade. A failure is included in the grade point average. The pass/fail option must be approved by the instructor by the end of the drop/add period. No more than two (2) courses can be taken pass/fail.

## Repeating A Course

### Undergraduate College

A student who has received a grade of D+, D, D-, or F in a required course taken at Rosemont may repeat the course for a better grade. When a required course is repeated, the following rules shall apply:

The repeated course must be equivalent to the previous course and must be taken at Rosemont. Transfer credits do not qualify for grade forgiveness as the grade does not transfer.

The second time the course is taken it cannot be taken for Pass/Fail credit.

Both courses and grades will be recorded in the student's file and transcript.

When a student repeats a course, only the highest grade earned will be used to calculate the student's cumulative grade point average. The lower grade(s) will be forgiven in the final calculation of the student's GPA. The original grade and quality points will remain on the transcript, listed with all courses taken in a particular year and semester. All instances of a course and all grades earned will appear on the student's transcript. If a grade is replaced in the calculation of the cumulative GPA, the forgiven grade will be marked with an Asterisk (\*) on the transcript and the higher grade will be marked with an "R" for Repeated.

A student who has failed a course, or has received a grade of F for a course taken at Villanova University, Eastern University or SEPICHE schools, may repeat the equivalent course at Rosemont or at the other SEPICHE institutions. If a student chooses to repeat a course at an institution other than Rosemont College, the policy for repeating a course at that institution applies.

Courses that are repeated to improve a grade are counted in Attempted Credits but only the one higher grade is counted in the Total Earned Credits. Students with repeated courses on their academic record should carefully monitor their progress towards graduation.

## School of Graduate and Professional Studies

For Professional Studies students, if a "D" or "F" is received in a major required course, the course must be repeated. A GPA of at least 2.0 is required for graduation.

For Graduate students if a grade of "C" or lower is received, the course may be repeated. Students are reminded that a GPA of at least 3.0 is required for graduation, and it may be necessary to repeat a course in order to meet this requirement. Students in the Counseling Program are required to repeat courses with grades of "C" or lower.

When a course is repeated, the following rules shall apply:

- Students may not substitute an alternative course.
- The second time the course is taken it cannot be taken for Pass/Fail credit.
- Both instances of the course will be recorded in the student's file and on the transcript.
- Only the second grade and credits will be calculated into the GPA.

### Remedial Courses

Credits and grades earned for remedial courses are calculated in the semester credits earned and the semester GPA. Credits earned for remedial courses are calculated in the Cumulative GPA but are NOT counted in the overall credits earned for graduation. An example of a remedial course currently in the curriculum is RDG 0050 "Reading and Study Skills for the Successful Student." Remedial courses are normally courses numbered below the 0100 level. Remedial courses are counted in the credit hours needed for full time status. Full time status is determined by enrollment in a minimum of 12 credits per semester.

Students should check with the office of Financial Aid to determine if repeating a course may impact financial aid eligibility.

### Residency Requirement

Students seeking to earn a baccalaureate degree from the School of Graduate and Professional Studies at Rosemont College are required to complete a minimum of 120 credits of which a minimum of 30 must be earned through course work taken at Rosemont College. A maximum of 90 credits

may be transferred into Rosemont and/or awarded based on prior college-level learning.

Students seeking to earn a master's level degree from the School of Graduate Studies at Rosemont College should refer to the appropriate Academic Program section for specific criteria.

#### **Student Academic Concerns**

Students who have concerns (other than grade appeals) are encouraged to first work with the faculty member involved. If the matter cannot be resolved between the student and the faculty member, the student is encouraged to contact the director of the program in which the student is enrolled. The Program Director has full discretion to discuss the matter with the student and/or the faculty member; the Program Director may also collect any relevant documentation (syllabus, course assignments, etc.). The Program Director will make every reasonable effort to mediate a resolution and will document the outcome in writing. If the conflict is with the Program Director, the students are encouraged to contact the Dean of SGPS.

#### **Student Advising and Registration Procedures**

All matriculated and non-matriculated students are assigned a Program Director and Advisor for their specific program. The Program Director, Advisor, and the student will work together to create a Plan of Study. This plan will act as a guide towards a successful completion of the program. If for any reason a student needs to diverge from the plan, the student must contact their Program Director/Advisor to discuss the best alternatives that will assure timely and successful completion of the degree that is also aligned with the student's goals.

Students will register for all courses through the Rosemont portal, "iWay". The iWay is the self-service portal students use to register for classes, make changes to their schedule (drop/add), and access final grades.

Students encountering technical difficulties, including logging in or with their password, must contact the help desk (helpdesk@rosemont.edu). New and existing students who have not registered for 12 months are required to reapply and update their enrollment information.

#### **Student Athletes**

The Athletic Department is committed to consistent class attendance and participation in classes by Rosemont's student-athletes.

Recognizing that student-athletes will occasionally miss class due to athletic competition, the Athletic Director will prepare official travel notices for each team, outlining the dates that athletes will miss classes due to scheduled competitions. These will be issued at the beginning of each semester and be sent by the Athletic Director directly to the faculty. In the event that a game has been cancelled or rescheduled, the Athletic Director will notify faculty. The Director will notify faculty if a student is no longer a member of a team, regardless of whether they quit or was asked to leave.

The Athletic Director will also notify faculty of students who become academically ineligible during the academic year. Students who are no longer academically eligible cannot attend events as a member of the team and are required to attend class.

Student-athletes have the responsibility to make themselves known to the professors teaching their classes. They are responsible for making up all class work missed due to athletic participation. They must communicate directly with their professors. The professor should set the date for make-up exams and quizzes, and for assignments to be completed and turned in. These dates should be communicated in writing to the student.

**NOTE:** Rosemont student-athletes are not allowed to miss class to attend practices, fund raisers, picture taking sessions, etc.

If a student-athlete must be absent due to injury or hospitalization that arises from competition or practice, the Athletic Director will notify faculty and the Dean of Students. Verification from the physician or hospital, documenting the injury, will be provided to the Dean of Students when the student-athlete returns to campus. It is the student's responsibility to follow-up with each professor to arrange for completing all make-up work upon his/her return to campus.

If a student must be absent due to serious injury for more than two weeks, they are strongly encouraged to take a leave of absence for the semester in which the injury occurs. Students should follow the Leave

of Absence policy and provide the needed documentation. Students are also encouraged to meet with the Financial Aid Office as extended absences and leaves can affect aid.

### **Verification of Class Enrollments**

At the beginning of each term, students must demonstrate academic engagement by attending courses during the add/drop period or the class will be dropped from their schedule. Exceptions to this policy must be requested and receive prior approved through their Dean's Office.

### **Veterans And Active Military**

Rosemont College welcomes current and former members of the US military, as well as their dependents. The College is approved by the Pennsylvania Board of Education for veterans' education, and is a participant in the Yellow Ribbon program.

### **Veteran's Affairs Benefits**

Students who are eligible to receive educational benefits from the United States Department of Veteran's Affairs can contact the Office of the Registrar to begin the process of certifying their enrollment. The Department of Veteran's Affairs determines the eligibility of each veteran. Benefits are dependent on the student's enrollment status at Rosemont College

New students interested in applying their veteran's benefits to Rosemont College should contact the School Certifying Official in the Registrar's Office, at (610) 527-0200 x2305.

All eligible students will be reported after the end of the first drop/add period of the Fall and Spring semesters. Students not wishing to use their benefits for the semester must notify the School Certifying Official via email no later than 30 days after the start of the semester.

For general questions concerning your education eligibility and benefits please contact the Department of Veteran's Affairs at 1-888-442-4551 or visit <http://www.gibill.va.gov>. For monthly student verification of enrollment please call 1-887-823-2378 or log on to <https://www.gibill.va.gov/wave/default.cfm>.

For direct deposit of monthly benefits please call 1-877-838-2778.

### **Veteran's Affair Benefits Policies**

In compliance with federal regulations, Rosemont College adheres to the following policies for students covered under Veteran's Benefits:

The College permits any covered individual to attend or participate in the course of education during the period beginning on the date provided on the certificate of eligibility to education assistance under chapter 31 or 33 and ending on the earlier of the following dates:

The date on which payment from the VA is made to the institution

90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility

Rosemont College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of their inability to meet their financial obligations to the institution due to the delayed disbursement funding from the VA under chapter 31 or 33.

Rosemont College will assess all official transcripts from VA students and award when the conditions outlined in the transfer policy section of this catalog are met.

VA Benefit students are held to the same academic standards as all other Rosemont College students. Any student receiving VA benefits who falls below the set academic standard, and is unable to improve their standing as outlined in the academic standards sections of this catalog will be dismissed.

### **Military Deployment**

Rosemont College recognizes the challenges faced by military personnel and their families. Military students on deployment or permanent duty stations may experience difficulty in completing coursework or degree requirements due to outside obligations. In support of deployed forces, Rosemont College will remain flexible and responsive to the needs of these students, both those receiving VA Benefits, and those actively serving. The following options are available:



The Registrar's Office, upon receipt of deployment orders, will drop a student from class(es) under "justifiable circumstances". No charges will be assessed to the student for the dropped class(es) nor will the course(s) in question appear on the student's official transcript. In cases where deployment orders are not presented to the Office of the Registrar the student must follow the College's standard withdrawal procedure. A retroactive appeal to have the courses and charges removed from the student's record can be initiated upon delivery of the required deployment orders.

Students remaining in a class after the drop/add period, and desiring to complete the course have the option of petitioning their instructor for an incomplete (I) grade. If granted, students must complete all unfinished coursework by the end of the semester following deployment. If the course is not completed in the time allotted and the student has submitted a copy of his/her deployment orders the course and tuition will be removed from the student's record. If the student does not complete the coursework in the allotted time and did not submit a copy of their deployment orders the incomplete grade (I) will convert to an "F" or failing grade for the course.

#### **Withdrawal from a Course**

Students may withdraw from a course until the deadline published by the office of the Registrar located on the Academic Calendar for each semester/session. This occurs prior to the last day of class. For a student to officially withdraw from a course, a student must complete an official Withdrawal Form, obtain all requested signatures, and return the form to the Registrar's Office. The Registrar's Office will not accept a Withdrawal Form from anyone but the student requesting to withdraw from the course. Online students may email their completed Withdrawal Form to the Office of the Registrar email account. All correspondence must come via an official Rosemont email for the withdrawal to be processed.

A student is not considered officially withdrawn from a course until the Withdrawal Form is processed through the Registrar's Office. Failure to provide the Registrar's Office with an official Withdrawal Form will result in the student remaining enrolled in the

***course. All Withdrawal Forms must be processed through the Registrar's Office by the posted withdrawal deadline. If a Withdrawal Form is received by the Registrar's Office after the withdrawal deadline, it will not be processed.***

Once the official withdrawal is processed, the student will receive a final grade of "W" on their transcript. The "W" grade will not be calculated into the term or cumulative GPA calculation.

Students are advised that grades of "W" may adversely affect their financial aid eligibility and/or academic standing.

#### **Withdrawal from College**

A student choosing to withdraw from all courses and ultimately the College must complete the College Withdrawal paperwork and have an exit interview. The student withdrawing from the College must gain all necessary signatures and meet with Financial Aid to discuss their loan repayment. Based on the date of withdrawal from the College, Financial Aid may need to adjust and return aid resulting in a balance owed by the student.

The completed withdrawal paperwork must be received by the Registrar's Office to be processed. The Registrar's Office cannot accept withdrawal paperwork from anyone but the student intending to withdraw. ***All College Withdrawal Forms must be processed through the Registrar's Office by the end of the last day of class for the semester/session. If a Withdrawal Form is received by the Registrar's Office after the semester/session, it will not be processed.***

A withdrawal from the College is not official until the paperwork has been processed by the Registrar's Office. Failure to provide the Registrar's Office with official college withdrawal paperwork will result in the student remaining enrolled at the College.

Any student who determines that they will not be returning to Rosemont College after the end of a semester/session is expected to complete the College Withdrawal paperwork and provide the paperwork to the Registrar's Office.

## GENERAL POLICIES

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### Selected Security and Safety Policies

Note: The full text of the Department of Public Safety's Policies and Procedures can be found on the iWay.

Rosemont's campus is kept peaceful through the efforts of the entire college community. Respect for others and their property and the responsibility of one's own actions is expected of everyone: students, staff, administrators, and faculty. While the college does not have a written policy regarding students with criminal records, the Admissions Office application and screening process is exceedingly thorough.

Rosemont College complies with all federal, state, and local laws. The Department of Public Safety, along with the Office of Student Life, offers programs on subjects such as drug and alcohol abuse, personal safety and security, rape prevention, and crime prevention. The Office also distributes printed crime prevention materials.

Campus security is monitored around the clock by the Director, full-time and part-time Public Safety Officers. All attend mandatory in-service training programs, which are updated regularly; a CPR and basic First-Aid course, and most have obtained PA State Act 235 Security Officer Certification.

Public Safety Officers conduct vehicle, bicycle, and foot patrols and are charged with the enforcement of federal, state, and local laws, as well as College policies and procedures. While Public Safety Officers do not carry firearms and do not have police powers of arrest, they maintain a close working relationship with the Lower Merion Township Police Department, who assist as needed. The Department of Public Safety is responsible for promoting a secure and safe environment for all campus members and guests.

The Office of Public Safety is also responsible for providing support services tailored to meet the needs of the Rosemont College community. Some of those services are to:

Issue identification cards;

- Provide parking registration for students, faculty, and staff;

- Provide an escort service for students, faculty, and staff;
- Maintain a Lost and Found Department;
- Inspect buildings and grounds for safety hazards;
- Conduct fire safety education programs and periodic fire drills; and

### Reporting Crime on Campus

Students, faculty, staff, and guests of the College are expected to report emergencies and criminal activity to the Department of Public Safety immediately. To report an emergency or any criminal activity, dial 2555 from any campus phone or 610-527-1038 from any public phone.

In addition to telephones in each residence hall and at the doorways of each building, emergency telephones are located in various areas of the campus that automatically connect to the Public Safety Office when the telephone receiver is picked up.

All crimes involving violence, major property loss, or any felony are reported to the Township Police. In the event of an emergency or criminal incident, prompt notification is made to the campus community through the campus website, e-mail, text alerts, and/or postings in the residence halls and academic buildings.

### Fire Safety

The Department of Public Safety conducts all fire drills. Unannounced fire drills for both residence halls and academic buildings are conducted each semester.

### Student And Staff Responsibility

The cooperation, involvement, and personal support of the members of the Rosemont College Community in a campus safety program are crucial to the success of the program.

Room and office doors should be locked even when left for a short period of time. Cars should be parked in lighted areas and should be kept locked at all times. Valuables should also be concealed.

Suspicious activities should be reported immediately to Public Safety.

Students and Staff should use the Escort Service in the evening hours.

Safety and Security Phone Numbers:

<b>On-Campus (EMERGENCY)</b>	<b>X 2555</b>
On-Campus (Business)	X 2554
Off-Campus	(610) 527-1038
Director of Public Safety	X 2556

Lower Merion Police Department	
<b>EMERGENCY</b>	<b>911</b>
Business	(610) 649-1000

Lower Merion Fire Department	
<b>EMERGENCY</b>	<b>911</b>
Business	(610) 645-6190

Ambulance Corps of Lower Merion and Narberth	
<b>EMERGENCY</b>	<b>911</b>
Business	(610) 664-5228

**Animals On Campus**

For reasons of health and safety, Rosemont College policy prohibits bringing animals into any college building. Students with disabilities who have a service animal may request a waiver of this policy from the Office of the Dean of Students. Appropriate documentation will be required.

**Documentation Irregularities**

Forgery, alteration, or duplication (without specific authorization) of college documents, identification cards, or records, and/or presentation of such forged or altered documents or records for fraudulent purposes is strictly prohibited. Documented violation will result in dismissal from the program.

**Physical Assault**

Physical assault or threat of physical assault of faculty, staff, or students is a criminal offense and will result in dismissal from the program. The college reserves the right to report such actions to law enforcement authorities.

**Property Theft or Damage**

Willful damage to or theft of personal or college property will result in dismissal from the program.

The college reserves the right to report such actions to law enforcement authorities.

**Weapons Possession**

The possession, use, or sale of firearms, ammunition, major or minor explosives, or any lethal weapon is

forbidden and subject to college discipline as well as to criminal sanctions.

**Verbal Assault**

Verbal abuse, harassment, intimidation, or threats by faculty, staff, or students is unprofessional, and in some cases may constitute criminal behavior.

Violation of this policy will be investigated and may result in dismissal. The college reserves the right to report such actions to law enforcement authorities.

**Alcohol And Drug Policy**

The College observes Pennsylvania law which states that the sale, possession, or consumption of alcohol by persons under 21 years of age is illegal. It is illegal to serve alcohol to minors. Possession, sale, manufacture, or use of illegal drugs, paraphernalia or restricted substances on college property is strictly prohibited. Students found in violation are subject to college disciplinary action and possible dismissal as well as legal action by local authorities. Students seeking further details may refer to the alcohol and drug policy sections of the student handbook. Employees are given relevant information in their handbooks

## ACADEMIC HONESTY AND INTEGRITY

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Academic integrity is vital to the intellectual well-being of the Rosemont College community; it requires a spirit of scholarly cooperation, trust, and mutual respect. Instances of academic dishonesty will not be tolerated.

Plagiarism is incompatible with academic study, is inexcusable in course work and is grounds for dismissal. The faculty is committed to the development of its students as scholars and participants in the academic and professional community. Evaluation of students' work is a means to foster this development. This evaluation process creates the implicit need for the student to acknowledge what is not original. Any plagiarism or academic dishonesty demonstrates not only a lack of academic integrity, but also a violation of the implied agreement that exists between students and faculty working as collaborators in the learning process.

### Academic Honesty and Integrity Policy

The students, faculty, and administration are committed to the development of students as scholars and participants in the academic and professional community. Academic honesty is the cornerstone upon which academic excellence is based and fosters the development of a community of learners founded on trust and communication, which makes intellectual inquiry and growth possible.

### Actions which Constitute Violations of Academic Integrity

Academic Integrity is vital to the intellectual well-being of the Rosemont College community; it requires a spirit of scholarly cooperation, trust, and mutual respect. As such, instances of academic misconduct, including any of the following, will not be tolerated:

#### 1. Cheating on exams or class assignments, includes:

- a. using unauthorized sources of material during an examination or in the completion of an assignment,
- b. consulting another student or copying from another student with or without their knowledge,
- c. soliciting information about exam content from another student.
- d. using notes, "cheat sheets", books, calculators, phones, computers, websites, or social media without the expressed permission of the instructor,
- e. using cell phones or computers to access the internet or consult with another person during the exam without prior approval of the instructor,
- f. having someone take the examination in one's place,
- g. turning in an exam, paper, or project that is not wholly the student's own work, or
- h. gaining unauthorized prior knowledge of an examination.

#### 2. Willful misrepresentation of information or data<sup>1</sup>, includes:

- a. submitting the same paper in more than one class without the approval of the instructors involved,
- b. falsifying or inventing any information, citation, text or data,
- c. falsifying information about reasons for class absences or late work,
- d. altering or falsifying documents affecting academic records, such as information on an official academic document, forms, grade report, letter of permission, student ID cards, or any other official documents,
- e. recording hours not actually worked, including internship hours,
- f. forging the signature of an instructor, staff, advisor, dean, site supervisor, co-op instructor, or another student, or
- g. creating false university, college, or other official correspondences.

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<sup>1</sup> Section 2, items b and c: Willful misrepresentation of data may be considered either a moderate or major offense based on the nature or severity of the offence.

### 3. Plagiarism

- a. Misappropriation of another person's (or organization's) work through the failure to appropriately and accurately acknowledge the extent of one's reliance on or use of their words, ideas, data, arguments or line of reasoning--even when such material has been paraphrased, summarized or rearranged. Although plagiarism is more commonly seen in written work, it may also occur in oral presentations, creative works or works of art, laboratory reports, and other assignments.
- b. Plagiarism may include:
  - i. "Bare Paraphrase" – using an almost identical text (one or more sentences, paragraphs or larger portions of text) with very slight changes and presenting this as one's own words,
  - ii. using purchased papers, papers downloaded from the internet, or ones from unacknowledged sources as one's own,
  - iii. using exact words or ideas of another as if they were one's own. Including improperly cited sources during presentations (including internet sites),
  - iv. knowingly and willfully made incorrect or incomplete citations, or failure to acknowledge in the required citation style,
  - v. copying data, facts, graphs, computer programs, spreadsheets, images, photos, film/video, or other materials and using them without proper citation or acknowledgment, or
  - vi. submitting work done by another person (including commercial term papers, works of art, previously published works or reports) as one's own).

### 4. Unauthorized Collaboration, includes:

- a. receiving help with homework, reports, labs, papers, data collection, or other activities when not allowed by the instructor,
- b. accepting credit for a group project without doing one's share of the work,
- c. helping others with their homework or other assignments when not allowed by the instructor, or
- d. allowing others to view answers or to copy part of one's homework, lab, quiz answers,

exam answers, or other related work when not permitted to do so by the instructor.

### 5. Facilitating Academic Dishonesty of Others, includes:

- a. giving materials such as tests or papers to another student without permission;
- b. helping a student obtain materials for cheating or plagiarism;
- c. discussing exam or test contents with a student who has yet to take it;
- d. writing a paper or producing graded work for another student; or
- e. allowing another student to view one's work during a quiz/exam.

### 6. Theft or destruction of intellectual property, includes:

- a. Taking the work of another students or instructor without permission;
- b. Taking or destroying library or research materials without permission;
- c. Stealing or destroying equipment, computers, or software; or
- d. Sabotaging other students' access to materials or resources, including personal or physical materials.

### 7. Impeding the Investigation or Conduct of Any Board, includes:

- a. Providing false information including information, testimony, alibi;
- b. Causing another person to provide false information including information, testimony, alibi; or
- c. Destroying information or records needed for evidence in investigation.

## Three Categories of Violations

### 1. Minor Violations:

- a. Infractions or violations that occur, as judged by faculty, primary due to inexperience; or
- b. Unauthorized collaboration on assignments when the identical work constitutes a small portion of the work submitted; or
- c. Other behavior deemed to be minor but having academic implications.

### 2. Moderate Violations:

- a. Plagiarism, first offense of plagiarism is considered moderate (except 3.vi, which is

- a major violation) Repeat and additional offences will be considered major violations
- b. Cheating on exams or quizzes, except where otherwise noted. Additional offences will be considered major violations;
  - c. Unauthorized collaboration on assignments when the identical work constitutes a large portion (50%>) of the work submitted or unauthorized collaboration occurs not due to inexperience; or
  - d. Willful misrepresentation of information or data (see items 2.a-c above)
  - e. Second minor violation

### 3. Major Violations:

- a. Repeated violations, in the same or different classes, regardless of the severity;
- b. Knowingly submitting work (purchased or otherwise obtained) as your own;
- c. Willful misrepresentation of information or data (items 2.b-g above);
- d. Deliberately denying access to library or course materials;
- e. Facilitating or receiving unauthorized assistance on exams and quizzes;
- f. Impeding an academic honesty hearing or destroying documentation required for a hearing.

#### Consequences for Academic Misconduct

Sanctions for a given violation may be imposed differently on those with more or with less experience as students, such as upper-class students or graduate students.

#### Procedures for Handling Violations of Rosemont's Policy on Academic Integrity

Students who are accused of academic misconduct, as indicated in the Academic Integrity policy, will be notified by the faculty member in whose class the alleged violation occurred within five (5) business days of the discovery of the alleged incident.

#### Meeting with Faculty Member

The faculty member must schedule a meeting (or otherwise communicate) with the student within ten (10) working days of the discovery of the incident to discuss the alleged violation and penalty and to allow the student to present their side of the matter.

During the meeting, the faculty member and the student will complete the "Academic Integrity Violation Charge Form" and submit to the

appropriate Academic Dean within one (1) business day of the meeting. Both the student and faculty member should retain copies of the signed form. The student's signature on the form is acknowledging the conversation has occurred, not admitting guilt. Refusal to sign the form by the student does not invalidate the penalty and forfeits the right to appeal.

The student has five (5) business days from the meeting date to request an appeal if the student does not agree with the violation or penalty.

The faculty member must retain all supporting material and provide to the Office of the Academic Dean upon request.

#### Academic Integrity Hearings

Some integrity violations (as indicated above) must be heard by the Academic Integrity Board within ten (10) days of incident. The board will consider each case separately and after a violation decision is reached, previous violations may be considered when sanctioning actions.

After the faculty/student meeting occurs and the form is submitted to the Dean, the Dean will convene an Academic Integrity Hearing.

The board is comprised of:

- a student representative
  - SGA undergraduate representative
  - Professional Studies/Graduate student as appointed
- Three faculty members/program directors (2 from the student's school and 1 from the other school);
  - UC faculty from the Academic Standards faculty representatives
  - SGPS director/faculty as appointed by SGPS Dean
- Presiding Officer: Academic Dean for appropriate school
- Ombudsperson for the student: available by student request
  - UC: Dean of Students
  - SGPS: Director of Student Services

The student representative and faculty members are voting members, and in the event of a tie, the Presiding Officer will break the tie. Lawyers are not permitted in an academic integrity hearing.

If more than one student is involved in an academic integrity incident, each student’s case will be considered separately and have individual hearings.

**Appeal Process**

If the student chooses to challenge the decision of the faculty member, they may indicate so on the Academic Integrity Violation Charge Form at the time of meeting or may notify the Academic Dean in writing within five (5) business days of receiving the decision.

The challenge must include a written summary of why the student disagrees with the faculty member’s decision and any evidence to support their claim. The Academic Dean will then notify the Academic Integrity Board and a hearing will be scheduled within ten (10) days of the appeal.

All materials supporting the decision of the faculty member and the student’s case will be received by the Dean’s Office and forwarded to the Academic Integrity Board for review. If the violation is upheld, then the board will be presented with any previous violations for consideration in sanctioning.

The decision of the Academic Integrity Board is final and cannot be appealed.

**Records Retention: Violation Reports**

These materials are kept in the student’s file one (1) year after graduation or five years after withdrawal from the College.

**Confidentiality**

All parties involved (i.e. the student, faculty members, any witnesses called, and members of the Academic Integrity Board) are bound by the highest standards of confidentiality. They may not discuss or share any information related to the matter with anyone not listed above. To do so, is in and of itself, a violation of academic integrity.

	<b>First Offense</b>	<b>Second Offense</b>
<b>Minor Violation</b>	Violations that result primarily from inexperience as further described above.  Sanctions: Faculty member can verbally reprimand the student(s) and/or require resubmission of the assignment or assign a grade reduction for the assignment.	Repeat and additional minor offenses will be considered at least a moderate violation, reported to the board, and sanctioned as below.
<b>Moderate Violation</b>	Faculty member must report violations to the Academic Integrity Board and a hearing will occur at the student’s request within 5 days of the violation.  Sanctions: failure of assignment, reduction of course grade, or failure of course (without the privilege of withdrawal).  All students who commit a moderate violation must complete an online academic honesty module, utilize the writing center, or use Turn-it-in.com as specified.	Repeat and additional moderate violations will be considered a major violation, be sanctioned accordingly, and result in an automatic hearing.
<b>Major Violation</b>	All violations must be reported to the Academic Integrity Board and will result in a mandatory hearing within 5 days of the reported violation.  Sanctions may include: failure of course, suspension, or expulsion.  Students may also be required to complete an online academic honesty module, utilize the writing center, or use Turn-it-in.com as specified.	Additional violations, major or otherwise, may result in suspension or expulsion.

## HONORS PROGRAM

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The Honors Program provides intellectually challenging and stimulating honors courses for students interested in a dynamic educational experience that extends beyond the standard curriculum. Depth of study and academic expectations differentiate Honors courses from regular classes. Honors courses emphasize discussion, provide students with more in-depth material, and allow intense collaborations with faculty and other motivated and talented students. Honors Scholars attend the annual SEPCHE Honors Student Conference. The Honors Program advocates for students to present at local and national conferences. Moreover, students are eligible to participate in student leadership and civic engagement opportunities.

Students admitted to the Honors Program are encouraged to consult the honors director, who serves as their secondary academic advisor, early in their academic career. Honors Program scholars may wish to exceed the minimum program requirements to meet their goals depending on their postgraduate plans.

### Admission Requirements

Students with a high school GPA of 3.50 or higher will receive an invitation to participate in the Honors Program upon admission.

### Honors Program Coursework

Students entering the program as first-year students:

- 4 Honors GE Courses, including honors first-year seminar. Students are required to complete this requirement by the end of their sophomore year unless they have received a waiver from the director to satisfy this requirement at a later date.
- 2 courses at or above the 200-level.
- senior presentation at SEPCHE Honors Conference

### Matriculated Students

Students with a GPA greater than 3.5 at the end of their first semester may be eligible to join the Honors Program with the recommendation of two faculty members and approval from the honors director.

- 3 Honors GE Courses. Students are required to complete this requirement by the end of their sophomore year unless they have received a waiver from the director to satisfy this requirement at a later date.
- 2 courses at or above the 200-level.
- senior presentation at SEPCHE Honors Conference

### Additional Requirements and Policies

- Annual attendance at the SEPCHE Honors Conference and Rosemont College's Academic Honors day.
- Students in the Honors Program must complete a minimum of three credits of honors coursework each year unless granted a waiver by the honors director.
- Honors by Contract courses allow a student to receive honors credit for a non-honors course by completing additional work as part of a small group of honors students. Contracts are approved in exceptional circumstances only and must be for classes at the 200-level or above. Students wishing to conduct individual research with a professor should seek an independent study agreement. The 3-part form for this option must be completed as directed, and the parts must be submitted by the deadlines specified.

### Honors Program Academic Standing

The Academic Standards Committee will review the progress of Honors Program participants at the end of each semester.

Honors Program participants must maintain a 3.333 (B+) cumulative GPA. The first instance of a lower GPA will result in the student receiving a warning letter, and a second occurrence will result in the



student being placed on probation. If a participant's cumulative GPA drops below 3.333 a third time, they will be dismissed from the Honors Program.

**Honors Courses**

Each semester the undergraduate college offers honors courses designated on the course listing schedule with an "H." Honors Program participants should consult with the honors director during the advising period before registration regarding appropriate course selection.

## **STUDENT ACADEMIC SUCCESS**

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### **The Student Academic Success Center (SASC)**

The SASC, located in the Brown Science Building, is Rosemont's comprehensive resource for academic assistance. Under the direction of the Director for Student Academic Success, the SASC offers a wide range of advising and learning support for undergraduate Rosemont students at no additional cost. Services include academic coaching, writing support, course specific tutoring, academic skills workshops, advising, ADA accommodation facilitation, and first year course scheduling. Students may schedule regular academic coaching, writing and tutoring appointments or may simply drop in during our business hours to meet with our carefully selected peer and professional tutors. Faculty members are encouraged to refer students who they feel would benefit from the resources of the SASC.

### **Academic Advising**

The Coordinators of Advising facilitate the ongoing process of communication between the student and their faculty academic advisor. Advising can be an essential tool for students to develop academically, emotionally, and personally while experiencing college life at Rosemont. The Coordinators provide targeted advising support for first year students, Raven Scholars, students on academic probation, and those students who are undecided about their academic program. For all students the Coordinators, in coordination with Faculty Advisors, can assist students with clarifying their educational goals, exploring academic and career options, managing their academic program, and course and degree selection. Coordinators are also available to provide and explain academic forms needed by students to initiate actions concerning their academic plan.

Each student will have an academic advisor with whom to work on identifying areas of interest and plan an academic program. Once a student declares a major, the student is advised by a faculty member in the major field who helps plan and schedule program specific courses for the desired degree. Close contact with the advisor should be maintained at all times.

### **Advising For Students on Probation**

Students on Academic Probation must complete an Action Plan and fulfill all terms of the probation

contract including meeting with their assigned Advising Coordinator at least four times during the semester.

### **Placement Testing for Incoming Students**

The SASC offers academic support, learning supplementation, and enrichment for the entire Rosemont College community. To ensure appropriate first semester scheduling, standardized placement testing for incoming students is conducted prior to course selection and registration.

### **Tutoring and Writing Support**

SASC also provides across-the-curriculum writing support and tutoring acknowledging the diverse learning needs of students at no additional charge. Tutoring is available to students who wish to improve performance or maintain high grades in a variety of subject areas through one-on-one sessions, or in small groups. Students may access tutoring by appointment, or on a walk-in basis. Workshops on study skills, writing, and other academic topics are regularly scheduled during the semester. The diverse learning needs of students are acknowledged in this multi-sensory educational environment.

### **Disability Resources**

In accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 as amended by the American with Disabilities Act Amendments Act of 2008, the SASC provides reasonable accommodations to students with documented disabilities to ensure equitable access to educational programs and services at Rosemont College.

To determine appropriate accommodations, the SASC Disability Resources Coordinator reviews the student's supporting documentation, self-report, and the program requirements for which the student is enrolled. All documentation is reviewed on a case-by-case basis, and accommodations are determined through a collaborative process. It is the student's responsibility to request accommodations and provide the appropriate documentation. Accommodations are not granted retroactively.

It should be noted that the law does not require that students with disabilities be given either special advantages or the "best" accommodations, nor does it compel the College to provide accommodations which impose an undue burden on the institution.

## STUDENT RESOURCES

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### **The Office of Career Services**

At Rosemont College, the Office of Career Services partners with faculty in the education of our students as they strive to gain a greater knowledge of self, and how they choose to have an impact on the world. The faculty, staff, and administration of Rosemont College consider service to students as our most sacred obligation. This dedication is rooted in the college's mission and gives embodiment to our belief in the dignity of all individuals, regardless of their origins or faith.

We strive for excellence, not only in our academic programs but in the quality of the services we provide. Career Services fulfills its mission through our individual counseling sessions and our programming. We believe it is important to be informed and knowledgeable about the world around us, one in which our students will actively participate in as leaders making a difference in their chosen fields.

Career exploration is an essential part of an individual's career development. We are committed to providing many opportunities for those requiring our services to test their notions about careers and gain valuable experience.

Essentially, the driving force that motivates us to do what we do in our work, is our care for our community. We are committed to helping students and alumni alike find fulfilling careers of personal meaning..

### **Your Undergraduate College (UC) 4-Year Career Plan**

As a UC student there are specific steps you should take to help you explore various career options. It takes time, reflection, and different experiences that will help you define what you truly would like to do. Deciding on a career path is a process and takes time. Career Services is here to make sure that the process begins early in your first year. Do so means that you will be more confident and much more prepared to find a career that suits your passion, values, interests, and goals.

### Freshman EXPLORE –

- Orient yourself to college through academic support and student programs, making study commitments, and getting involved.
- Keeping options open while exploring the academic world through electives and considering possible internships.
- Meeting with a Career Coach to discuss majors/minors, career goals, career opportunities, completing career assessments.
- Create a “living” resume or translate your high school resume to a college one.
- Attend Career Fairs

### Sophomores EXPERIMENT –

- Meet with a Career Counselor to discuss your major and experiential education opportunities.
- Talk with faculty and professionals in your field(s) of interest through building and enhancing your network and job knowledge and determine of additional education will be required.
- “Reality -test” your career options through internships, job shadowing, volunteering, and part-time employment.
- Build on your resume.
- Attend Career Fairs and Professional Seminars to build your network, learn more about occupations and employers in your field, and find out what skill sets employers are in search of.
- Tighten up your social media.

### Juniors EXPERIENCE –

- Reassess your career goals, develop your Plan B option and monitor your academic progress.
- Gain valuable experience by seeking leadership positions in campus organizations to develop marketable skills, and establish goals for an internship that focuses on a specific area in your field.
- Utilize all services Career Services offers.
- Research graduate or professional schools.
- Continue to update your resume and fine tune your job search skills.
- Attend Career Fairs.

Seniors EXCEL –

- Shift your job search into high gear through professional networking, mentors, job search websites, and Career Services.
- Narrow your choices of graduate or professional schools.
- Attend Career Fairs.
- Polish your resume and professional image.
- Network.

Rosemont College’s undergraduate core curriculum requires all undergraduate students to participate in an experiential learning program. Along with the student’s Major Advisor, Career Services assists in coordinating student internships, service learning, and undergraduate research. Rosemont College’s undergraduate curriculum requires that all students complete one or more of the following experiential components:

### **Internships**

Professional, hands-on experience is a crucial factor for employers when deciding who they want to hire. It’s strongly advised, and required in some programs, that students and graduates take the opportunity to complete a period of work experience to ensure they have a competitive advantage over their peers. Participating in an internship can make all the difference.

An internship is a period of work experience offered by an employer to give students and graduates exposure to the working environment, often within a specific industry, which relates to their field of study.

Your career aspirations may change when you’re faced with the true realities of a role. Internships can therefore be used "to test the waters" before you embark on a career and confirm if this is what you want to do in the long term.

An internship can give you a real insight into the world of work, allowing you to build on the theory you learned at College and help you to gain practical skills that will help strengthen your resume, making you more marketable. Internships offer you the chance to test your skills in real-life situations, explore your career options, and gain an insight into an organization or career path.

### **Service Learning and Community Engagement**

Community engagement pedagogies, often called “service learning,” are ones that combine learning goals and community service in ways that can enhance both student growth and the common good. Service Learning incorporates classroom content into community service projects. Service projects offer the opportunity to work directly with a community to fulfill that community’s needs.

Community engagement can be incorporated into a course or series of courses by way of a project that has both learning and community action goals. This project is designed via collaboration between faculty and community partners, such as non-governmental organizations or government agencies. The project asks students to apply course content to community-based activities. This gives students experiential opportunities to learn in real world contexts and develop skills of community engagement, while affording community partners opportunities to address significant needs.

### **Student Benefits of Community Engagement**

- Positive impact on students’ academic learning
- Improves students’ ability to apply what they have learned in “the real world”
- Positive impact on academic outcomes such as demonstrated complexity of understanding, problem analysis, problem-solving, critical thinking, and cognitive development
- Improved ability to understand complexity and ambiguity
- Greater sense of personal efficacy, personal identity, spiritual growth, and moral development
- Greater interpersonal development, particularly the ability to work well with others, and build leadership and communication skills
- Reduced stereotypes and greater inter-cultural understanding
- Improved social responsibility and citizenship skills
- Greater involvement in community service after graduation
- Connections with professionals and community members for learning and career opportunities

- Greater academic learning, leadership skills, and personal efficacy can lead to greater opportunity
- Stronger relationships with faculty
- Greater satisfaction with college
- Improved graduation rates

There are many ways to engage in Service Learning/Community Engagement. Below are some general tips to consider:

- One-time group service projects: Often, an entire class is involved in a one-time service project. This affords the opportunity for faculty and peer interaction because a common service experience is shared.
- Option within a course: Many faculty begin community engagement with a pilot project. In this design, students have the option to become involved in the community-based project. A portion of the normal coursework is substituted by the community-based component. For example, a traditional research paper or group project can be replaced with an experiential research paper or personal journal that documents learning from the service experience.
- Required within a course: In this case, all students are involved in service as an integrated aspect of the course. Class sessions can involve agency personnel and site visits.
- Action research projects: This type of interaction involves students in research within the community. The results of the research are communicated to the agency so that it can be used to address community needs. Action research and participatory action research take a significant amount of time to build relationships of trust in the community and identify common research agendas; however, community research projects can support the ongoing research of faculty.
- Disciplinary capstone projects: Community engagement is an excellent way to build upon students' cumulative knowledge in a specific discipline and to demonstrate the integration of that knowledge with real life issues. Upper class students can explore ways their disciplinary expertise and

competencies translate into addressing community needs.

### **Undergraduate Research**

The Council for Undergraduate Research (CUR) and the National Conferences on Undergraduate Research (NCUR) are longstanding leaders in promoting undergraduate research. In 2005, they jointly endorsed the following statement on undergraduate research:

Its central premise is the formation of a collaborative enterprise between student and faculty member-- most often one mentor and one burgeoning scholar but sometimes (particularly in the social and natural sciences) a team of either or both. This collaboration triggers a four-step learning process...

1. the identification of and acquisition of a disciplinary or interdisciplinary methodology
2. the setting out of a concrete investigative problem
3. the carrying out of the actual project
4. finally, the dispersing/sharing of a new scholar's discoveries with his or her peers- a step traditionally missing in most undergraduate educational programs. (NCUR)

Essentially, undergraduate research involves the same steps as research done by professionals on the idea that students experience some independence, have room for creativity, and feel ownership of the research project.

### **Undergraduate Research Teaches Disciplinary Practice**

Undergraduate research experiences help students understand a particular topic or phenomenon in a field while simultaneously strengthening their comprehension of research and research methods. Undergraduate research is inquiry-based learning that involves practicing a discipline, not just being told about it. Students learn and apply the tools by which knowledge is created in their disciplines. They discover firsthand how the steps of the research process are related to one another, experience the triumphs and pitfalls inherent to the creative process, see that research is an iterative process and that ambiguity is part of the real world, develop an understanding and appreciation of how knowledge

evolves, and produce an original contribution to that body of knowledge.

#### Undergraduate Research is Engaged Learning

Undergraduate research is engaged learning in a number of respects. It is a form of both experience-based learning and active learning, and it can engage students with contexts, including the social and civic. The mentoring and collaboration dimensions of undergraduate research can foster ownership for learning and encourage a commitment to high standards and accountability. While the research process in a discipline may be well-established, research always requires creativity, as well as patience and resolve in grappling with what sometimes feels ambiguous to all participants, including the faculty mentor. These features create opportunities for students to explore their own learning styles as well as develop exposure to those of others.

#### Undergraduate Research Can Take Many Forms

Undergraduate research projects can be designed to fit a variety of class constructs and to promote student learning at all levels of undergraduate education. Undergraduate research projects can be student or faculty initiated, and students can either participate in a work in progress or enter a project at its start.

When they are structured properly, class-based activities (naturalistic observation, surveys, quantitative writing assignments and experiments) can be undergraduate research experiences. So can class-based research projects (term papers, service learning, community-based and campus-based learning), capstone experiences (senior and honors theses), and out-of-class student/faculty collaborative research (like summer research experiences).

#### Professional Development

The Office of Career Services is committed to assisting students with making connections between their academic experience and career paths. We provide career-related counseling, resources, and programs to help individuals clarify academic and career goals. Whatever phase you're in on your professional and career development journey, we are here to help every step of the way. With Career Services you will explore a wealth of resources to

assist you based on where you are and what you aspire to achieve and accomplish.

#### Kistler Library and Learning Commons and the Rosemont College Archives

The College's Library and Learning Commons meets the study and research needs of students and faculty by providing robust collections of scholarly resources, comprehensive information literacy instruction and reference services, comfortable and varied collaborative workspaces, and fully integrated access to technology.

Gertrude Kistler Memorial Library, the first academic building erected on the Rosemont campus in 1926, was a gift of Mr. and Mrs. Sedgwick Kistler in memory of their daughter. It houses a collection of over 40,000 print volumes, including several rare and special collections, such as: a significant collection of children's literature; the Yvonne Chism-Peace collection of first-edition women's feminist poetry; the Iwilla Small Literary Press collection; the Paul Ingersoll Publisher's Bindings collection; the Francenia Emery African American collection; and the Institute for Ethical Leadership and Social Responsibility collection. Select special collections are highlighted in the Library's original front reading room. The Rosemont College Archives, which documents and preserves the history of the College, is also located in the Library and maintains an increasing number of digitized collections available online.

Beyond these physical collections, the Library subscribes to a host of electronic databases and provides access to nearly 250,000 e-books. The majority of the Library's collections are searchable through a new unified discovery search interface. These resources and more are accessible through the Library's webpage (<https://www.rosemont.edu/library/>) and Research Guides (<https://researchguides.rosemont.edu/>). Off-campus database access is provided via proxy server; students are instructed to login with their Rosemont email address and password when prompted. Items not available in the Library's collections can be easily obtained through interlibrary loan or via one of our partner institutions in SEPCHC (Southeastern Pennsylvania Consortium of Higher Education) or TCLC (Tri-state College Library Cooperative), which has its main office in Kistler Library.

Throughout the building, students have access to wireless internet and printing in addition to nearly two dozen individual computer workstations. Instructions for connecting to the wireless network and sending documents to the printer are available at the Information Desk. There are several private study rooms throughout the Library, as well as two primary classroom/meeting spaces: the Snyder-Fugger Instructional and Training Center (B17), equipped with laptop workstations and an interactive smart board; and the Anne Hargadon Trotter Seminar Room (B07), equipped with a TV, projector, whiteboard, and laptop workstation. These spaces may be reserved with advance notice. Finally, the Remembering Sister Mary Helen Weisbrod, SHCJ Information Commons has a café area where coffee, tea, and snacks are available for purchase. To view the Library and Learning Commons' current hours, policies, and programs visit <http://www.rosemont.edu/library>

Contact Information: ext. 2271 or [library@rosemont.edu](mailto:library@rosemont.edu)

For staff contacts, visit

<https://www.rosemont.edu/library/contact-us/>  
Media Services & eLearning Support: ext. 2278 or [media@rosemont.edu](mailto:media@rosemont.edu)

'Ask-a-Librarian' chat service available online during regular hours

### **Canvas**

Rosemont College utilizes the Canvas online learning platform to conduct fully online courses and supplement traditional courses. All Rosemont students are provided with a unique Canvas account linked to their Rosemont email address and Student Information System ID number. Students are automatically enrolled in Canvas for their online and traditional courses upon registration each semester. Canvas allows students to access course content, communicate with instructors and classmates, keep track of upcoming work, submit assignments, and obtain grades. The focus of the Canvas online learning platform is enhanced interaction and collaboration in a virtual classroom. Students or faculty who experience problems with Canvas should contact the eLearning Coordinator ([media@rosemont.edu](mailto:media@rosemont.edu)).

### **Technology Services**

The Rosemont College Department of Information Technology supports the Mission of the College by integrating technology throughout the institution.

This vision recognizes the importance of information technology and multi-media to enhance Rosemont's commitment to excellence and joy in the pursuit of knowledge and dedication to educating women and men, developing the strengths and abilities they require to respond to the needs and challenges of the times. Key components include:

Rosemont iWay <https://iway.rosemont.edu>

The Rosemont iWay is the portal through which students can access course information including registration, personal academic and financial aid information, billing, and grades. Faculty utilizes the iWay to access their rosters, view advisee information, and enter their grades. The iWay Help Tab contains extensive assistance for all aspects of technology and is the first tier of tech support for faculty and students. There is login assistance available that does not require the user to log in; once logged in, there are resources for students, faculty, and staff. The Help Tab also provides appropriate contact information to seek further assistance.

Canvas – [rosemont.instructure.com](http://rosemont.instructure.com)

Canvas is the platform to access and manage online course learning materials and communicate about skill development and learning achievement.

Microsoft Office 365 - [email.rosemont.edu](mailto:email.rosemont.edu)

We are pleased to offer Microsoft Office 365 to the Rosemont community of students, faculty, and staff. The cloud-based version of the Microsoft Office Suite includes Outlook Exchange (for Rosemont email), Word, Excel, PowerPoint, and other Microsoft applications, as well as one terabyte of storage space through Microsoft OneDrive. Rosemont students and employees can access the web versions of the Suite applications; they may also download full-function versions of the applications on up to five devices such as home desktop, tablets, and smart phones. For access navigate to [email.rosemont.edu](mailto:email.rosemont.edu) and enter your Rosemont email address (include@rosemont.edu) and password.

Rosemont College communicates with students and faculty through their [rosemont.edu](http://rosemont.edu) email addresses. Students are expected to check email regularly for important announcements, and to respond accordingly. To seek technical support for your Rosemont email account, use a personal email

account and write to [helpdesk@rosemont.edu](mailto:helpdesk@rosemont.edu). Once you have successfully accessed your account and set up two-step authentication, you can change your password yourself as needed.

#### **E2Campus –**

<https://www.e2campus.net/my/Rosemont>

This self-signup service provides emergency notifications by sending text messages and/or email messages directly to your registered devices. The service is also used to provide weather-related information including school closing or late class scheduling.

#### **Media Services – [media@rosemont.edu](mailto:media@rosemont.edu)**

Media Services supports the College community by providing laptop-projector combinations, TV-DVD combinations, sound services, and other multi-media technologies. All students with a personal computer or mobile device may take advantage of wireless access throughout campus. Connection information is found in the Student Help section of the iWay Help Tab. Resident students are welcome to apply for wired internet access in their room. Computer labs in the Gertrude Kistler Memorial Library, the Science Building, and MAC lab in Lawrence Hall provide workspace for individual and collaborative use.

Multi-media in the Classroom - Rosemont College I.T. continues to maintain and upgrade classroom and public spaces with modern technology for teaching and collaboration. Several new classrooms have been installed in the Community Center, and several existing classrooms have received new technology, web conferencing, cosmetic improvements, and new furniture designed for easy collaboration or lecture.

#### **OFFICE FOR MISSION AND MINISTRY 610/527-0200, Ext. 2361**

The Vice President's office for Mission is located in the lower level of the Chapel, St. Joseph's Hall. All events and educational experiences that pertain to the Mission of the College flow from this office. The Mission and Ministry Action Committee (MMAC) work out of this office to insure the Mission theme of the year is the focus for college life on campus.

The offices of the Director of Campus Ministry and the Assistant Director of Campus Ministry and the campus ministry lounge are also located on this floor. With the conviction that God has called all

men and women to make known the reality of God's presence, Campus Ministry offers a way of meeting life in its daily unfolding. Each succeeding stage of life is a new beginning toward personal growth and spiritual maturity. Campus Ministry endeavors to provide members of the campus community with opportunities to express their faith, to find an oasis of refreshing renewal in a busy world, and to relate religion to academic and professional programs. These opportunities include:

- celebrating together at Sunday Eucharist;
- assisting at liturgies as Eucharistic ministers, choir members, and readers;
- providing weekly interfaith discussion/reflection opportunities and prayer experiences;
- planning religious and social events;
- participating in weekly Bible Study group
- sharing individual talents in music ministry through singing and playing musical instruments;
- providing space for reflection, renewal, relaxation through retreats, and days of prayer;
- developing programs for spiritual and personal growth;
- being available for spiritual and personal direction/guidance.

The Assistant Director of Campus Ministry is also the Coordinator of the Cornelian Service Corps (CSC) at Rosemont College. The CSC draws students in to go out to serve others in a variety of experiences including:

- participating in programs of social concern and community service;
- volunteering at St. Francis inn in North Philadelphia;
- becoming a "Buddy" with the retired Sisters of the Holy Child;
- participating in the annual Martin Luther King Jr. Day of Service;
- participating in alternate College break week immersion service trips in winter, spring and summer;
- supporting Hunger and Homelessness Awareness week in November;
- sponsoring various drives for those in need during Advent and Lent.



**CAMPUS POST OFFICE**  
**610/527-0200, Ext. 2249**  
Hours: Monday-Friday  
9:00am-5:00pm

**COLLEGE BOOKSTORE**  
**610/871-1558**

Show your Rosemont spirit and shop Rosemont's Campus Store. Purchase merchandise such as t-shirts, sweatshirts, hats, and other Ravens gear, as well as snack items and sundries.

Located next to the Cafeteria on the first floor of the Sharon L Hirsh Community Center

Hours: Monday through Friday, 9 a.m. to 4 p.m.

**COUNSELING CENTER**

Hours: Monday-Friday 9 a.m. - 4 p.m.  
Location: Community Center Room #215

**Director and Clinical Supervisor:**

Thomas DeGeorge, PhD  
[thomas.degeorge@rosemont.edu](mailto:thomas.degeorge@rosemont.edu)

**Staff Counselor:**

Rob Pina, M.A.  
[robert.pina@rosemont.edu](mailto:robert.pina@rosemont.edu)  
610/527-0200, Ext. 2416

**Counselor/Alcohol Prevention Specialist:**

Zara Khan, M.S.  
[zara.khan@rosemont.edu](mailto:zara.khan@rosemont.edu)  
610/527-0200, Ext. 2325

**Counseling Interns for 2021-2022 Academic Year:**  
(Intern Office Phone Number: 610/527-0200, Ext. 2417)

Nowoola Awopetu, B.A.  
[awopetu@rosemont.edu](mailto:awopetu@rosemont.edu)

Kayla Resh, B.A.  
[kayla.resh@rosemont.edu](mailto:kayla.resh@rosemont.edu)

Carly Turner, B.S.  
[carly.turner@rosemont.edu](mailto:carly.turner@rosemont.edu)

**Mission Statement**

Rosemont College Counseling Center strives to enhance student growth in self-knowledge and self-efficacy, personal problem-solving, emotional coping strategies, interpersonal skills, the creation of meaningful and healthy relationships, effective

communication, and overall emotional and social wellbeing. The Center provides a **safe atmosphere for students to discuss personal challenges and to achieve individual goals. Using a holistic wellness model, the Counseling Center will work collaboratively with each student to identify strengths, needs, and aspirations and support students in unlocking their potential and improving their quality of life. Counseling services are voluntary, confidential, and free of charge to all Rosemont College students.**

**Services Offered**

- **Individual Counseling**  
Talking things through can often lead to new perspectives or options for action. Individual counseling provides an opportunity to talk with a counselor in a one-on-one setting. Sessions last approximately 45 minutes and are scheduled around student availability and the hours that the Counseling Center is open.
- **Group Counseling**  
When there is interest and support, psycho-educational groups may be formed and devoted to topics such as stress, grief, relationships, or dealing with body image issues. If you are interested in participating in a group, please contact the Counseling Center.
- **Alcohol and Drug Assessment Counseling**  
The Counseling Center provides assessment and counseling for those living with substance use, abuse, or addiction. When needed, referrals to outside treatment providers are offered. The Center also provides two alcohol and drug related sessions to all students who violate the drug and alcohol policy on campus.
- **Outreach**  
In an effort to increase education and awareness about mental health on campus, the Counseling Center hosts weekly community events on Monday, Tuesday, Wednesday, and Thursday in the Community Center lobby from 12 p.m. - 1 p.m. Events include helpful information about mental health topics such as alcohol awareness, suicide prevention, goal setting, personal boundaries, healthy study habits, self-care, mindfulness, and many more. A select number of events will also include special guest speakers.

### **Confidentiality**

Inquiries about counseling, attendance in counseling, and information shared in counseling sessions are all confidential. Information will be released ONLY with a student's written permission or with the following exceptions, as required by law: if there is imminent danger to self or others, suspicion of child or elder abuse, or court subpoena in rare cases. Information may be shared between counselors, counseling interns and the director of counseling to ensure the effectiveness of counseling. All records and communications are securely maintained.

### **Contact Information**

To schedule an appointment or for more information: please visit the Counseling Center, contact the Center by phone (610/527-0200, Ext. 2416), or send an email to [counselingcenter@rosemont.edu](mailto:counselingcenter@rosemont.edu).

*If you are experiencing an emergency, please call Public Safety (610-527-1038) or dial 911 for immediate assistance.*

### **FITNESS CENTER**

#### **610/527-0200, Ext. 2360**

The College offers a gymnasium and a weight-lifting room inside of Alumnae Hall. The hours of operation vary depending on the time of year and varsity team practices. Outdoor facilities include tennis courts and the gray turf field. The Rosemont community also has access to a state of the art fitness center on the third floor of the Community Center. Students must have their ID card on them at all times to access any of these facilities.

### **FOOD SERVICES**

The main cafeteria is open for breakfast, lunch, and dinner Monday through Friday from 8:00 a.m. to 7:00 p.m., and for brunch and dinner Saturday and Sunday from 11:00 a.m. to 7:00 p.m. Continental breakfast is also available from 7:30 a.m. to 8:00 a.m. Monday through Friday.

The Raven's Nest is open Monday through Thursday, 4:30 p.m. to 11:00 p.m. Meal swipes can be used from 4:30 p.m. to 8:00 p.m., and flex dollars or cash can be used at any time in the Raven's Nest.

### **IDENTIFICATION CARDS AND PARKING PERMITS**

All enrolled Rosemont Students are required to have a valid identification card while in any Rosemont

facility, for use in campus and affiliated libraries, and for student discounts at various vendors and throughout the student's enrollment at Rosemont College. ID cards can be made by campus security in Cardinal Hall. There is a \$20 charge for replacement of lost or stolen ID cards.

Parking permits for the Rosemont campus can be obtained at any time from campus security, in the lower level of Kaul Hall, Ext. 2554, and are required for students. Applications for parking permits must be completed, and proof of insurance, driver's license, vehicle identification. There is no charge for a first time application. A \$20 charge will apply for replacement permits.

Rosemont ID and parking permits are not transferable. Loss or theft of permits must be reported immediately to Campus Security.

### **TECHNOLOGY RESOURCES**

#### **610/527-0200, Ext. 2271**

MAC and Windows platform computers are available for use by students in the library and in the computer laboratories in the Dorothy M. Brown Science Center. Both locations have systems equipped with word processing, database, spreadsheet and other tool software programs. All systems have printers. Please call for hours each semester.

For technical problems ONLY in accessing the iWay, email [iWay@rosemont.edu](mailto:iWay@rosemont.edu). All academic questions or problems should be discussed with the instructor or the Program Director, as appropriate.

### **SNOW CODE NUMBERS**

Weather-related closings are posted on the College website ([www.rosemont.edu](http://www.rosemont.edu)). You can also sign-up for text message alerts for college closings, emergencies on campus, delays, etc. at <https://rosemont.omnilert.net/subscriber.php>, select: "I need to create an account."

Please check for possible text message fees your wireless provider may charge. This is a SPAM-free application. Your name and personal contact information are protected and will remain private. You may change your message preferences or unsubscribe at any time.

You can also call Rosemont College's Snow Information Hotline at 610/527-0200, listen for recorded message.

OR

Listen for the announcement of College closings on local radio stations.

Snow code numbers

Day

Montgomery Co.            342

Evening

Montgomery Co.            2342

**WIRELESS NETWORK**

Wireless is available in most common areas on the main campus, including academic area and residence halls. To log into the network, select your wireless device and select "view networks". The network is called "NewRoseconnect." The password is gertrude19010.

## **COMMENCEMENT, HONORS AND AWARDS**

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### **Degree Conferral and Commencement**

Diplomas are conferred three times a year in early May, on September 30th, and January 31st. Students who complete their degree requirements in the Spring will be part of the May conferral. Students who complete in the Summer will be part of the September conferral, and students who complete in the Fall will be part of the January conferral.

The College will hold diplomas until degree requirements are complete and financial clearances have been obtained. For students who are cleared, diplomas will be available at commencement or the first business day after the conferral date.

While there are many members of the Rosemont staff and faculty who are available to help students plan for successful degree completion, the ultimate responsibility for meeting all requirements on time rests with each individual student.

### **Criteria for Degree Conferral for May, September, and January** (no exceptions will be considered)

- To earn an accelerated undergraduate degree or graduate degree from the School of Graduate and Professional Studies, students must complete all degree requirements by the end of the final session in the semester, as outlined in the Academic Catalog
- Students must meet the minimum GPA requirement for their degree—2.0 for Professional Studies students and 3.0 for Graduate Studies students.
- Students must be cleared for graduation by their Program Director, the Registrar, and the Office of Student Accounts.

### **Criteria for Commencement Participation**

Rosemont College holds one commencement ceremony each year in early May. One of the following conditions must be met to participate:

- Students who had their diploma awarded in September or January and who were not eligible to participate in the previous commencement are encouraged to return to the College and participate in the May ceremony

- Students who have completed their degree requirements by the end of the spring semester, and have been cleared by their Program Director, the Registrar, and the Office of Student Accounts may participate in the May ceremony.
- Students who are within three (3) credits of degree completion (exclusive of thesis, practicum, student teaching, or internship) may be eligible to participate, or 'walk' at commencement, but will not have their degree conferred until all course work has been completed and financial obligations have been met.

Exceptions to these criteria will not be considered.

### **Verification of Degree**

Students may obtain a letter from the Registrar, upon written request, verifying their completion of all degree requirements if there is a substantial period of time between completion and receipt of the diploma.

### **Requirements for Graduation Members of the Class of 2023**

Students who are scheduled to graduate in May 2023 with a Bachelor of Arts or Bachelor of Science degree are required to complete a minimum of 120 credits. The Bachelor of Fine Arts degree program in Studio Art requires a minimum of 126 credits. All students should consult with their faculty advisor to determine the exact number of credits and courses needed to graduate.

Students will follow the General Education requirements based on their year of entry to Rosemont College. Students are required to complete an experiential learning requirement; service learning, study abroad, undergraduate research or an internship. Internships may be credit-bearing or non-credit bearing.

### **Degree Completion and Diploma Policy**

#### **General Criteria**

All Rosemont students who are candidates for degree completion and diplomas must meet the following general criteria:

- Complete all degree requirements with an acceptable minimum GPA (2.00 in their major and 2.00 cumulative);

- Be cleared both academically and financial clearances from appropriate administrative offices of the College;
- Return all library books and pay any library fines;
- (if the student received Federal loans) complete the required exit counseling; and
- Submit a Graduation Application to the Office of the Registrar by the published deadline.

Students who complete all degree requirements at any time during the calendar year may request written verification of degree completion from the Registrar.

Diplomas are awarded three times a year - once in May, September 30th and January 31st.

Candidates who complete all degree requirements by the end of the summer semester, may pick up or receive their diploma by certified mail in early October. Students that complete their degree requirements by the end of the fall semester/session may either pick up their diploma in person or receive it by certified mail in early February. The College will hold diplomas until all degree requirements are completed and all clearances have been obtained.

While there are many members of the Rosemont staff and faculty who are available to help students plan for successful degree completion, **the ultimate responsibility for meeting all requirements on time rests with each individual student.**

**Specific Criteria for the May Diploma (No exceptions will be considered):**

To earn a baccalaureate degree from the Undergraduate College and to be eligible to participate in the May Commencement ceremonies, students must successfully complete a minimum of 120 semester credit hours of approved coursework, (126 in the BFA programs), including all requirements in the major discipline, by the end of the spring semester. Students must have attained a minimum overall GPA of at least 2.000 and a minimum GPA in the major discipline of at least 2.000. Students must also successfully complete their comprehensive exams, thesis and/or senior project. In certain cases, students who have not yet completed all of their program requirements may still request permission to participate in Commencement ceremonies with their classmates in

May. Permission will be granted provided such students meet all other criteria and have no more than one 3-credit elective course remaining to complete and the student does not have any Incomplete or Temporary grades. Students will receive a diploma following the semester their final course is completed.

**Specific Criteria for the September or January Diploma (No exceptions will be considered):**

To earn a baccalaureate degree from the Undergraduate College in September or January, and to be eligible to participate in the following May's Commencement ceremonies, students must successfully complete a minimum of 120 semester credit hours of approved coursework by the end of the fall semester, 126 in the BFA programs, including all requirements in the major discipline. Students must have also attained a minimum overall GPA of at least 2.000 and a minimum GPA in the major discipline of at least 2.000. Students must also successfully complete their comprehensive exams, thesis and/or senior project. Student's work must be completed by the end of examinations and students with an Incomplete (I) or Temporary (T) grade will not receive their diplomas.

**Graduation with Honors**

The College recognizes academic achievement of graduating seniors through the awards of cum laude, magna cum laude, and summa cum laude, based solely on the student's cumulative GPA at Rosemont College. The cumulative GPA for each award is as follows: cum laude, 3.670 to 3.779; magna cum laude, 3.780 to 3.899; and summa cum laude, 3.900 to 4.000. In addition to the required GPA, students must have earned a minimum of 30 credits in residence at Rosemont College. The honors designation is printed on the student's diploma and recorded on the student's transcript.

There are several different awards given at graduation in different discipline areas. The list is printed in the graduation program and the awards are announced as the student receives their diploma during the ceremony.

**ACADEMIC HONORS**

**Presidential Medal**

One undergraduate student and one graduate student from the School of Graduate and Professional Studies will be selected each year as the

recipient of the Presidential Medal, the highest honor bestowed upon a Rosemont student. The recipient will be a student who has demonstrated exemplary intellectual achievement as well as distinction in some combination of the following: service to the community, contribution to the arts, enlargement of our global perspective, athletic fitness and achievement, leadership, and contribution to community discourse.

#### **Outstanding Junior Award**

In 1976, the faculty established the Outstanding Junior Award to recognize and honor outstanding work in the major field by a student in his/her junior year at Rosemont. The student must be in the top ranks of the junior class with at least a 3.67 cumulative GPA. The student must be nominated by the faculty in his/her major discipline and selected by the Academic Standards and Practices committee.

#### **Delta Epsilon Sigma**

Eligibility to Alpha Omicron, the Rosemont College chapter of Delta Epsilon Sigma, a national honor society of Catholic colleges and universities, is based upon academic criteria as well as on qualities of character and achievement that give promise of leadership after graduation. Election is subject to voting by local membership. Traditional age full-time undergraduate students who have achieved a cumulative GPA of 3.67 or better for five semesters at Rosemont are eligible for nomination to Delta Epsilon Sigma. Traditional age full-time students who are away from the Rosemont campus one or two semesters before completion of their junior year will be eligible for nomination if the student have achieved a cumulative GPA of 3.67 or better for four semesters at Rosemont. (This enables transfer students, students who go abroad and students who participate in internships to be considered.) Matriculated full-time, non-traditional age students who entered Rosemont at age 24 or older with second semester junior status, who have completed at least 30 credits at Rosemont, who have been full-time for at least two semesters, and who have achieved a cumulative GPA of 3.67 or better will be eligible for nomination as determined in late February or early March, after all grades for the preceding fall semester have been recorded.

#### **The Kistler Honor Society**

Membership is earned by full-time junior and senior undergraduate school students who maintain a cumulative GPA of 3.67 for two consecutive full-time

semesters with no incompletes and not more than one grade of pass/fail, exclusive of courses that are only graded on a pass/fail basis. The society is named for the late Mr. and Mrs. Sedgwick Kistler, friends and eminent benefactors of Rosemont College.

#### **Phi Sigma Iota**

Kappa Psi is the Foreign Cultures and Literature Division's chapter of Phi Sigma Iota, a national foreign language honor society that offers faculty and undergraduate student recognition for outstanding ability and attainments in the teaching and study of foreign languages, the stimulation of advanced pursuits, and the promotion of cultural enrichment and international friendship fostered by knowledge of foreign languages and cultures.

#### **Sigma Delta Pi**

Undergraduate Spanish majors and minors who earn a GPA of at least 3.00 and who have completed two semesters of Spanish literature with a minimum 3.20 average are awarded membership in Sigma Delta Pi, a national Spanish honor society. Students receive a certificate and a pin at the time of induction into the Omicron Chi Chapter of Rosemont College.

#### **Theta Alpha Kappa**

Theta Alpha Kappa is a national honor society for undergraduate Theology & Religious Studies and Theology students. The purposes of the organization are to encourage, recognize and maintain excellence in Theology & Religious Studies and Theology within accredited baccalaureate and post-baccalaureate degree programs. Criteria for membership include: completion of a minimum of 12 credits in Theology & Religious Studies/Theology, a GPA of at least a 3.50 in Theology & Religious Studies/Theology, an overall cumulative GPA of 3.00, and staying in the upper 35% of one's class.

#### **Dean's List**

Full-time students who have attained a GPA of 3.67 during the preceding semester are nominated to the dean's list, provided they have no incomplete grades and no more than one grade of pass/fail, exclusive of courses only graded on a pass/fail basis.

#### **Dean's List for Part-Time Study**

Part-time students are eligible for dean's list recognition provided the student have completed a minimum of four courses (12 credits) over a full

academic year (September to August) and have achieved a cumulative GPA of 3.82 or higher.

#### **Dean's List -Undergraduate Professional Studies**

Students who, during the preceding calendar year, completed a minimum of 24 Rosemont credits and who attained an average GPA of at least 3.67 during that year are placed on the Dean's List, provided they have no incomplete grades and not more than one grade of Pass/Fail, exclusive of courses that are only graded on a Pass/Fail basis. The Dean's List notation is recorded on the student's transcript. Students receive a letter from the College congratulating them on earning the Dean's list designation.

#### **Student Commencement Speakers**

At least one student from the School of Graduate and Professional Studies will be selected each year to present a speech based on the year's commencement theme. Information on the process for selection is provided in notifications to all eligible students several months prior to the May Commencement each year.

#### **Alpha Sigma Lambda Honor Society, School of Continuing Education**

Alpha Sigma Lambda is a national honor society for undergraduate students in continuing higher education programs. Criteria for selection into the Epsilon Upsilon Rosemont College Chapter of the society include: a cumulative GPA of 3.2 or higher, attendance at Rosemont during at least one session in the preceding calendar year, completion of at least thirty-six (36) graded credits at Rosemont, and rank within the top ten percent of students pursuing an accelerated undergraduate degree in the School of Professional Studies. Membership in Alpha Sigma Lambda is noted on the student's transcript.

#### **American Criminal Justice Association, Lambda Alpha Epsilon Scholastic Honor Award**

In recognition of outstanding scholastic attainment in the field of the administration of criminal justice, a Certificate of Recognition and Keys are awarded to members who exemplify themselves academically. Gold Keys will be awarded to those students who meet the graduation requirements for a Bachelor of Science degree in Criminal Justice from Rosemont College with a minimum grade point average of least 3.5 on a scale of 4.0.

#### **Latin Honors**

Latin Honors are acknowledged only after a student's full academic program has been completed. Student's names are announced at Commencement and indicate the Latin designation. The Latin honors designation is printed on the student's diploma and is recorded on the student's transcript.

For graduating Seniors, the cumulative GPA for each award is: cum laude, 3.670-3.779; magna cum laude, 3.780 to 3.899; and summa cum laude 3.900-4.00.

Cum laude, magna cum laude and summa cum laude, based on the student's cumulative grade point average and completion of fifty-seven (30) graded credits or ten (10), three- (3) credit courses in residence at Rosemont College to be eligible for these graduation honors.

#### **The Alumni Association's Scholastic Excellence Award**

The Alumni Association grants the Scholastic Excellence Award at commencement to the graduate from Professional Studies with an exemplary academic record and completing at least 30 credits in residency at Rosemont College.

#### **Outstanding Achievement at the Graduate Level**

Eligible recipients must be matriculated in a degree-granting graduate program with the anticipation of being eligible to participate in the May commencement (inclusive of graduates from September and January degree conferrals) of the current year, have attained a minimum cumulative GPA of 3.90 by the end of spring session for accelerated programs, or by the end of the fall semester in traditional graduate programs, and have no grade of Incomplete on their transcript (with the exception of thesis, practicum or student teaching courses).

#### **School of Graduate and Professional Studies**

##### **The Strategic Management Award**

Business Masters Programs

#### **School of Graduate and Professional Studies**

##### **The Sister Marion Callanan, SHCJ**

Publishing Programs Award

#### **School of Graduate and Professional Studies**

##### **The Sister Katherine Feeney, SHCJ**

Counseling Award

**School of Graduate and Professional Studies**  
**The Mother Mary Lawrence Swinburne, SHCJ**  
Education Award

**School of Graduate and Professional Studies**  
**The Sister Mary Anthony Weinig, SHCJ**  
Creative Writing Award

**Graduate Studies Thesis Awards**

- Thesis with Distinction
- Thesis of the Year



## GENERAL EDUCATION

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### Undergraduate College

#### General Education Curriculum

The General Education curriculum is a student's academic introduction to Rosemont College. It exposes a student to the fundamental ideas and intellectual activities that Rosemont embraces in the Mission statement of the College. This curriculum reinforces the idea that all members of Rosemont College participate in a community of learners.

Through this General Education curriculum we hope to convey to our students that the purpose of a liberal arts education is to do more than train students for the workplace. It is also meant to cultivate cultural, religious, and artistic sensibilities, to ground students in ethical decision making, to foster critical thinking, and to convey the joy of learning that is fundamental to Rosemont College.

To these ends, we have based our General Education program on five perennial questions:

1. What skills do we need to function effectively in today's society both locally and globally?
2. Intellectual and practical skills including effective habits of inquiry and analysis, critical thinking, written and oral communication, information literacy, and teamwork/problem solving.
3. Why is human culture so diverse, and what can we learn by studying the ways of others?
4. Knowledge of human cultures through their histories, languages religious traditions, literature, and arts.
5. Why is knowledge of the ideas and practices of natural science and mathematics essential to our lives today?
6. Scientific and quantitative skills and reasoning.
7. How should we live our lives, and how should we treat others?
8. Ethical reasoning and religious consciousness; intercultural awareness and sensitivity.
9. How can we transform what we learn in our lifetimes into actions that improve

the quality of both our lives and the lives of others?

Integrative learning including capstone projects, learning abroad, internships, and service learning.

#### General Education Requirements

Students will be able to count three (3) classes in their major towards General Education; 9-12 credit hours depending upon whether the courses are 3 credits or 4 credits. Exceptions will be granted to students in the Bachelor of Science degree program in Elementary Education with PK-4 Certification and a BS in Elementary Education with a combined PK-4 and Special Education PK-12 Certifications, and the Bachelor of Fine Arts degree program in Art. Students pursuing either of these degree programs will be allowed to count four (4) classes in their majors towards GE.

A course taken to fulfill a given category in the General Education curriculum will not count in another category for the General Education curriculum.

**Unless students place at the 300-level or higher, they must take two courses in the same language**, i.e. FRE 0100 and FRE 0101. Please note, if the same course is cross-listed with different prefixes, students must choose one prefix and one category for the course to fulfill the General Education requirement.

#### The First Year Connection Seminar

The goals of the First Year Connection Seminar are to help students deepen three key connections: (1) with themselves (their strengths and interests, future plans and aspirations, self-directed learning, cultural background); (2) with Rosemont College (history and mission, collegiate-level expectations, power of a liberal arts education, co-curricular learning, bonding with faculty and other students); (3) with the larger world (strength in diversity, global and cross-cultural knowledge and perspectives).

The seminar also seeks to develop skills and strategies that are applicable and valuable across subjects (transferable, cross-disciplinary skills) and across time (durable, lifelong learning skills), including such competencies as thinking

critically, communicating effectively, accessing and evaluating information, and working collaboratively.

### **Ethics In Action**

The overarching goal of the Ethics in Action area is to provide students with a practical foundation for reasoned moral decision-making. The courses in this category seek to foster this practice by enabling students to develop the critical skills and analytical frameworks essential to identify, characterize, and resolve ethical problems likely to arise in their careers and in their lives as a whole. Each course introduces students to fundamental ethical concepts, perspectives, and theories, and explores how these bear on issues unique to the subject of the course. Through exposure to a variety of approaches including application of theory, case study analysis, narrative analysis, and decision-making procedures, students will become aware of the implications of their own ethical views, and will develop the skills necessary for both resolving ethical problems thoughtfully and for attaining a greater sense of moral responsibility.

### **Experiential Learning**

The General Education curriculum contains an experiential education requirement for all students. To comply with this requirement, the Office of Career Services coordinates internships, service learning, undergraduate research, and study abroad experiences to assist students in their learning activities. The office is a resource for students in securing internships during the academic year and the summer. Further, the office participates with faculty in the evaluation of internship goals and learning outcomes. The office also helps faculty incorporate Service Learning into their classes by developing contacts with outside community organizations. Service Learning relies on a pedagogy which involves cooperation between faculty, students and community organizations in an interactive learning experience. In an increasingly interdependent world, study abroad is an important and vital component of any educational experience. With the assistance of this office, students can explore a large variety of study abroad options.

### **Internships**

Full semester internships are student-initiated and can be arranged for qualified students in most disciplines with the approval of the faculty advisor. Students should seek information from their advisors and the Director of Career Services.

The College encourages every student to consider taking an internship as part of the Experiential Component. Information on credit and non-credit internships is available in the Office of Post Graduate Success.

Significant criteria for internships include:

- Students are required to have a GPA of at least 2.0 in order to participate in an internship. The student must apply for internship credit in a timely manner, completing the forms available in the Office of Career Services by the end of the drop/add period for the semester.
- The application must include a detailed description of the terms of the internship and evaluative procedures to be used during the semester.
- The student must spend a minimum of thirty-two (32) hours at the internship site for every academic credit the student receives. Even when a student is participating in a non-credit internship, a minimum of thirty-two hours is required at the internship site. In order to verify the hours completed, the student must keep a detailed time sheet that is signed by his or her on-site supervisor each week. The student must have an on-site sponsor who takes responsibility for teaching them, avoiding merely routine tasks.
- The student's faculty advisor
- will monitor and evaluate the internship, visiting the site whenever feasible.
- The student will keep a journal, write papers, or perform other reflective written assignments, as directed by the faculty supervisor. These assignments are not necessarily the student's only obligation for the course.
- There will be an evaluation form for the student and the supervisor as part of the internship experience. These will be kept

in the student's permanent file. These forms, along with the time sheet, must be submitted to the Director of Post Graduate Success by the last day of classes in the Undergraduate College.

- Internships are graded as Pass or Fail. Student may request a graded internship but this must be granted by the faculty advisor. A failing grade (F) for a graded internship will negatively affect a student's grade point average. .
- Students must work with the Office of Career Services prior to the start of the semester to secure their internship and complete the internship application, due to the Registrar's Office prior to the drop/add period for the semester.
- In collaboration with the academic department and the Director of Career Services, credits for internships will be determined based on duration and academic merit of the internship.

#### **Independent Study**

Opportunities for independent study are offered to enrolled students on an individual basis. Ordinarily, a student studies with an instructor who agrees to direct his/her work. Since Independent Study requires more initiative and organization than in-class work, the student must be able and willing to meet all of the requirements of the contract the student signs with the professor responsible for the course. Approval is acquired through the Independent Study contract submitted to the UC Academic Dean prior to the start of the semester in which the Independent Study will occur. Normally, Independent Studies are 1-3 credits, a grade is assigned, and the standard cost per credit charged.

Only under exceptional circumstances, may a student undertake a course identical to one found under Courses of Instruction in the catalogue on an Independent Study basis.

#### **Summer Study**

Students wishing to supplement their academic program through summer study may do so at Rosemont. Rosemont offers a variety of courses in its summer sessions.

Registration for summer courses begins at the same time as fall preregistration (mid-March). Course information is listed on the iWay.

Students who wish to take classes at other institutions must receive permission prior to taking the course. The student must complete and submit the "Off Campus Approval Form" to the Registrar's Office and submit an official transcript after the course is taken.

No more than two (2) courses (6-8 credits) per summer will be approved. Grades from summer school courses taken at other institutions are not computed into the student's cumulative average. No credits will be awarded for summer school courses taken at other institutions for which the student received a grade below a C (2.0). This includes courses taken at Eastern University and SEPCHE schools.

Students are not ordinarily permitted to take courses in summer school at other institutions to fulfill either general education requirements or major program requirements. If there are extenuating circumstances and a student wishes to take a general education requirement at another institution, the student must first speak with their major advisor. If the major advisor approves this, the major advisor must obtain written permission from the Discipline Coordinator at Rosemont College that offers this general education requirement. The Academic Dean's permission must also be received in writing.

#### **Study Abroad**

Students may enroll in Associate & Affiliate study abroad programs for Rosemont credit. To be eligible, a student must have an overall GPA of at least 2.5 and the approval of the Director of Career Services and the faculty advisor. Pre-approved courses are transferable if the student earns a C (2.0) or higher, but these grades are not computed into the cumulative grade point average. It is the responsibility of the student to have all study abroad transcripts sent to the Registrar's Office at the conclusion of the time abroad in order to facilitate the transfer credits. Students studying abroad during the fall semester and returning to Rosemont College for the spring semester must return to class no later

than the first week of Rosemont classes before the end of drop/add.

All study abroad candidates for fall and/or spring of the following academic year must notify the Director of Post Graduate Success during the preceding semester and complete a study abroad application. Candidates must all meet with the Office of Financial Aid to determine funding options..

Short-Term Study Abroad Courses (with 1-4 weeks travel) listed as spring or fall courses at any SEPCHE institution are included in the courses that are eligible for cross registration. Students who qualify for the SEPCHE cross registration program are not charged additional tuition to cross register for one of these courses. The student is responsible, however, for all travel-related costs.

Students wishing to study abroad on short-term programs run by Rosemont College faculty must have successfully completed at least one semester of classes at Rosemont and abide by the above mentioned GPA requirements. Student must complete a Faculty-Led Course Agreement prior to enrollment in a short-term faculty led course or program. Approval from the Academic Dean is required to override the GPA requirement.

### Service Learning

Service learning, the integration of course content in the classroom with service activities in the community, will be offered in selected courses. Such courses will carry the regular course credit and will fulfill the experiential requirement for graduation. Service learning classes are listed on the class schedule each semester. Students enrolled in service-learning courses must complete a minimum of 20 hours of service at their service site and submit a time sheet to the Director of Career Services, signed by his or her supervisor each week, to verify the completion of hours. More information about service learning can be obtained from the student's faculty advisor and the Director of Career Services.

## THE CORE

### Core Courses

**9 Credits**

FYS-0100	First Year Connection Seminar
FYS-0100H	First Year Connections Seminar (HON)
WRT-0110	First Year Composition – Writing
WRT-0110H	First Year Composition – Writing (HON)
WRT-0170	Advanced Comp & Oral Communication
WRT-0170H	Advanced Comp & Oral Communication (HON)

### Problem Solving and Critical

#### Thinking

**3 Credits**

Choose one course from the following listing:

BUS-0220	Statistics I*
BUS-0221	Statistics II*
CHE-0115	Chemistry in Everyday Life
CHE-0125	Physical Science
CHE-0135H	Global Environmental Issues (HON)
ECO-0105	Introduction to Macroeconomics*
ECO-0106	Introduction to Microeconomics*
ENG-0211	Classical Myth in Literature
HIS-0200	Analyzing the Past: U.S. History to 1877
INT-0150	Library & Information Research Strat
MAT-0XXX	Introduction to Computer Programming
MAT-0112	Introductory Algebra
MAT-0115	College Algebra
MAT-0116	Pre-Calculus
MAT-0120	Calculus I
MAT-0121	Calculus II
MAT-0140	Geometry in Art
MAT-0255	Probability and Statistics I
MAT-0256	Probability and Statistics II
PHI-0120	Critical Thinking
PHI-0230	Logic: The Art of Reasoning
PSY-0210	Descriptive Statistics*
PSY-0280	Inferential Statistics*
SOC-0330	Social Mediation & Dispute Resolution

**Multiculturalism and Gender or Global Awareness-Culture**      **3 Credits**

Choose one course from either listing:

**Multiculturalism and Gender**

AFR-0100	Introduction to Africana Studies
ARH-0160	The New Woman behind the camera (Special Topics)
ARH-0331	Scream Queens: Women, Violence, and the Hollywood Horror Film
ARH-0332	Blood-Suckers: Vampires in Film and Art
ARH-0352	Guerrilla Girls: Feminist Art since 1970
COM-0222	Black Femininities & Masculinities in the Media
ENG-0206	Our Human Condition: World Literature Ancient to Medieval
ENG-0207	Our Human Condition: World Literature Renaissance
ENG-0232	Survey of African-American Literature to 1900
ENG-0235	Survey of African-American Literature 1900 to Pres
ENG-0237	Literary Pioneers of New England
ENG-0255	Fables, Folktales and Fairytales
HIS-0221	African American History 1865-Present
HIS-0231	History of Women in America 1600 to 1865
HIS-0232	History of Women in America 1865 to Pres
HIS-0271	Beyond Salsa: Latinas and Latinos in US History
HIS-0273	Ethnicity in America
PHI-0260	Philosophy and Feminism
PSC-0255	Women in Politics
RST-0140	Dialogue among Religions
RST-0140H	Dialogue among Religions (HON)
SOC-0285	Sex Roles and Human Sexuality
SOC-0360	Seminar on Marriage, Family and Int Relations
WGS-0100	Women and Gender Studies
WGS-0100H	Women and Gender Studies (HON)
WGS-0230	Diversity of Gender

**Global Awareness-Culture**

ARH-0175	History of Art I
ARH-0175H	History of Art I (HON)

ARH-0176	History of Art II
ARH-0176H	History of Art II (HON)
ARH-0190	Beasts: Animals in Art and Society
ARH-0235	Days of the Dead in Mexico: Celebrating the Arts of Death
ARH-0255	Art of the Italian Renaissance
ARH-0332	Blood-Suckers: Vampires in Film and Art
BUS-0180	Introduction to International Business
ENG-0206	Our Human Condition: World Literature Ancient to Medieval
ENG-0207	Our Human Condition: World Literature Renaissance to Contemporary
ENG-0226	Introduction to Irish and Anglo-Irish Literature
HIS-0120	World History Since 1450
PHI-0245	Journey to the East: Self, Knowledge
PHI-0265	Religion, Reason, and Humanity
PSC-0101	Introduction to Political Science
PSC-0101H	Introduction to Political Science (HON)
PSC-0265	International Law and Organizations
PSC-0180	Comparative Politics
PSC-0180H	Comparative Politics (HON)
PSC-0190	Introduction to International Relations
PSC-0190H	Introduction to International Relations (HON)
RST-0120	Dynamics of World Religions I
RST-0121	Dynamics of World Religions II
RST-0124	World Religions
SOC-0210	Social Stratification and Mobility
WRL-0310	Masterpieces of World Literature
WGS-0245	Gender, War and Peace
WGS-0245H	Gender, War and Peace (HON)

**Foreign Languages**

**3 to 6 Credits**

Choose two courses in the same language:

ASL-0150	American Sign Language I
ASL-0151	American Sign Language II
FRE-0100	French for Beginners I
FRE-0101	French for Beginners II
FRE-0200	Intermediate French
FRE-0201	French Reading and Composition
ITA-0100	Introductory Italian I
ITA-0101	Italian II

LAT-0100	Introductory Latin I
LAT-0101	Introductory Latin II
SPA-0100	Introductory Spanish I
SPA-0101	Introductory Spanish II
SPA-0105	Advanced Introduction Spanish I
SPA-0200	Intermediate Spanish I
SPA-0201	Intermediate Spanish II
SPA-0202	Immersion Experience in Spanish-Language
SPA-0203	Immersion Experience in Spanish-Culture
SPA-0320	Spanish for Hispanic Heritage Speakers

**Creative Expression 3 Credits**

Choose one course from the following listing:

ARS-0100	Drawing I
ARS-0120	Digital Photography
ARS-0101	Visual Fundamentals I
ARS-0110	Introduction to Studio Techniques
ARS-0130	Introduction to Watercolor
ARS-0215	Ceramics
ARS-0275	Graphic Design I
COM-0245	Literary Journalism
ENG-0245	Literary Journalism
MAT-0140	Geometry in Art
WRT-0205	Intro to Creative Writing
WRT-0210	Creative Writing: Nonfiction
WRT-0215	Creative Writing: Short Fiction
WRT-0220	Creative Writing: Poetry
WRT-0225	Playwriting and Directing
WRT-0245	Empowered Through Prose
THE-0200	Acting
THE-0212	Rehearsal and Production

**DEVELOPING THE CORE**

**Ethics in Action 3 Credits**

Choose one course from the following listing:

BUS-0230	Contemporary Issues in Business
COM-0279	Communication /Media Ethics
PHI-0270	Business Ethics
PHI-0271	Leadership Ethics
PHI-0272	Ethics and Social Values
PHI-0272H	Ethics and Social Values (HON)
PHI-0274	Legal Ethics
PHI-0275	Biomedical Ethics
PHI-0290	Environmental Ethics
PHI-0360	Ethical Theory*
PSC-0205	Ethics in International Relations

PSC-0205H	Ethics in International Relations (HON)
RST- 0250	Christian Ethics
RST-0253	Ethical Issues across Religions

\*Students majoring or minoring in Philosophy may choose PHI 0360 to fulfill the Ethics in Action requirement.

**Theology & Religious Studies 6 Credits**

Choose one Religious Studies course from the 100-level:

RST-0102	Humanity's Search for Meaning
RST-0105	Understanding the Bible
RST-0122	Religion in America
RST-0121	Dynamics of World Religions II
RST-0124	World Religions
RST-0124H	World Religions (HON)
RST-0129H	Theology & Science (HON)

Choose one Catholic Theology course from the 200-level:

RST-0200	Catholic Intellectual Tradition
RST-0200H	Catholic Intellectual Tradition
RST-0202	Black Catholicism
RST-0210	Meaning of Christ
RST-0210H	Meaning of Christ
RST-0215	Dynamics of the Church
RST-0215H	Dynamics of the Church
RST-0233	Catholic Social Justice Tradition
RST-0251	Holocaust and Genocide
RST-0251H	Holocaust and Genocide

**Natural Sciences 3-4 Credits**

Choose one from the following listing:

BIO-0115	Science for Life
BIO-0115	Science for Life (HON)
BIO-0130	Science Issues (Biology)**
BIO-0131	Science Issues (Biology) Lab**
BIO-0150	General Biology I* (Cell Biology)
BIO-0150H	General Biology I (Cell Biology) (HON)*
BIO-0151	General Biology I Lab (Cell Biology)
BIO-0151H	General Biology I Lab (HON)
BIO-0155	General Biology II (Organismal Biology)*
BIO-0156	General Biology II (Organismal Biology) Lab
CHE-0115	Chemistry in Everyday Life
CHE-0120	Stem in the Media

CHE-0130	General Chemistry Fund.
CHE-0131	General Chemistry Fundamentals Laboratory
CHE-0135	Global Environmental Issues
CHE-0142	General Chemistry I*
CHE-0143	General Chemistry I Laboratory
CHE-0143H	General Chemistry I Laboratory (HON)
CHE-0145	General Chemistry II*
CHE-0146	General Chemistry II Laboratory
PHY-0100	General Physics I
PHY-0103	General Physics I Laboratory

\*BIO-0150, BIO-0155, CHE-0142 and CHE-0145 are 3 credit classes with a 1 credit laboratory. These courses have a math prerequisite and are designed for science and pre-health profession majors.

\*\*BIO-0130 & 0131 are intended for pre-biology students that do not meet the math requirement for General Biology (0150 & 0155).

### Humanities 3 Credits

Choose one course from the following listing:

ENG-0200	Studies in Poetry
ENG-0201	Studies in Fiction
ENG-0201H	Studies in Fiction (HON)
ENG-0204	Survey of British Literature- Medieval to 1798
ENG-0205	Survey of British Literature: -1798 to 1920
ENG-0220	Development of the Novel in English
ENG-0221	Development of the American Novel
ENG-0222	Major American Writers to 1890
ENG-0223	Major American Writers 1890- 1940
ENG-0270	Social Justice and Contemporary Lit
ENG-0275	Modern Day Monsters in Media and Literature
ENG-0347H	1859 – Year of Controversies and Confirmations (HON)
HIS-0110	The Rise of Ancient Empires
HIS-0111	The Rise of Medieval Kingdoms
HIS-0201	Enduring Questions: U.S. History from 1877 to the present
PHI-0100	Questions That Matter
PHI-0100H	Questions That Matter (HON)

PHI-0200	History of Western Philosophy I
PHI-0201	History of Western Philosophy II
PHI-0243	Social and Political Philosophy
THE-0213	Development of Theater and Drama I Classical to 1790
THE-0214	Development of Theater and Drama II 1790 to Avant-Garde

### Social Science 3 Credits

Choose **one** course from the following Social Science disciplines:

BUS-0205	Organizational Theory of Management
COM-0217	Digital Media and Social Theory
PSC-0101	Introduction to Political Science
PSC-0101H	Introduction to Political Science (HON)
PSC-0103	Introduction to American Politics
PSC-0265	International Organizations
PSC-0180	Comparative Politics
PSC-0180H	Comparative Politics (HON)
PSC-0190	Introduction to International Relations
PSC-0190H	Introduction to International Relations (HON)
PSY-0100	Basic Concepts in Psychology
PSY-0100H	Basic Concepts in Psychology (HON)
PSY-0235	Psychology and Myth across Cultures
PSY-0235H	Psychology and Myth across Cultures (HON)
PSY-0275H	Psychology for Sustainability: Transformation of Self and World (HON)
PSY-0290	Psychology of Good and Evil
PSY-0290H	Psychology of Good and Evil (HON)
SOC-0100	Principles of Sociology
SOC-0110	Social Problems
SOC-0110H	Social Problems (HON)

### ENACTING THE CORE

#### The Experiential Component

Each incoming student is required to complete an experiential component as a requirement for graduation from the Undergraduate College. Among the experiential components a student can choose are internships, service learning,

undergraduate research and study abroad opportunities. These opportunities may be credit bearing and vary in the credits assigned to them or in some cases, not for credit. These experiences are related to the student's program of study and provide an important linkage between classroom theory and actual practice. Students should work closely with their faculty mentors and professors to identify the experience most suitable to the student's academic and personal goals.

**Senior Capstone** **3 Credits**

The Senior Capstone is offered in a student's major. Most Senior Capstone courses are only offered in the spring semester. Many of these courses have specific prerequisites. Students should meet with their academic mentor to determine when the student will enroll in this course. Students with double majors may be required to complete two Seniors Capstone courses or projects.

**SCHOOL OF PROFESSIONAL AND GRADUATE STUDIES**

**GENERAL EDUCATION**

Transfer credit, credit by examination, and credit for successful Prior Learning Assessment portfolios (PLA) are acceptable in lieu of most General Education requirements. Exceptions include, but are not limited to, College Writing I (ENG 0160) and College Writing II (ENG 0170). Students should consult with their academic advisor about maximizing credits for transfer credits, credits by examination and prior learning.

**COLLEGE WRITING REQUIREMENTS**

To best prepare students to succeed in Rosemont's accelerated adult undergraduate tracks and programs, all of which are writing-intensive, students must fulfill two writing courses, ENG 0160 College Writing I and ENG 0170 College Writing II, prior to taking any further coursework at Rosemont.

- ENG 0160 Composition and Critical Thought

This course prepares students to practice the basic writing skills expected of students enrolled in all further undergraduate professional studies courses at Rosemont College.

- ENG 0170 Writing and Research

This course continues to provide students with instruction in academic writing, research resources, and the construction of an academic argument.

The School of Professional Studies requires all students to use APA style in all written assignments for all undergraduate courses.

**COURSES FULFILLING GENERAL EDUCATION REQUIREMENTS**

The chart that follows lists all courses that can be taken to satisfy General Education requirements. No one General Education listing may be used to fulfill more than one General Education requirement.

The conferral of the Associate of Arts (A.A.) Degree or the Associate of Science (A.S.) Degree from the School of Graduate & Professional Studies requires the completion of a minimum of 60 credits including 33 credits in the following academic areas:

1. Academic Success Strategies (3 credits)
2. College Writing (6 credits)
3. Arts, Creative Expression, Literature, or Language, (3 credits)
4. Communication (3 credits)
5. Global Awareness (3 credits)
6. Problem Solving & Critical Thinking (3 credits)
7. Humanities (3 credits)
8. Religious Studies or Ethics (3 credits)
9. Social Science (3 credits)
10. Science & Sustainability (3 credits)

The conferral of the Bachelor of Arts (B.A.) Degree or the Bachelor of Science (B.S.) Degree from the School of Graduate & Professional Studies requires the completion of a minimum of 120 credits including 42 credits in the following academic areas:

1. Academic Success Strategies (3 credits) \*
2. College Writing (6 credits)
3. Arts, Creative Expression, Literature, or Language (3 credits)
4. Communication (3 credits)



5. Global Awareness (3 credits)
  6. Problem Solving & Critical Thinking (3 credits)
  7. Humanities (6 credits)
  8. Multiculturalism/Gender
  9. Religious Studies or Ethics (3 credits)
  10. Social Science (6 credits)
  11. Science & Sustainability (3 Credits)
- (\* transfer students may substitute with any elective course within the General Education curriculum).

The following general education areas and courses are designated as approved to satisfy the academic areas required to fulfill the undergraduate general education requirements from within the current catalog of the School of Graduate and Professional Studies, however this is not an exhaustive list of courses that may be applied to a student's plan of study to meet the general education requirements. Students should consult their academic advisor and their plan of study before registering.

#### **Academic Success Strategies**

- ADS 0100 Academic Success Strategies
- CRJ 0125 Learning and Success Strategies for the CJ Professional

#### **College Writing**

To best prepare students to succeed in Rosemont's accelerated adult undergraduate tracks and programs, all of which are writing-intensive, students must fulfill two writing courses:

- ENG 0160 College Writing I
- ENG 0170 College Writing II

Any equivalent course from another accredited institution completed prior to admission to Rosemont College may satisfy this requirement provided that the course meets the transfer of credit requirements set forth in the Academic Catalog.

#### **Arts, Creative Expression, Literature, or Language**

Liberal Arts courses in Art, Literature (200 level or higher), Language, Creative Writing, or Music that further develop a student's understanding of the creative process and the use of their imagination in expressing their human experience to meet this requirement with the approval of their academic program director or the SGPS Dean.

Any following SGPS courses may be applied to a student's plan of study to satisfy the Arts, Creative Expression, Literature, or Language general education requirement:

- AFS 0220 The New Jim Crow
- ART 0200 Understanding Art & Design
- ART 0225 Website Design
- ART 0235 Hands on Art and Imagery
- ART 0250 Cell Phone Photography
- MUS 0220 Music Appreciation

#### **Communication (3 credits)**

Courses in this area emphasizes the development of a student's writing and speaking skills including the ability to generate, explore, organize, and convey ideas clearly, confidently, and in a professional manner appropriate to specific communication situations. Courses that demonstrate the use of effective verbal, nonverbal, and visual skills may be used to meet this requirement with the approval of their academic program director or the SGPS Dean.

Any of following SGPS courses may be applied to a student's plan of study to satisfy the Communication general education requirement:

- COM 0210 Speech Communication
- COM 0285 Communications: Theories and Strategies
- COM 0400 Intercultural Communication

- COM 0410 Critical Thinking and Writing
- COM 0418 Organizational Communication
- COM 0485 Positional Bargaining
- CRJ 0305 Police Techniques: Interviewing and Interrogation
- COM 0418 Organizational Communication

### **Global Awareness**

Courses in the Global Awareness area develop a student's commitment to building a cross-cultural community through the understanding and recognition of the importance of diversity in a global society. Courses that create a self-awareness of our roles as both global citizens and leaders connected through intercultural relationships in the creative arts, civics, current events, economics, immigration, social justice, or word issues may be used to meet this requirement with the approval of their academic program director or the SGPS Dean.

Any of following SGPS courses may be applied to a student's plan of study to satisfy the Global Awareness general education requirement:

- AFS 0100 Introduction to Africana Studies
- AFS 0110 We Were Kings and Queens
- AFS 0150 The Atlantic Slave Trade
- AFS 0200 The Black Experience
- AFS 0210 Black Contributions to the Development of the United States
- AFS 0220 The New Jim Crow
- AFS 0250 Social Responsibility in Eliminating Systemic Racism
- AFS 0300 Special Topics in Africana Studies
- BUS 0451 Diversity in the Workplace
- BUS 0456 Building & Managing a Diverse Workplace
- BUS 0458 International Business Law
- BUS 0470 Global Seminar
- BUS 0475 International Economics
- CRJ 0215 Diversity & the Law (non-CJ Majors)

- CRJ 0280 Understanding Terrorism
- ECO 0320 Principles of Macroeconomics
- HUM 0225 Immigration: Current Issues
- PSY 3040 Cultural Psychology
- PSY 4010 International Psychology
- RST 0124 World Religions
- RST 0227 What is Buddhism?

### **Problem Solving & Critical Thinking**

Courses in this area emphasize the use of cognitive skills in logical problem solving and critical thinking using both theory and practical application to research and evaluate information, analyze problems, formulate conclusions, and effectively communicate results. Courses using information literacy, logical reasoning, mathematical reasoning, research skill, or the scientific method may be used to meet this requirement with the approval of their academic program director or the SGPS Dean.

Any of following SGPS courses may be applied to a student's plan of study to satisfy the Problem Solving & Critical Thinking general education requirement:

- BUS 0200 Personal Finance
- BUS 0215 Principles of Budget and Finance
- BUS 0305 Introduction to Finance
- BUS 0430 Corporate Financial Policies
- COM 0410 Critical Thinking and Writing
- COM 0485 Positional Bargaining
- CRJ 0310 Statistical Analysis & CJS
- CRJ 0415 Command & Control
- FIN 0320 Investment Analysis
- LDS 0360 Leadership Decision Process
- PHI R250 Intro to Philosophy
- PHI 0380 Philosophy of Straight Thinking
- PSY 2001 Statistical Methods for Behavioral Sciences

### **Humanities**

Courses in this area examine human culture and expression from around the world in a through historical lens of cultural, intellectual,

or aesthetic studies (archaeology, anthropology, art, art history, fine arts, history, humanism, music, language, literature, and philosophy). Courses that help students explore, analyze, and understand the human condition contributes to personal growth and well-being may be used to meet this requirement with the approval of their academic program director or the SGPS Dean.

Any of following SGPS courses may be applied to a student's plan of study to satisfy the Humanities general education requirement:

- AFS 0100 Introduction to Africana Studies
- AFS 0110 We Were Kings and Queens
- AFS 0150 The Atlantic Slave Trade
- AFS 0200 The Black Experience
- AFS 0210 Black Contributions to the Development of the United States
- AFS 0220 The New Jim Crow
- AFS 0250 Social Responsibility in Eliminating Systemic Racism
- AFS 0300 Special Topics in Africana Studies
- BUS 0470 Global Seminar
- COM 0400 Intercultural Communications
- CRJ 0340 Forensic Anthropology
- HIS 0299 History of the Middle East: Islam
- HUM 0220 Cultural Critique through Film
- HUM 0225 Immigration: Current Issues
- LDS 0300 Foundations of Leadership
- MUS 0220 Music Appreciation
- PHI 0380 Philosophy of Straight Thinking
- PHI R250 Introduction to Philosophy
- PHI R360 Ethics
- PSC 0390 Religion & Politics
- RST 0335 Religion & Social Change

### **Multiculturalism/Gender**

The Multiculturalism/Gender area broadens a student's exposure to ways of thinking about how to understand diverse perspectives and more effectively interact with people from different backgrounds, cultures, and gender in today's society. Courses that emphasize knowledge of the cultural and structural forces that influence individual perspectives

and biases on discrimination based on race, ethnicity, language, religion, class, ability, nationality, sexuality, or gender may be used to meet this requirement with the approval of their academic program director or the SGPS Dean.

Any of following SGPS courses may be applied to a student's plan of study to satisfy the Multiculturalism/Gender general education requirement:

- AFS 0100 Introduction to Africana Studies
- AFS 0110 We Were Kings and Queens
- AFS 0150 The Atlantic Slave Trade
- AFS 0200 The Black Experience
- AFS 0210 Black Contributions to the Development of the United States
- AFS 0220 The New Jim Crow
- AFS 0250 Social Responsibility in Eliminating Systemic Racism
- AFS 0300 Special Topics in Africana Studies
- BUS 0451 Diversity in the Workplace
- BUS 0456 Building & Managing a Diverse Workplace
- BUS 0470 Global Seminar
- CRJ 0215 Diversity & the Law
- CRJ 0290 Women & Criminal Justice
- HUM 0220 Cultural Critique through Film
- HUM 0225 Immigration: Current Issues
- LDS 0340 Multicultural Issues in Leadership
- PSY 3040 Cultural Psychology
- PSY 4005 Psychology of Gender
- PSY 3040 Cultural Psychology
- RST 0227 What is Buddhism?
- RST 0228 What is Judaism?
- RST 0229 What is Islam?
- RST 0246 Interreligious Dialogue
- RST 0335 Religion & Social Change

### **Religious Studies/ Ethics**

Courses in the Religious Studies and Ethics area introduces students to practical methods in the critical and scholarly evaluation, interpretation, and the richness and depth of religious and ethics studies in a systematic approach that explores different perspectives,

relevant issues, and guides students in formulating personal viewpoints. Courses in ethics or religious studies, that reflects Rosemont College's values in the trust in and reverence for the dignity of each person and the ability to make reasoned moral decisions may be used to meet this requirement with the approval of their academic program director or the SGPS Dean.

Any of following SGPS courses may be applied to a student's plan of study to satisfy the Religious Studies and Ethics general education requirement:

- AFS 0250 Social Responsibility in Eliminating Systemic Racism
- BUS 0495 Ethical Decision Making in Business
- HIS 0299 History of the Middle East: Islam
- PHI R360 Ethics
- PSC 0390 Religion & Politics
- RST 0122 Religion in America
- RST 0124 World Religions
- RST 0200 Catholic Intellectual Tradition
- RST 0227 What is Buddhism?
- RST 0228 What is Judaism?
- RST 0229 What is Islam?
- RST 0233 Catholic Social Justice Tradition
- RST 0246 Interreligious Dialogue
- RST 0250 Christian Ethics
- RST 0335 Religion & Social Change

### **Social Science (6 Credits)**

The Social Science area engages students in a range of interconnected academic disciplines including economics, history, political science, sociology, and psychology that explore the cause and effect of the cultural and social context of human activities, behavior, and decision making. Courses that employ a systematic method of inquiry into human behavior and provides an understanding of the systems that humans create may be used to meet this requirement with the approval of their academic program director or the SGPS Dean.

Any of following SGPS courses may be applied to a student's plan of study to satisfy the Social Science general education requirement:

- CRJ 0230 Drugs, Crimes, and Society
- CRJ 0245 Criminology (non-CJ majors)
- CRJ 0499 Abnormal Psychology
- CRJ 0340 Forensic Anthropology
- PSC 0390 Religion & Politics
- PSY 1001 Introduction to Psychology
- PSY 2010 Developmental Psychology
- SOC 0225 Introduction to Sociology

### **Science & Sustainability**

The Science and Sustainability area emphasizes the skills needed to conduct a rational search for understanding the structure and behavior of the natural world (biological, chemical, earth /environmental, physical sciences) and the Rosemont College value of providing care for the Earth as our common home. Courses that employ the natural, physical, environmental sciences, scientific development and the impact on society, and environmental sustainability may be used to meet this requirement with the approval of their academic program director or the SGPS Dean.

Any of following SGPS courses may be applied to a student's plan of study to satisfy the Science and Sustainability general education requirement:

- CRJ 0360 Criminalistics: CSI
- CRJ 0440 Energetic Materials/ WMD
- SUS 0230 Introduction to Sustainability
- SUS 0240 The Diversity of Life
- SUS 0250 Environment and Society
- SUS 0260 Green Business
- SUS 0270 Urban Ecology

## MAJORS, MINORS, CONCENTRATIONS, AND CERTIFICATES

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### Undergraduate College

#### MAJORS

Majors generally consist of 33 to 45 credits in a particular discipline. The exceptions are the Bachelor of Science degree in Education (63-69 credits plus student teaching) and the Bachelor of Fine Arts degree in Studio Art which requires 76 credits. Currently, the Undergraduate College offers majors in the following disciplines:

- B.A., Art, History of Art
- B.A., Art, Studio Art & Design
  - Concentrations in:
    - Pre-Art Therapy
  - Certification in:
    - Art Education PK-12
  - Post-Baccalaureate Certification in:
    - Art Education PK-12
- B.F.A., Art, Studio Art & Design
  - Concentrations in:
    - Graphic Design
    - Studio Art
  - Post-Baccalaureate Certification in:
    - Art Education PK-12
- B.A., Biology
  - Concentrations in:
    - Environmental Science
    - Pre-Health
  - Teaching Certification 7-12
  - Post-Baccalaureate Certificates in Pre-Health
- B.S., Business-Accounting
  - Four Plus One Program
    - MBA
    - MS Healthcare Admin
    - MS Strategic Leadership
- B.S., Business-Finance
  - Four Plus One Program
    - MBA
    - MS Healthcare Admin
    - MS Strategic Leadership
- B.S., Business-International Business
  - Four Plus One Program
    - MBA
    - MS Healthcare Admin
    - MS Strategic Leadership
- B.S., Business-Management
  - Four Plus One Program
    - MBA
    - MS Healthcare Admin
    - MS Strategic Leadership
- B.S., Business-Marketing
  - Four Plus One Program
    - MBA
    - MS Healthcare Admin
    - MS Strategic Leadership
- B.S., Business-Sport Management
  - Four Plus One Program
    - MBA
    - MS Healthcare Admin
    - MS Strategic Leadership
- B.A., Biology
  - Concentrations in:
    - Environmental Science
    - Pre-Health
  - Teaching Certification 7-12
  - Post-Baccalaureate Certificates in Pre-Health
- B.A., Chemistry
  - Teaching Certification 7-12
- B.A., Communications, New Media
  - Dual Degree Programs
    - M.A., Publishing
    - MFA, Creative Writing
- B.S., Criminology
- B.S., Elementary Education
  - Certifications in:
    - Grades PK-4
    - Grades PK-4 with Grades PK-12 Special Education (Dual Certification)
- B.A., English
  - Concentrations in:
    - English Literature
    - Writing
  - Teaching Certification 7-12
  - Four Plus One Programs
    - M.A., Publishing
    - MFA, Creative Writing
- B.A., English & Communication
  - Four Plus One Programs
    - M.A., Publishing
    - MFA, Creative Writing
- B.A., Environmental Studies
- B.A., History
  - Teaching Certification 7-12
- B.A., Mathematics
  - Teaching Certification 7-12

- B.A., Spanish
  - Teaching Certification PK-12
- B.A., Philosophy
- B.A., Political Science
- B.A., Psychology
  - Four Plus One Program
    - M.A., Counseling
- B.A., Sociology
- B.S., Sociology
  - Concentrations in:
    - Deaf Studies Track
    - Forensic Sociology/Criminology
    - Applied Sociology/Sociological Practice/Clinical Sociology
- B.A., Theology & Religious Studies

- Philosophy
- Political Science
- Political Science – International Relations
- Political Science – pre-Law
- Psychology
- Sociology
- Spanish
- Theater
- Theology and Religious Studies
- Women’s Gender and Sexuality Studies

Under certain conditions, a student may have a minor field designated on his/her Rosemont transcript. Candidates for the minor select 21-24 credits above the introductory level in a discipline. These courses are chosen from the courses listed in the Academic Offerings section of this catalog for approved minors. A minimum of a 2.000 grade point average in the minor is required.

NOTE: If a student is majoring in two disciplines that carry different designations, e.g. English and Business, the student will have to select the degree (Bachelor of Arts, Bachelor of Science or Bachelor of Fine Arts) to appear on his/her diploma. Majors will be recorded on the student’s transcript but do not appear on the diploma.

**CONCENTRATION**

A concentration consists of at least twelve credits in a particular area of study within a major. Currently, the Undergraduate College offers the following Concentrations:

- Writing

A minimum 3.00 cumulative grade point average is required to complete the concentration.

**MINORS**

Minors generally consist of six to eight courses in a particular discipline or in an interdisciplinary program of study. Currently, the Undergraduate College offers the following Minors:

**CERTIFICATIONS**

Currently the Undergraduate College offers the following programs leading to certification by the Pennsylvania Department of Education:

- Africana and Black Studies
- Art – History of Art
- Art – Studio Art and Design
- Biology
- Biology – Environmental Science Track
- Biochemistry
- Business – Accounting
- Business – Finance
- Business – International Business
- Business – Management
- Business – Marketing
- Business – Sport Management
- Chemistry
- Communication
- Documentary Storytelling
- English
- Ethics and Leadership
- History
- Mathematics

- Elementary Education PK-4
- Elementary Education PK-4 with PK-12 Special Education
- Art Education PK-12
- Spanish PK-12
- Secondary Education, grades 7-12:
  - Biology
  - Chemistry
  - English
  - Social Studies
  - Mathematics
- Post-Baccalaureate Pre-Medical Certification

Note: The number of credits required varies, depending on the specific certifications sought and the related courses taken by the student.

Furthermore, ALL certificates issued by the Pennsylvania Department of Education require that candidates maintain a minimum cumulative GPA of 3.0, complete a minimum of 125 hours of field experience and 14 weeks of student teaching, and pass all required PRAXIS/PECT tests.

### School of Professional and Graduate Studies

#### Professional Studies Undergraduate Majors

- B.A., Applied Psychology
- A.S., Business Administration
- B.S., Business Administration
  - Concentrations in:
    - Business Communications
    - Leadership Studies
    - Organizational Development
- A.S., Criminal Justice
- B.S., Criminal Justice
  - Concentrations in:
    - Forensics
    - Law Enforcement
    - Homeland Security
    - Social Services
- B.S., Global Cybersecurity
- B.A., Integrated Studies
- B.S., Integrated Studies
- B.A., Writing Studies

#### Graduate Majors

- M.B.A., Master in Business Administration
  - Certificates in:
    - Entrepreneurship
    - Healthcare Administration
    - Homeland Security and Emergency Management
    - Human Resources Management
    - Strategic Leadership
- M.A., Counseling
  - Concentrations in:
    - Clinical Mental Health Counseling
    - School Counseling
- M.F.A., Creative Writing
  - Double Degree
    - M.F.A. in Creative Writing/M.A. in Publishing
- M.A., Education
  - Certification in:

- PK-4 Teacher Certification
- M.A., Literacy
  - Certification in:
    - PK-12 Reading Specialist Certification
- M.A., Educational Leadership
  - Certification in:
    - PK-12 Principal Certification
- M.S., Global Cybersecurity
- M.S., Healthcare Administration
  - Certificates in:
    - Entrepreneurship
    - Strategic Leadership
    - Business Administration
- M.Ed., Higher Education and Student Affairs Administration
- M.A., Homeland Security & Emergency Management
  - Certificates in:
    - Information Security Essentials
    - Cyber Security Operations
    - Software Security
    - Forensic Psychology
- M.A., Publishing
  - Double Degree
    - M.F.A. in Creative Writing/M.A. in Publishing
- M.S., Strategic Leadership

#### POST BACCALAUREATE CERTIFICATIONS

- PK-12 English Language Learners
- PK-12 Reading Certification
- PK-12 Principal Certification
- PK-4 Teacher Certification

#### POST BACCALAUREATE CERTIFICATES

- Cybersecurity: Information Security Essentials
- Cybersecurity: Security Operations
- Cybersecurity: Software Security
- Entrepreneurship
- Forensic Psychology (Non-Clinical)
- Healthcare Administration
- Homeland Security and Emergency Management
- Human Resources Management
- Novel Writing
- Strategic Leadership

## **ADDITIONAL DEGREE OPTIONS**

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### **Second Degree Students**

Students seeking a second baccalaureate degree, who already possess a baccalaureate degree from a regionally accredited college or university (i.e. Middle States Commission on Higher Education), are required to complete major requirements in the academic area of the second degree, but are not required fulfilling core requirements a second time. Students should note, however, that some majors require courses outside of their discipline as part of the program of study. If a student has not previously taken a required supporting course, the student will need to do so as part of their program of study at Rosemont towards the second degree. A maximum of 90 credits from the prior degree may be accepted as credit towards the Rosemont degree.

Majors in the Undergraduate College typically range from 33 to 45 credits. At least 30 credits in the major must be taken at Rosemont College. The exceptions are the B.S. in Elementary Education (63-69 credits) and the B.F.A. in Studio Art which requires 76 credits. At least half the credits for these majors must be taken at Rosemont College. Most degrees require 120 credits with the exception of the Bachelors of Fine Arts which requires at least 126 credits.

Applications for entering Rosemont under this program should be made through the Office of Admissions, Undergraduate College (610-527 0200 Ext. 2966 or 1-888-2-ROSEMONT).

Advising for this program is initially done through the Student Academic Support Center.

### **4 + 4 Programs with Philadelphia College of Osteopathic Medicine**

Rosemont College has a joint program with Philadelphia College of Osteopathic Medicine ("PCOM") that allows up to three students per year from Rosemont College to be admitted to the Doctor of Osteopathic Medicine Program provided said students have successfully completed their undergraduate prerequisites for medical school at Rosemont College and fulfilled the admission requirements for PCOM.

The Affiliated PCOM-Rosemont College Education curriculum is a Traditional Academic Program (4+4)

that requires the student to successfully complete four years of medical school education at PCOM. Students complete all requirements for the Bachelor of Science Degree and enter PCOM following their senior year at Rosemont College. Applicants will be accepted into the Program if they satisfy the eligibility requirements, are recommended for admission by the Rosemont Pre-Health advisors, and are interviewed and accepted by PCOM's Faculty Committee on Admissions.

Rosemont College submits a list of students who have indicated their intent to apply for enrollment in the Program during their sophomore year. The Rosemont Pre-Health advisors review all applicants to the Program. All applicants must satisfy the eligibility requirements set forth in the agreement signed by PCOM and Rosemont College. For admission to the 4+4 Program at PCOM the student must have:

Completed all course requirements as listed in PCOM's catalogue.

Have earned a GPA of at least 3.5 through the end of the junior year at Rosemont College

Take the MCAT and earn a minimum score of the fiftieth percentile (126) in each section of the MCAT

Submit an application to PCOM through AACOMAS no later than October 31st of their senior year, submit a letter from an Osteopathic Physician and are interviewed and accepted by PCOM's Faculty Committee on Admissions.

The Rosemont Pre-Health Advisors will select candidates to be interviewed for acceptance into the Program. Final decisions on admission will be made by PCOM's Faculty Committee on Admissions after receiving the recommendation of Pre-Health Advisors and the candidate has had a formal PCOM interview.

### **Admissions Process**

Interviews: In September of each year, the Joint Committee will select candidates to be interviewed for acceptance into the Program. No applicant whose application is incomplete will be considered for an interview.



Final Decision on Admission: The final decision on admission to the Program shall be made by the PCOM's Faculty Committee on Admissions after receiving the recommendation of the Pre-Health Advisors and the candidate has had a formal PCOM interview. Final decisions for admission in the 4+4 program will be made no later than June of the year in which the application is submitted for the term beginning the following August.

#### **4 + 1 Program with Drexel University College of Nursing Accelerated Career Entry (ACE) BSN**

Rosemont College has a joint program with Drexel University College of Nursing that allows ten students per year that have earned a bachelor's degree from Rosemont College to be admitted to the 11-month Accelerated Career Entry program at Drexel University and earn a BSN.

Admission Requirements:

- Candidates must have a bachelor's degree from Rosemont College with a 3.0 overall GPA
- Candidates must not have a grade of C or below on the science prerequisites or prior nursing courses
- Accepted students must complete all prerequisites at least 2 months prior matriculation

#### **3 + 4 Program with USciences Doctor of Pharmacy (Pharm.D.)**

Rosemont College has a joint program with the USciences that allows five students per year to earn both a Bachelors of Arts (B.A.) degree from Rosemont and the Doctor of Pharmacy (Pharm.D.) degree at USciences in 7 years after graduation from high school. Eligible students may spend the first 3 years at Rosemont and then matriculate to USciences for the four professional years of the Pharm.D. program. Students will receive the B.A. degree in Biology from Rosemont upon successful completion of all requirements while matriculated at USciences.

For admission into the program students must have completed the following requirements:

- Minimum PCAT composite score of 25
- Completion of required pre-professional work with a grade of C or better

- Minimum cumulative GPA of 3.5 and a minimum natural science/math GPA of 3.0
- Evidence of having shadowed a pharmacist for a minimum of 40 hours

Successful candidates will apply via the online Pharmacy College Application Service (PharmCAS) and have a personal interview with a Philadelphia College of Pharmacy faculty. A decision is normally made after completion of the 5th semester at Rosemont.

#### **3 + 3 Program with USciences Doctor of Physical Therapy (DPT)**

Rosemont College has a joint program with the USciences that allows students to earn both a Bachelors of Arts (B.A.) degree from Rosemont and the Doctor of Physical Therapy (DPT) degree at USciences in 6 years after graduation from high school. Eligible students may spend the first 3 years at Rosemont and then matriculate to USciences for the three professional years of the DPT program. Students will receive the B.A. degree in Biology from Rosemont upon successful completion of all requirements while matriculated at USciences.

For admission into the program students must have completed the following requirements:

- Completion of required pre-professional work with a grade of C or better
- Minimum cumulative GPA of 3.0 and a minimum natural science/math GPA of 3.0

Successful candidates will apply directly to USciences by submitting the appropriate forms. USciences decision is normally made after review of all documents.

#### **Salus University Programs (Six Master's Degrees and Doctoral Degrees)**

This partnership enables you to apply for an advanced degree from Salus University upon completion of a bachelor's degree from Rosemont.

The Salus programs either guarantee you an interview or a reserved seat as a Rosemont student, if you meet the admission and prerequisite requirements of the program you are interested in. The partnership agreements include:

1. Master of Education, Blindness and Visual Impairment (TVI)
2. Master of Science, Low Vision Rehabilitation (LVR)

3. Master of Science, Occupational Therapy (MSOT)
4. Master of Science, Orientation and Mobility (O&M)
5. Master of Science, Vision Rehabilitation Therapy (VRT)
6. Physician Assistant (MMS)
7. Doctor of Audiology (AuD) On-Campus Program
8. Doctor of Optometry 3+4 (OD)
9. Doctor of Optometry 4+4 (OD) Traditional Program

### **Rosemont College Post Baccalaureate Pre-Medical Program**

Rosemont College's Post Baccalaureate Pre-medical program is designed to prepare students to enter graduate or professional school programs in the health care fields. This program serves two groups of students: Career Changers and/or Record Enhancers. All applicants must have a Bachelor's degree to be admitted to the program.

#### **Career Changer Program**

This program is ideal for students who have not yet taken the science courses necessary for graduate or professional school programs in medicine, dentistry, physical therapy, physician assistant or any other professional health program. Students will be able to take the necessary courses to prepare for the entrance examinations and apply to the respective programs. In order to receive the certificate, students must take a minimum of 28 credits of the course requirements in science and related fields at Rosemont College. The time needed to complete the program approximates 20 months. Students are encouraged to take their time and move at their own pace so that they can do as well as possible in preparation for the professional examinations. Students must maintain a 3.0 GPA for any courses taken at Rosemont College.

Students should review the specific admissions requirements to the schools they will be applying in order to determine any additional requirements they should take prior to applying to those professional programs.

#### **Record Enhancer Program**

This program allows students who have previously taken science courses to retake those in which they desire to improve their GPA and also to prepare for the entrance examinations. Students may choose

which courses they need to take to improve their record.

Rosemont College provides small class sizes and individual attention by experienced professors in each of the subject areas. Students in the Post Baccalaureate Pre-medical program receive one-on-one advising throughout the program of study, assistance with course selection and professional school applications. Students who successfully complete the program will receive a letter of recommendation to include in their application to professional and /or graduate school.

Students have the opportunity to do research with Rosemont College faculty or faculty at an affiliated institution. Students may also do volunteer work with local medical facilities.

Rosemont College also offers a one credit MCAT Review course to all pre-health and Post Baccalaureate students.

#### **Three-Year Bachelor's Degree Program**

Rosemont College's three-year bachelor's degree is a unique opportunity for highly motivated and academically prepared students who are focused on a specific major. Faculty advisors customize a degree plan to include any advanced placement or other college-level work they have already completed and to make sure they get the most well-rounded and comprehensive liberal arts education possible.

Majors participating in the Three-year Bachelor's Degree Program include:

- Accounting
- Biology
- Chemistry
- English
- Finance
- History
- International Business
- Management
- Marketing
- Political Science
- Psychology
- Sociology
- Sport Management

Candidates for the three-year program are required to have a minimum high school GPA of 3.50.

Students participating in the three-year program will take fifteen credits in their first semester, eighteen credits in subsequent semesters, and attend two summer sessions after the first and second years (unless transferring AP/IB credits or other college credits eliminating one or both summer sessions). Students must maintain a 3.0 GPA each semester in order to remain in the program.

### **Enrichment Credits**

Recognizing that there exist many cultural and educational activities that are not part of conventional course offerings, but which nonetheless enhance the student's academic experience, Rosemont offers a number of enrichment credit options. Students are eligible to take such enrichment courses for 1 to 3 credits. Past offerings have included courses such as film editing, leadership, advising, and musical performance. Publication editors are also eligible to receive enrichment credits.

### **Cross Registration**

Undergraduate College/School of Graduate and Professional Studies Cross Registration Policy

Full-time matriculated students in the Undergraduate College (UC) may register for courses in the School of Graduate and Professional Studies (SGPS) provided that they meet the conditions outlined below:

### **Undergraduate Accelerated Courses**

Students who have permission of their undergraduate faculty advisor and the UC and SGPS Academic Deans may register for SGPS undergraduate accelerated classes not available in the UC.

Students are permitted to take a maximum of two (2) courses in SGPS during their time in the UC without incurring additional tuition cost. Students are not permitted to take more than one (1) course per accelerated session.

Students must follow all registration procedures as set forth by the policy on SGPS Transfer Credits.

### **Graduate Courses**

Students enrolled in a Four Plus One program can begin taking courses in the Graduate School during their Junior and/or Senior year in the Undergraduate College. Twelve (12) credits taken in the Graduate School will be counted towards the student's

baccalaureate degree. See specific programs for details.

Students who have not been admitted to a Four Plus One program may begin their graduate coursework while simultaneously completing their baccalaureate degree. Such students must have an overall GPA of at least 3.00 (on a 4.00 point scale) and may register for a maximum of two Graduate courses during their senior year. Note, students must have obtained a grade of B or higher in any/all prerequisite courses. These courses must be selected in consultation with the student's UC academic advisor, and the appropriate program director of SGPS. Graduate courses will count only towards the master's degree and not towards completion of the baccalaureate degree. Separate SGPS tuition fees will be charged.

### **Inter-Institutional Programs**

#### **Taking Courses at Other Institutions after Matriculation**

Rosemont College has developed inter-institutional cooperative agreements with other institutions of higher education, particularly the Southeastern Pennsylvania Consortium for Higher Education (SEPCHE) schools, and Eastern University. Under these agreements, students at each institution may take courses at the other institutions. A student is limited to no more than one course each semester, if the course or its equivalent is not offered at Rosemont in the same semester. The exchange is primarily for the purpose of enrichment in course offerings or electives, but in some instances major courses may be taken if approved by the faculty advisor. The quality points and credits earned in these courses will be transferred and will affect the Rosemont student's cumulative grade point average. Inter-institutional programs are not open to students during their first year, and such programs function only in fall and spring semesters.

Rosemont College is a member of SEPCHE which is a consortium of seven independent higher education institutions in the Greater Philadelphia region that engage in a collaborative approach to meet the challenges of higher education and work together to promote quality and efficiency of operations and community outreach, through sharing of a range of multi-functional activities, services, and information. Members of SEPCHE are: Cabrini University, Chestnut Hill College, Gwynedd-Mercy University, Holy Family University, Immaculata University,

Neumann University, and Rosemont College. More information on SEPCHE, and individual academic calendars, can be found at [www.SEPCHE.org](http://www.SEPCHE.org) or by calling 610-902-8408. Rosemont College full-time undergraduate matriculated students, paying full-time tuition, may register for up to two undergraduate courses each year at any SEPCHE member institution. This cross-registration program is designed to provide increased educational opportunities for students enrolled at any member institution by giving students the option to take courses that are not offered at the home campus and to experience the varied and diverse resources on member campuses across the Delaware Valley.

A student must have completed at least one year as a full-time student at his/her home campus before taking courses through the SEPCHE cross-registration program. Courses may not be taken at a member institution if that course or its equivalent is offered by the home institution in the same semester. No tuition or fees will be charged by the host institution, except for special or extra fees that are part of the courses taken, such as lab fees. The cross-registration does not apply to accelerated or weekend courses, independent study, tutorials, internships, practicum, field experience, student teaching, or to per-credit-hour or graduate courses.

Rosemont students enrolled in courses at SEPCHE institutions are subject to the calendar, schedule, and regulations of these institutions. It is the student's responsibility to learn these regulations. Course schedules of these institutions may be obtained in the Office of the Registrar during the pre-registration period. On issues of academic honesty, policies of the host institution will prevail.

### **Bachelor's/Master's Option**

#### **4 Plus 1 Application Process and Procedures**

4 Plus 1 programs allow current undergraduate Rosemont students to begin taking graduate courses as early as their junior year and to transfer seamlessly to Rosemont's School of Graduate and Professional Studies. After an application process and formal acceptance to the program, students can complete their bachelor's and master's degrees in as few as five years (some programs include an additional year)\* in:

- Creative Writing\*
- Healthcare
- MBA

- Publishing\*
- Strategic Leadership Administration

### **Eligibility**

- Second-semester sophomore status
- Transfer student with higher than sophomore status who has completed at least two semesters at Rosemont
- GPA 3.0, with no grade less than C
- Approval from their undergraduate academic advisor to begin application process
- Application Process
- Statement of Purpose written by the applicant
- Approval/Letter of Recommendation form from their academic advisor
- Writing Sample (MFA and Publishing)
- Resume (MBA and Publishing)
- Interview (at graduate program directors' discretion)

4 Plus 1 applications are processed through Graduate Admissions and admission is granted by the Graduate Program Director, and the UC and SGPS Academic Deans.

### **Registration Process**

Accepted students may register for classes with the approval of the Graduate Program Director and their Undergraduate Academic Advisor. Students will complete the manual registration form with signatures from their Academic Advisor and Graduate Program Director, and undergraduate and graduate deans and submit it to the Registrar for each graduate course taken during their undergraduate career. Upon completion of student's baccalaureate degrees, the students may register for graduate courses with assistance from Student Services or the Graduate Program Director.

- Acceptance Process
- Acceptance letter
- Acceptance e-mail
- Maintaining Eligibility

Students must maintain at least a 3.0 GPA in both their graduate and undergraduate courses to maintain 4 Plus 1 status as tracked by the undergraduate academic advisor and graduate program director.

### **Time to Completion**

All programs are designed to be completed in 5 years or less with the exception of Counseling which can be completed in as few as 6 years. Once admitted to the graduate program, undergraduate students can take no more than one (1) graduate course per semester beginning their junior year (no more than twelve (12) graduate credits may be applied to undergraduate degree requirements). Students may take graduate courses during the graduate summer semester. Students will complete their baccalaureate degree within four years and may continue in the graduate college in the summer semester immediately following graduation.

### **4 Plus 1 Timeline:**

MFA in Creative Writing, MA in Publishing, MBA, MS in Strategic Leadership, MS in Healthcare Administration.

Undergraduate Career:

- 12 graduate credit hours

Graduate Summer Semester:

- 6 graduate credit hours

Graduate Fall Semester:

- 9 graduate credit hours

Graduate Spring Semester:

- 9 graduate credit hours

TOTAL: 36 graduate credit hours

### **4 Plus 2 Dual Degree BA Psychology/MA Counseling**

- Prior to approval for admission into the 4 Plus 2, undergraduate students within the Psychology Program will complete a service-learning experience during their senior year to help promote student maturity as they progress into the Graduate Counseling Program. Service-learning experiences can be scheduled through the Office of Career Services
- To be admitted to the 4 Plus 2 Program students must maintain at least a 3.30 G.P.A. in major specific coursework as well as a cumulative G.P.A. In accordance with the student assessment and evaluation process within the Graduate Counseling Program, students within the 4 Plus 2 Program will be continually monitored and

evaluated by the Academic Unit Leader of the Graduate Counseling program to determine whether the student is meeting program requirements, i.e. academic grades and professional dispositions.

- Students who apply and are accepted into the 4 Plus 2 Program may start enrolling in graduate coursework during their junior year. These students will be permitted to enroll in one (1) graduate level course per semester for a total of four (4) graduate level courses prior to being fully matriculated into the Graduate Counseling Program.
- Coursework that will be made available to 4 Plus 2 Program students during their undergraduate program will include the following (in order of priority): (1) CNS 5999 Counseling Theory and Practice, (2) CNS 6010 Counseling Skills and Techniques, (3) CNS 6002 Group Dynamics and Strategies, (4) CNS 6040 Legal and Ethical Issues in Professional Practice / CNS 6043 Legal and Ethical Issues in Schools (depending on area of concentration).
- To initiate the application process, the student communicates their interest to the Chair of the Undergraduate Psychology program who provides information regarding the program/responds to questions. Once the student is deemed eligible by meeting the requirements (now in their junior year), the student completes the Declaration of Intent to Pursue 4 Plus 2. The Chair of the Undergraduate Psychology program chooses to approve/deny the request. With approval, he co-signs the Declaration of Intent Form and directs the student to schedule a meeting with the Academic Unit Leader of the Graduate Counseling Program. After a formal interview with the student, the Academic Unit Leader of the Graduate Counseling program chooses to approve/deny the request. With approval, he co-signs the

form and submits to the registrar for processing.

**Admission Requirements:**

Prior to approval for admission into the 4 Plus 2 Program, undergraduate students within the Psychology Program will complete a service-learning experience during their senior year to help promote student maturity as they progress into the Graduate Counseling Program. Service-learning experiences can be scheduled through the Office of Career Services

- To be admitted to the 4 Plus 2 Program students must maintain at least a 3.30 G.P.A. in major-specific coursework as well as a cumulative G.P.A. In accordance with the student assessment and evaluation process within the Graduate Counseling Program, students within the 4 Plus 2 Program will be continually monitored and evaluated by the Graduate Counseling Director to determine whether the student is meeting program requirements, i.e. academic grades and professional dispositions.
- Conditions to maintain program eligibility:
- Students are expected to earn grades of B or higher within all coursework as a 4 Plus 2 program student or a fully matriculated student within the program.
- Students are expected to earn a minimum overall professional disposition score of 30 / 45 for each course registered within each semester

## **COURSES FOR THE PROFESSIONS**

### **Health Fields**

Students preparing to enter a career in the health professions (medicine, dentistry, veterinary medicine, optometry, or other allied health fields) may elect any major, provided all of the minimal entrance requirements of the professional school are met. The Association of American Medical College's suggested minimal requirements for admission are:

- One year of Biology and Laboratories
- One year of Physics and Laboratories
- One year of English
- Two years of Chemistry and Laboratories (including Organic Chemistry)

The following courses meet the minimal requirements:

General Chemistry I (CHE 0142 & 0143), General Chemistry II (CHE 0145 & 0146) Organic Chemistry I (CHE 0230 & 0231), Organic Chemistry II (CHE 0235 & 0236), General Physics I (PHY 0100 and 0103), and General Physics II (PHY 0101 and PHY 0104) ; General Biology I (BIO 0150 & 0151) and General Biology II (BIO 0155 & 0156).

### **Pre-Professional Health Programs**

Although many professional health programs will accept students who have completed only the minimal requirements, Rosemont College recommends that students pursue a biology or chemistry major with additional courses in the sciences to supplement the major. Suggested additions to a major in chemistry for students planning to enroll in a post-baccalaureate program are Human Anatomy and Physiology I and II (BIO 0245 and 0247) (BIO 0250 and 0251), Microbiology (BIO 0200 and 0201), and Molecular Genetics (BIO 0400 and 0401). Suggested additions to the biology major are Biochemistry I and Biochemistry II (CHE 0400 & 0415). Students planning to go to a professional health school should ascertain the specific entrance requirements of the professional

schools to which they intend to apply as well as consult with their faculty advisor.

### **Pre-Law**

A traditional liberal arts program is recognized and sought by law schools. Generally no specific major or set of courses is prescribed for entrance. A student should select a curriculum that enables them to strengthen skills in argument, analysis, and communication. Rosemont does offer a pre-law minor that can be taken with any undergraduate major. Students are encouraged to participate in the Pre-Law Club, to ascertain the specific entrance requirements of the law school to which they intend to apply, and to seek out pre-law faculty advisor(s) early in their academic program.

### **Social Service**

Social service professions can be entered through a wide variety of liberal arts majors, particularly in the fields of social sciences and theology and religious studies. While particular positions frequently require graduate study, many students acquire entry-level positions with a bachelor's degree in conjunction with internship experiences. The Bachelor of Science degree specifically prepares students for social service careers and advanced study in the social service fields. Students interested in such careers should contact their faculty advisor.

### **Communications and Public Relations**

Rosemont has produced a number of accomplished writers and publishers as well as graduates who work in television, radio, and journalism. Many graduates who have entered these fields, or who hold positions in public relations, have done so through a major or minor in English or in Communication. English and Communication offer courses with practical experience and internship opportunities for undergraduate students.

### **Government and Public Administration**

Students preparing for careers in government work and/or public administration usually examine the psychological, social, political, historic, and economic aspects of society. This knowledge is best combined with strong communication and leadership skills.

Exposure to management concepts, philosophy, and computer science may be an asset. Entry into federal positions is by means of the Federal Service Entrance Examination or by political appointment. Rosemont graduates have successfully entered this employment arena through both avenues, as well as positions at the state and local governments.

### **Business Fields**

Large numbers of Rosemont alumni enter the business world in various capacities. While some of these are business majors, others are liberal arts majors whose human relations, writing, and critical thinking skills, combined with broad general knowledge, are avidly sought in the corporate sector. At Rosemont, undergraduate business majors received something they may not even know they need—a business education founded in rigorous liberal–arts education. This combination allows you to grow, adapt, and contribute as a citizen—and to build a successful career.

### **Education**

Current undergraduate majors that offer teacher certification tracks in the Grade 7-12 span are:

Biology, Chemistry, English, History/Social Studies, and Mathematics. Spanish and Studio Art offer certification tracks in the Grade PK-12 span. Students must complete all requirements for the subject area major and take a series of education courses to prepare them to teach at the specific grade spans. Those choosing any of these subject areas will receive a baccalaureate degree in the subject area they choose and be eligible to apply for the specified certification with the Pennsylvania Department of Education (PDE).

The College reserves the right to change any requirements, at any time, in order to comply with Pennsylvania Department of Education requirements.



## **UNDERGRADUATE COLLEGE MAJORS AND MINORS**

- Africana and Black Studies
  - Minor
- Art, History of Art
  - B.A., Bachelor of Arts in History of Art
  - Minor
- Art, Studio Art & Design
  - B.A., Bachelor of Art in Studio Art and Design
  - B.F.A., Bachelor of Fine Art
  - Minor
- Biology
  - B.A., Bachelor of Arts in Biology
  - Minor
- Business
  - B.S., Bachelor of Science in Accounting
  - Minor - Accounting
  - B.S., Bachelor of Science in Finance
  - Minor - Finance
  - B.S., Bachelor of Science in International Business
  - Minor – International Business
  - B.S., Bachelor of Science in Management
  - Minor - Management
  - B.S., Bachelor of Science in Marketing
  - Minor - Marketing
  - B.S., Bachelor of Science in Sport Management
  - Minor – Sports Management
- Chemistry
  - B.A., Bachelor of Arts in Chemistry
  - Minor
- Communications, New Media
  - B.A., Bachelor of Arts in New Media Communication
  - Minor
- Criminology
  - B.S., Bachelor of Science in Criminology
- Documentary Storytelling
  - Minor
- Education
  - B.S., Bachelor of Science in Elementary Education (PK-4)
- B.S., Bachelor of Science in Elementary Education (PK-4 with PK-12 Special Education)
- English
  - B.A., Bachelor of Arts in English
  - Minor
- English and Communication
  - B.A., Bachelor of Arts in English and Communication
- Ethics and Leadership
  - Minor
- Environmental Studies
  - B.A., Bachelor of Arts in Environmental Studies
  - Minor
- History
  - B.A., Bachelor of Arts in History
  - Minor
- Mathematics
  - B.A., Bachelor of Arts in Mathematics
  - Minor in Mathematics
- Philosophy
  - B.A., Bachelor of Arts in Philosophy
  - Minor
- Political Science
  - B.A., Bachelor of Arts in Political Science
  - Minor – International Relations
  - Minor – Pre-Law
- Psychology
  - B.A., Bachelor of Arts in Psychology
  - B.A./M.A. in Counseling
  - Minor
- Sociology
  - B.A., Bachelor of Arts in Sociology
  - B.S., Bachelor of Science in Sociology
  - Minor
- Spanish
  - B.A., Bachelor of Arts in Spanish
  - Minor
- Theology & Religious Studies
  - B.A., Bachelor of Arts in Theology and Religious Studies
  - Minor
- Women’s Gender and Sexuality Studies
  - Minor

## **Africana and Black Studies Interdisciplinary Minor**

### **DEGREES OFFERED**

Minor in Africana and Black Studies

### **FACULTY**

#### **Brittney Nix-Crawford MS**

Assistant Professor, of New Media Communication Advisor

#### **Interdisciplinary faculty**

### **PROGRAM DESCRIPTION**

The interdisciplinary minor in Africana and Black Studies offers students the opportunity to examine the histories, cultures, societies, literatures, and arts of people of African descent, and the black contributions to world civilization. Discussions of race, justice, equality, gender, class are important to understand as American and global history are examined through a detailed study of black constructions of identity and the liberation struggles led by the people of African and Caribbean descent. The curriculum takes a transnational approach to studying the Black experience and places it in a comparative context of Africa and the African Diaspora. Students will be able to tailor their personalized education of distinction through a range of core and elective courses that allow students to determine areas of emphasis. This program will lay strong foundation for intellectual and practical application, social justice, engagement and a deep interrogation of race, geography, and power dimensions.

#### **Program Goals:**

**Goal 1:** Prepare students to retain the foundations and factual knowledge of the history and contributions of people of African descent.

**Objective 1:1** Students will be able to research, explore topics, issues from cross-cultural, multidisciplinary perspectives.

**Objective 2:2** Building a body of knowledge with an international, interdisciplinary curriculum about peoples and cultures in Africa and African Diaspora locations.

**Goal 2:** Development of critical thinking and writing skills; master a range of topics

**Objective 2:1** Students will be able to analyze

and interpret the historical, economic, legal, sociological, and religious foundations of race, social justice, through readings, writings, and documentaries.

**Goal 3:** Demonstrate an understanding of the major methodologies that inform Africana Studies.

**Objective 3:1** Students will be able demonstrate intellectual curiosity in formulate a research question. Be able to locate and analyze primary sources, to locate and critically read and evaluate secondary sources, and to weave them into an argument.

**Objective 3:2** Students will be able to communicate ideas in written and oral form appropriate for academic setting. Include library research in Africana Studies for field and archival study.

#### **Degree Requirements:**

##### **The Diaspora**

- Assess the impact of enslavement and colonization on African peoples and society.
- Analyze and evaluate political, economic, and social movements for liberation of African people worldwide
- Identify and explain the dislocation and relocation of African people throughout the world
- Demonstrate an understanding of the cultural reconstruction taking place throughout the African world

#### **Degree Requirements**

Minor Requirements for Africana and Black Studies Students will complete 18 credits of two required Africana and Black Studies Courses and 12 credits of supporting courses from interdisciplinary selections.

#### **Core Courses:**

AFR 0100 Intro to Africana Studies and Diaspora  
AFR XXX Ancient African Civilizations

#### **Elective Courses (choose 4):**

Students must choose from at LEAST 2 different disciplines

RST-0200	Black Catholicism
ENG-0232	African American Literature: Beginnings to 1900

ENG-0235	African American Literature 1900- present
ENG-0362	Blues and Jazz Literature
SOC-0105	Cultural Anthropology
SOC-0370	Race & Ethnic Groups
ARH-0375	Art of Egypt and North Africa
COMM-0215	Intercultural Communication
COMM-0222	Black Femininities and Masculinities in the Media
HIS-0221	African American History 1865- Pres
AFR-XXXX	Special Topics
SOC-0210	Social Stratification and Mobility

## ART, HISTORY OF ART

### DEGREES OFFERED

**B.A., Bachelor of Arts in History of Art**

### FACULTY

**Dr. Aliza Benjamin**

Adjunct Instructor, History of Art

**Dr. Sumreen Chaudhry**

Adjunct Instructor, History of Art

**Dr. Brian Seymour**

Adjunct Instructor, History of Art

### INTRODUCTION

Pablo Picasso said, "I am always doing that which I cannot do, in order that I may learn how to do it."

The History of Art curriculum is designed to educate students in the study of the visual culture of eastern and western civilizations, from the first marks man and woman made in caves through the contemporary art scene in the U.S. and abroad. Our many courses investigate painting, sculpture, architecture, the decorative arts, photography, and film in broad chronological and geographical exposure. Our many interdisciplinary courses explore areas of overlap between art, its making, women's issues, politics, language, criticism, and philosophy.

History of art majors explore the History of Art Criticism, in helping to define why we think what we think and why we write what we write about the changing history of art, based on its founding mothers and fathers.

History of art majors are encouraged to travel abroad and experience the art of the world, first-hand. Internships help students get on-site experience and job training at museums, galleries, advertising firms, and at many other venues.

All history of art courses includes integrated, interactive museum, gallery, or other service-learning components. These may be visits to and work in area museums and exhibiting galleries;

organized travel-study options; symposia and panel discussions with educators, museum personnel, artists, conservationists, and art critics--depending on the focus and nature of the course.

Students may major or minor in the history of art. Interested students are also invited to devise interdisciplinary majors linking the history of art to other subject matters, such as foreign language, studio art, philosophy, gender studies, or other disciplines. Planning these curricula is done with the major advisor and/or Discipline Coordinator.

Assessment Goals and Objectives for the Bachelor of Art Program in History of Art

Goal 1: History of Art majors will be able to recognize and classify canonical works of art in major media --painting, sculpture, architecture, and minor arts--in terms of name of work, artist, chronology, and culture and to apply their knowledge to today's visual culture.

Goal 2: History of Art majors will be able to formally analyze works of art --painting, sculpture, architecture, minor arts--with regard to their formal elements and media and to understand and apply other critical methods necessary for effective methodological research on and writing about works of art.

### REQUIREMENTS FOR A B.A. IN HISTORY OF ART

#### General Education Requirements

6 credits from the History of Art major can be applied towards General Education requirements.

Required Courses:

ARH-0175	History of Art I	3
ARH-0177	History of Art I Enrichment	1
ARH-0176	History of Art II	3
ARH-0178	History of Art II Enrichment	1
ARH-0470	Art Historical Research and Methodology *	3
ARH-0475	History of Art Criticism*	3

ARH-0480 Internship in the History of Art (to be arranged with Discipline Coordinator in coordination with the Assistant Director of Career Services) 0-3

\* ARH-0470 and/or ARH-0475 are reserved as capstone courses during the second semester of junior year or the first semester of senior year.

**One course in the Art of the Ancient World \***

ARH-0230 Art of the Ancient World: Greece & Rome 3  
 ARH-0231 Painted Ladies: Women of the Ancient World 3

\* Other possible **History of Art** courses in this area may be arranged in consultation with the Discipline Coordinator

**One course in the Art of the Middle Ages \***

ARH-0218 Travel/Study: Lost and Found -Medievalism and Popular Culture 3  
 ARH-0232 Early Christian and Medieval Art 3  
 ARH-0233 Early Christian and Medieval Art: Crafting in Clay 3  
 ARH-0299 The Art of Ireland: From Prehistory through the Twelfth-Century 3  
 ARH-0236 The Arts of Pilgrimage 3  
 SAR-4077 Icon: Meaning and Making (offered at Villanova University) 3  
 ARH-0232 Early Christian and Medieval Art: Crafting in Clay 3  
 ARH-0299 The Art of Ireland: From Prehistory through the Twelfth-Century 3  
 ARH-0236 The Arts of Pilgrimage 3  
 SAR-4077 Icon: Meaning and Making (offered at Villanova University) 3

**One course in the Art of the Renaissance \***

ARH-0255 Art of the Italian Renaissance 3  
 ARH-0256 Antiquity and the Italian Renaissance 3  
 ARH-0260 Art of the Northern Renaissance 3

\* Other possible **History of Art** courses in this area may be arranged in consultation with the Discipline Coordinator

**One course in Modern Art \***

ARH-0278 daDa & sURreALisM: Art of Social Pandemic 3  
 ARH-0297 History of Photography 3  
 ARH-0308 From Revolution to Modernism: Art in Europe, 1789-1889 3  
 ARH-0309 Twentieth-Century Painting and Sculpture 3  
 ARH-0331 "Scream' Queens: Women, Violence, and the Hollywood Horror Film" 3  
 ARH-0352 Guerrilla Girls: Feminist Art since 1970 3  
 ARH-0390 Issues in Contemporary Art since 1945 3  
 ARH-0400 German Expressionism, Dada, and Surrealism 3  
 Any cinema course 3

\* Other possible **History of Art** courses in this area may be arranged in consultation with the Discipline Coordinator.

**Remaining credits are chosen from elective courses in History of Art.**

In addition to meeting the course requirements for each respective major, all students must also fulfill the general education requirements.

**Requirements for a Minor in the History of Art \***

18 credits from among the history of art offerings, which should include:

ARH-0175 History of Art I 3  
 ARH-L175 History of Art I, Experiential Component 1  
 ARH-0176 History of Art II, or equivalent course 3  
 ARH-L176 History of Art II, Experiential Component 1

\* The remaining courses for the minor should be chosen in consultation with the Discipline Coordinator.

**INTERNATIONAL STUDY**

Travel, research, and study abroad form an integral part of the history of art major or minor curriculum at Rosemont. Opportunities to view and experience,

first-hand, the art and architecture of prehistoric through modern cultures in Europe, the Americas, and elsewhere, are crucial to an education in the history of art. Students are encouraged to choose from a variety of international study options.

Rosemont's History of Art study abroad options planned in tandem with history of art courses have included, for example:

- a 3-credit, 10-day travel study experience in Scotland
- a 3-credit, 9-day trip to Ireland in conjunction with "The Arts of Ireland: Prehistory through the Twelfth Century"
- a 3-credit, 5-7 day trip to Mexico to witness "Days of the Dead" ritual festivities in conjunction with "The Arts of Death: Portrait, Icon, and Photograph"
- a 3-credit 14-day trip through France to visit and study the medieval pilgrimage routes to Santiago de Compostela
- a 3-credit, 9-day trip to Florence, Rome, and Paris in conjunction with "Visual Culture of the West, II" and/or "Museum Studies".
- A 3-credit, 10-day trip to London and Oxford, England in conjunction with "Lost and Found: Neo-Medievalism and Popular Culture" to study the revival of the Middle Ages in the Twentieth Century

Other accredited study abroad programs are available to the history of art majors or minors. Students have chosen study options in England, France, Germany, Ireland, Italy., and other approved countries. Decisions regarding study abroad should always be made in consultation with the Discipline Coordinator and the Coordinator of Career Services.

#### **FOREIGN LANGUAGES AND ALLIED DISCIPLINES**

Graduate schools in History of Art often require students to have studied one or two foreign languages. History of Art majors are encouraged to take courses in any of the following: French, German, Spanish, Italian, Latin, or Greek. Consultation, early on, with the Discipline Coordinator and the respective language department, is advised. History of Art majors are

strongly urged to elect a philosophy course in Aesthetics and an English course in Classical Mythology to complement their majors.

## ART, STUDIO ART & DESIGN

### DEGREES OFFERED

**B.A., Bachelor of Art in Studio Art & Design**

**B.F.A., Bachelor of Fine Arts**

#### Tracks:

-Studio Art

-Interactive/Graphic Design

-Art Therapy

-Art Teacher Certification

### FACULTY

#### Michael Willse

Associate Professor, Studio Art & Design

#### Margaret Hobson-Baker

Associate Professor, Studio Art & Design

Discipline Coordinator

#### Danielle D'Aires

Adjunct Instructor, Studio Art & Design

#### Susan Digironimo

Adjunct Instructor, Studio Art & Design

#### Laura Jacoby

Adjunct Instructor, Studio Art & Design

#### Anne Leith

Adjunct Instructor, Studio Art & Design

#### Alison Willse

Adjunct Instructor, Studio Art & Design

### PROGRAM DESCRIPTION

Rosemont College is one of a select group of liberal arts colleges to offer both a Bachelor of Arts as well as a Bachelor of Fine Arts degree. The studio art and design programs at Rosemont are intended to educate and train prospective artists and designers. Curricular options include specific course work in studio arts or graphic/interactive design as well as teacher certification and art therapy preparation. These programs aim to provide an informed understanding of art and design and prepare students for professional careers in the visual arts.

### FACILITIES

The College maintains numerous professional facilities including painting, drawing, design, and printmaking spaces, a Mac computer lab with large format digital printing capability, sculpture/woodshop, ceramics, and papermaking studios, and a professional art gallery.

#### Patricia M. Nugent Gallery

The Patricia M. Nugent Gallery is committed to the exhibition of artwork of the highest quality. As the

gallery of an institution of higher learning, it is also committed to providing exhibitions that will have an educational impact on the academic community as well as the surrounding communities. Exhibitions have included work by local, regional, nationally and internationally known artists such as Vito Acconci, Arlene Love, Louise Bourgeois, Helen Frankenthaler, Grace Hartigan, Clive King, Lee Krasner, Louise Nevelson, Thomas Lanigan-Schmidt, Leon Golub, and Bruce Naumann.

### PROGRAM OPTIONS

#### Options for the Bachelor of Art Degree:

- Interactive/Graphic Design
- Studio Art
- PK-12 Art Certification
- Art Therapy Preparation

#### Options for the Bachelor of Fine Art Degree:

- Interactive/Graphic Design
- Studio Art
- PK-12 Art Certification
- Art Therapy Preparation

### PK-12 CERTIFICATIONS

PK-12 Education Certification is available for Rosemont students currently enrolled in the BA or BFA programs as well as students already holding a Bachelor of Arts degree or a Bachelor of Fine Arts degree from Rosemont or another institution. This program is administered jointly with the Education program in the Undergraduate College. Students interested in pursuing this certification should meet with both the Discipline Chair of Studio Art and Design and the Director of Teacher Education.

### B.A. STUDIO ART & DESIGN TRACK

GOAL 1: Senior BA studio art and design majors will demonstrate appropriate technical skills, knowledge and creativity in the realization of discipline - based studio art and/or design.

OBJECTIVE 1, GOAL 1: Senior BA studio art and design majors will create works of art and design demonstrating facility and knowledge of a range of materials, processes, and techniques.

BENCHMARK 1, GOAL 1: Works of art and/or design will provide evidence of technical competence and craft. This benchmark is satisfied by a score of 3 or above according to the BA Studio Art and Design Rubric.

OBJECTIVE 2, GOAL 1: Senior BA studio art and design majors will effectively and practically resolve problems of composition, design, color, subject matter, draftsmanship, materials, and processes in order to create works of art and/or design in 2 and/or 3 dimensions.

BENCHMARK 2, GOAL 1: Works of art and design will provide evidence of and an understanding of the formal elements and components required for the creation of art works and/or design in 2 or 3 dimensions. This benchmark is satisfied by a score of 3 or above according to the BA Studio Art and Design Rubric.

OBJECTIVE 3, GOAL 1: Senior BA studio art and design majors will demonstrate the ability to organize knowledge and develop ideas in the creations of works of art and/or design.

BENCHMARK 3, GOAL 1: Works of art and/or design will provide evidence of visual and/or conceptual complexity in design, idea, subject, execution, or process. This benchmark is satisfied by a score of 3 or above according to the BA Studio Art and Design Rubric.

GOAL 2: Senior BA studio art and design will provide faculty, external reviewers, and/or prospective employers with practical evidence of an in-depth visual art experience including research, analysis, etc.

OBJECTIVE 1, GOAL 2: Senior BA studio art and design majors will demonstrate the ability to research, analyze, organize, and make use of information resources in order to facilitate the creation of works of art and/or design.

BENCHMARK 1, GOAL 2: Through research and analysis, senior BA studio art and design majors in clearly defined statement, will address their intentions with regard to their own works of art and/or design. This benchmark is satisfied by a score of 3 or above according to the Studio Art and Design Rubric

OBJECTIVE 2, GOAL 2: Senior BA art and design majors will develop a cohesive body of works of art and/or design representative of their interests in a particular or specific studio art and/or design area.

BENCHMARK 2, GOAL 2: Works of art and /or design will be exhibited as a cohesive body of work or portfolio. This benchmark is satisfied by a score of 3 or above according to the Studio Art and Design Rubric.

OBJECTIVE 3, GOAL 2: Senior studio art and design majors will create a senior project or portfolio that compares favorably with those in the region.

BENCHMARK 3, GOAL 2: Using the Studio Art and Design rubric based on commonly held criteria, faculty and invited external reviewers will evaluate and score senior projects or portfolios. This benchmark is satisfied by a score of 3 or above on the Studio Art and Design Rubric.

GOAL 3: Senior BA studio art and design majors will provide outside external evaluators or prospective employers physical evidence of visual literacy as well as articulating an understanding of art history and art/design theory in the context of their chosen area of interest.

OBJECTIVE 1, GOAL 3: Senior BA studio art and design majors will prepare a professional portfolio that is representative of their studio art and/or design work.

BENCHMARK 1, GOAL 3: With a professionally prepared portfolio, senior BA studio art and design majors will be able to apply to graduate schools, enter the visual arts and design work force, and/or explore career options in the visual arts field. This benchmark is satisfied by a score of 3 or above according to the Studio art and Design Rubric.

OBJECTIVE 2, GOAL 3: Senior studio art and design majors will be able to define to external evaluators or prospective employers the relationship of their senior exhibition/representative portfolio to art historical models and art/design theories.

BENCHMARK 2, GOAL 3: Senior exhibitions and /or portfolios will provide evidence of specific intent, command of materials and processes as well as an understanding of art historical contexts and contemporary practices. This benchmark is satisfied by a score of 3 or above on the studio Art and Design Rubric.

#### **BFA STUDIO ART & DESIGN TRACK**

Although sharing the same common goals and objectives of the BA degree in studio and design,



benchmarks for the BFA degree are subject to the professional nature of the degree and program.

GOAL 1: Senior BFA studio art and design majors will demonstrate appropriate technical skills, knowledge and creativity in the realization of discipline – based studio art and/or design.

OBJECTIVE 1, GOAL 1: Senior BFA studio art and design majors will create works of art and/or design demonstrating facility and knowledge of a range of materials, processes, and techniques.

BENCHMARK 1, GOAL 1: Works of art and/or design will provide evidence of technical competence and craft. This benchmark is satisfied by a score of 4 or above on the Studio Art and Design Rubric.

OBJECTIVE 2, GOAL 1: Senior BFA studio art and design majors will effectively and practically resolve problems of composition, design, color, subject matter, draftsmanship, materials, and processes in order to create works of art and/or design in 2 and/or 3 dimensions.

BENCHMARK 2, GOAL 1: Works of art and/or design will provide evidence of an understanding of the formal elements and components required for the creation of artworks and/or design in 2 or 3 dimensions. This benchmark is satisfied by a score of 4 or above on the Studio Art and Design Rubric.

OBJECTIVE 3, GOAL 1: Senior BFA Studio art and design majors will demonstrate the ability to organize knowledge and develop ideas and content in the creation of works of art and design.

BENCHMARK 3, GOAL 1: Senior BFA studio art and design majors will provide evidence of visual and/or conceptual complexity in design, content, subject, execution, or process. This benchmark is satisfied by a score of 4 or above on the Studio Art and Design Rubric.

GOAL 2: Senior BFA art and design majors will provide prospective employers, graduate admissions, external evaluators etc. with practical evidence of an in-depth visual arts experience including research, analysis, etc. serving as the basis for the development of a cohesive body of work or professional portfolio.

OBJECTIVE 1, GOAL 2: Senior BFA majors will

demonstrate the ability to research, analyze, organize, and make use of information resources in order to facilitate the creation of works of art and/or design.

BENCHMARK 1, GOAL 2: Through research and analysis, senior BFA studio art and design majors in a clearly articulated oral and written statement, will address their intent with regard to their own works of art and/or design. This benchmark is satisfied by a score of 4 or above on the Studio Art and Design Rubric.

OBJECTIVE 2, GOAL 2: Senior BFA art and design majors will develop a cohesive body of art and/or design works representative of their interests in a particular or specific studio art and/or design area.

BENCHMARK 2, GOAL 2: Works of art and/or design will be exhibited as a cohesive body of work or professional portfolio. This benchmark is satisfied by a score of 4 or better on the Studio Art and Design Rubric.

OBJECTIVE 3, GOAL 2: Senior BFA studio art and design majors will create a senior project or professional portfolio that compares favorably with area studio art and design peers.

BENCHMARK 3, GOAL 2: Using commonly held criteria, faculty and invited external reviewers will evaluate and score senior projects or portfolios. This benchmark is satisfied by a score of 4 or above on the Studio Art and Design Rubric.

GOAL 3: Senior BFA studio art and design majors will provide external reviewers, prospective employers, and/or graduate school admissions physical evidence of visual literacy as well as an ability to articulate, both orally and written, an understanding of art history and art/design theory in the context of their own chosen area of interest.

OBJECTIVE 1, GOAL 3: Senior BFA studio art and design majors will prepare and present a professionally mounted exhibition and/or portfolio that is representative of their studio art and/or design work.

BENCHMARK 1, GOAL 3: With a professionally prepared portfolio, senior BFA studio art and design majors will be able to apply to graduate school,

enter the visual arts and design work force, and/or explore career options in the visual arts field. This benchmark is satisfied by a score of 4 or above according to the Studio Art and Design Rubric. OBJECTIVE 2, GOAL 3: Senior BFA studio art and design majors will be able to articulate to external evaluators, prospective employers, or graduate admissions the relationships of their works of art and/or design or representative portfolio to historical models and contemporary art/design theories.

BENCHMARK 2, GOAL 3: Works of art/design or portfolios will provide external reviewers, prospective employers, or graduate admissions physical evidence of a command of materials, processes, etc. and oral and written artist statements will provide evidence of specific intent, as well as, an understanding of art historical contexts and contemporary practices. This benchmark is satisfied by a score of 4 or above on the Studio Art and Design Rubric.

**MEASURES USED IN ASSESSING BA AND BFA BENCHMARKS:**

- Successful completion of two semesters of Senior Project Seminar.
- Written statement of intent.
- Active oral participation with faculty and external reviewers in individual and group critique settings.
- Senior exhibition and/or portfolio.
- Written artist statement.
- Research paper.
- Studio Art and Design Rubric

**DEGREE REQUIREMENTS**

**120 Credits - Bachelor of Arts in Studio Art & Design**

**126 Credits - Bachelor of Fine Arts**

**GENERAL EDUCATION REQUIREMENTS**

Studio Art Senior Project Seminar I and II, ARS 0492 and ARS 0497.

All Senior Studio Art & Design Majors, whether BA or BFA, regardless of track, are required to mount a Senior Thesis Exhibition in the Patricia M. Nugent Gallery. External evaluators are utilized as part of the Senior Thesis defense. BA and BFA Senior Studio Art & Design candidates are also required to successfully complete two semesters of Senior Project seminar. Both the senior exhibition and the two semesters of

seminar are letter graded. Faculty in studio art & design are provided with grading sheets and criteria for the senior show which are collated, and an average grade is determined.

**First-Year Course Requirements for ALL Art & Design Majors**

<b>Fall</b>		<b>Credits</b>
ARS-0100	Drawing I	3
ARS-0101	Visual Fundamentals I	3
FYS-0100	First Year Connection Seminar	3
WRT-0110	Writing	3
General Education Requirements		9-12
 <b>Spring</b>		 <b>Credits</b>
ARS-0200	Drawing II or	3
ARS-0250	Computer Graphics I	3
ARS-0201	Visual Fundamentals II	3
ARS-0205	Painting I	3
General Education Requirements		9-12

The first year major course requirements are the same for all art students in both the B.A. and B.F.A. programs. These art requirements are designed to provide experience and theoretical foundations in a range of media and techniques with particular emphasis on drawing and design skills. The nature of the visual arts demands that students take studio classes each semester starting in the first year. It is important that students balance their general education requirements and elective courses with their studio art requirements throughout their four years at Rosemont.

**B.A., STUDIO ART & DESIGN**

The Bachelor of Art in Studio Art and Design provides a thorough fine arts and design education within a liberal arts context. Students can pursue a B.A. in Studio Art and Design without a formal portfolio evaluation for entrance. The program shares foundation courses common to all art students and continues with major requirements, upper-level course work, and electives. At the culmination of four years of study, students present their senior capstone project in a two or three-person exhibition in the Patricia M. Nugent Gallery.

The B.A. in Studio Art and Design gives students a number of elective classes that can be used to take

courses in graphic/interactive design, interior design, or upper-level studio art courses. B.A. students also have the opportunity to follow the graphic/interactive design track, art certification or art therapy preparation program. Students are required to complete 120 credits to obtain this degree.

In addition to meeting the course requirements for each respective major, all students must also fulfill the general education requirements that are listed under the heading, General Education Requirements.

## DEGREE REQUIREMENTS

### General Education Requirements

12 credits from the Studio Art and Design major can be applied to General Education requirements.

#### Required Studio Art & Design Courses 45 Credits

ARS-0100	Drawing I	3
ARS-0101	Visual Fundamentals I	3
ARS-0200	Drawing II	3
ARS-0201	Visual Fundamentals II	3
ARS-0205	Painting I	3
ARS-0250	Computer Graphics I	3
ARS-0295	Options in Art	3
ARS-0300	Drawing III or	3
ARS-0275	Graphic Design I	3
ARS-0360	Printmaking II	3
ARS-0492	Senior Project Seminar I	3
ARS-0497	Senior Project Seminar II	3
	One 3-D course which can include: Ceramics, Sculpture, Papermaking, Multimedia	3

or

ARS-0255	Typography	3
	Two Upper-Level Studio Art or Interactive/Graphic Design Electives	6

#### History of Art Requirements 14 Credits

ARH-0175	History of Art I	3
ARH-0177	History of Art I Enrichment	1
ARH-0176	History of Art II	3
ARH-0178	History of Art II Enrichment	1
	History of Art Elective	6

#### Additional Electives 12-13 Credits

General electives can also be used to take Interactive/Graphic design or upper-division studio art courses but should not be limited to only art courses.

### B.A. STUDIO ART & DESIGN, Interactive Graphic Design Track

The Graphic/Interactive design track is to prepare students for work in the field of visual design. Students seeking this degree follow a modified general education curriculum, the details of which follow:

#### Required Studio Art and Design Courses 51 Credits

ARS-0100	Drawing I	3
ARS-0101	Visual Fundamentals I	3
ARS-0200	Drawing II	3
ARS-0201	Visual Fundamentals II	3
ARS-0205	Painting I	3
ARS-0250	Computer Graphics I	3
ARS-0295	Options in Art	3
ARS-0282	Illustration	3
ARS-0275	Graphic Design I	3
ARS-0360	Printmaking II	3
ARS-0492	Senior Project Seminar I	3
ARS -0497	Senior Project Seminar II	3
ARS-0255	Typography	3
	Four Upper-Level Interactive/Graphic Design Electives	12

#### History of Art Requirements 14 Credits

ARH-0175	History of Art I	3
ARH-0177	History of Art I Enrichment	1
ARH-0176	History of Art II	3
ARH-0178	History of Art II Enrichment	1
	History of Art Elective	6

#### Additional Electives 12-13 Credits

General electives can also be used to take Interactive/Graphic design or upper-division studio art courses but should not be limited to only art courses.

ARH-0178	History of Art II Enrichment	1
	History of Art Elective	6

**B.A. STUDIO ART & DESIGN, ART THERAPY PREPARATION**

The Art Therapy preparation program is designed to prepare students for graduate study in the field. Students seeking this degree follow a modified general education curriculum, the details of which follow:

**DEGREE REQUIREMENTS**

**General Education Requirements**

12 credits from the Studio Art and Design major can be applied to General Education requirements.

**Studio Art and Design Requirements 45\* Credits**

ARS-0100	Drawing I	3
ARS-0101	Visual Fundamentals I	3
ARS-0110	Introduction to Studio Techniques	3
ARS-0201	Visual Fundamentals II	3
ARS-0205	Painting I	3
ARS-0215	Ceramics	3
ARS-0250	Computer Graphics I	3
ARS-0260	Printmaking I	3
ARS-0295	Options in Art	3
ARS-0360	Printmaking II	3
	A 3-D course which can include Ceramics, Sculpture, Multimedia, Papermaking	3
ARS-0492	Senior Project Seminar I	3
ARS-0497	Senior Project Seminar II	3
	Field Experience	3

\*One required 100-level Studio Art course counts towards the General Education requirement in Creative Expression.

**History of Art Requirements 14 Credits**

ARH-0175	History of Art I	3
ARH-0177	History of Art I Enrichment	1
ARH-0176	History of Art II	3

**Psychology Requirements 15 Credits**

**NOTE** – PSY 0100 is a prerequisite for all subsequent psychology courses and should be taken as part of a student’s General Education Program.

PSY-0200	Developmental Psychology	3
PSY-0340	Psychology of Personality	3
PSY-0380	Abnormal Psychology	3
PSY-0410	Theories of Counseling	3
	Psychology Elective	3

**Electives 3-7 Credits**

General electives can also be used to take graphic design or upper-division studio art courses but should not be limited to only art courses.

**DEGREE REQUIREMENTS**

**General Education Requirements**

12 credits from the Studio Art and Design major can be applied to General Education requirements.

**B.A. STUDIO ART & DESIGN WITH ART CERTIFICATION**

The Art Teacher Certification Program in PK-12 Education is based on the philosophy of “artist/educator”. The potential teacher must be a competent artist that can educate others in the visual art and related fields.

The Art Certification program is open to all art majors however, to be certified by the Commonwealth of Pennsylvania, students must pass the PRAXIS Fundamental Knowledge Test, PRAXIS II, Art Content Knowledge, and obtain a minimum cumulative overall 3.000 GPA. Students should plan carefully from the first year and note the specific requirements for Art Certification.

Students are reminded that the Commonwealth of Pennsylvania modifies and updates certification standards from time to time and therefore students are responsible for maintaining close contact with both their art and education advisors in order to be certain that their individual program and performance continually conforms to Pennsylvania standards

In addition to meeting the course requirements for the studio art major, all students must also fulfill the College’s general education requirements, including courses that are specifically relevant to certification.

**DEGREE REQUIREMENTS**

**General Education and Certification Requirements**  
Students must take some courses as part of their General Education program that also meets the Pennsylvania Department of Education requirements for certification. Please see your Education advisor to make sure you are taking the correct courses.

<b>Art Requirements</b>		<b>39 Credits</b>
ARS-0100	Drawing I	3
ARS-0101	Visual Fundamentals I	3
ARS-0201	Visual Fundamentals II	3
ARS-0205	Painting I	3
ARS-0215	Ceramics	3
ARS-0230	Papermaking I	3
ARS-0250	Computer Graphics I	3
ARS-0260	Printmaking I	3
ARS 0295	Options in Art	3

	A 3-D course which can include Ceramics, Sculpture, or Multimedia Papermaking	3
	Art Elective	3
ARS-0492	Senior Project Seminar I	3
ARS-0497	Senior Project Seminar II	3

**History of Art Requirements 14 Credits**

ARH-0175	History of Art I	3
ARH-0177	History of Art I Enrichment	1
ARH-0176	History of Art II	3
ARH-0178	History of Art II Enrichment	1
	History of Art Elective	3
	History of Art Elective, Non-Western	3

**Education Requirements 36 Credits**

EDU-0200	Development of Education in the United States	3
EDU-0201	Observation and Analysis	3
EDU-0220	Teaching Strategies K-12	3
EDU-0380	Working with Students with Disabilities and Gifted Students	3
EDU-0270	Classroom and Behavior Management	3
EDU-0280	Foundations of Special Education	3
EDU-0355	Principles and Practices of Working with ELL Learners	3
EDU-0401	Teaching Art K-12	3
EDU-0455	Student Teaching/Seminar	12

**General Electives**

General electives can also be used to take graphic design or upper-division studio art courses but should not be limited to only art courses. **Students are strongly encouraged to include the following courses in their general education program:**

PSY-0100	General Psychology
PHI-0272	Ethics and Social Values

### POST-BACCALAUREATE ART CERTIFICATION

College graduates with a B.F.A. or B.A. in Art can apply to Rosemont College to PK-12 Art Certification requirements. Transcripts are evaluated on an individual basis to determine which courses and field experiences are required.

### B.F.A. WITH ART CERTIFICATION

The Bachelor of Fine Arts in Studio Art & Design can be completed with Art Certification. However, this program of study usually requires more than eight semesters to complete. Candidates for a B.F.A. with certification must choose their courses carefully to avoid duplication of requirements.

### B.F.A., BACHELOR OF FINE ART

The Bachelor of Fine Arts is a four-year professional degree that focuses on intensive work in art or design. The primary emphasis of the program is on the development of skills, concepts and sensitivities essential to the professional artist or designer. B.F.A. students can choose from the following B.F.A. tracks: Fine Arts or Interactive/Graphic Design. At the culmination of four years of study, students present their senior capstone project in a two or three-person exhibition in Patricia M. Nugent Gallery.

Students failing to meet the commonly held criteria for the BFA degree will receive the BA degree in Studio Art & Design.

The expectations of B.F.A. students are extensive. In order to be accepted into the B.F.A. program, students must successfully complete a portfolio review and interview with Rosemont College Studio Art & Design faculty. B.F.A. candidates are expected to maintain a 3.00 GPA in all major classes.

### PORTFOLIO EVALUATION

Acceptance into the B.F.A. program is based on a portfolio review that shows evidence of visual arts ability, academic capacity, and, particularly, a strong sense of commitment that extends beyond classroom requirements. The portfolio evaluation can take place upon acceptance to the college. Unless there are circumstances, the portfolio review takes place during the Spring semester of the second year. Transfer students will be reviewed at admission to the college. The portfolio should include strong work in a variety of media, including figure drawings and a recent self-portrait drawn from life (using a mirror rather than a photograph of you).

### B.F.A. IN STUDIO ART AND DESIGN

Students accepted into the B.F.A. must complete all General Education requirements for the Undergraduate College. General Education Requirements range from 48-49 credits with up to 12 credits from the major able to count towards GE requirements.

### DEGREE REQUIREMENTS

#### General Education Requirements

12credits from the B.F.A. Studio Art major can be applied towards General Education requirements.

Required Courses		63 Credits
ARS-0100	Drawing I	3
ARS-0101	Visual Fundamentals I	3
ARS-0200	Drawing II	3
ARS-0201	Visual Fundamentals II	3
ARS-0205	Painting I	3
ARS-0250	Computer Graphics I	3
ARS-0260	Printmaking I	3
ARS-0295	Options in Art	3
ARS-0300	Drawing III	3
ARS-0305	Painting II	3
ARS-0360	Printmaking II	3
ARS-0405	Painting III	3
ARS-0492	Senior Project Seminar I	3
ARS-0497	Senior Project Seminar II	3
<b>One course chosen from:</b>		<b>3 Credits</b>
ARS-0120	Digital Photography	3
ARS-0215	Ceramics	3
ARS-0230	Papermaking	3
ARS-0270	Sculpture I	3
ARS-0370	Multimedia	3

**Two courses at the upper-division level in a specific area** **6 Credits**

**Four Studio Art Electives** **12 Credits**

**History of Art Requirements** **14 Credits**

ARH-0175	History of Art I	3
ARH-0177	History of Art I Enrichment	1

ARH-0176	History of Art II	3
ARH-0178	History of Art II Enrichment	1
	History of Art Elective	6

ARH-0176	History of Art II	3
ARH-0178	History of Art II Enrichment	1
	History of Art Elective	6

**B.F.A., STUDIO ART & DESIGN,  
INTERACTIVE/GRAPHIC DESIGN TRACK**

Students accepted into the B.F.A., Studio Art and Design, Graphic Design Track must complete all General Education requirements for the Undergraduate College. General Education Requirements range from 48-49credits with up to 12 credits from the major able to count towards GE requirements.

**DEGREE REQUIREMENTS:**

**General Education Requirements**

12 credits from the B.F.A. Studio Art major can be applied towards General Education requirements.

<b>Required Courses:</b>	<b>63 Credits</b>	
ARS-0100	Drawing I	3
ARS-0101	Visual Fundamentals I	3
ARS-0200	Drawing II	3
ARS-0201	Visual Fundamentals II	3
ARS-0205	Painting I	3
ARS-0250	Computer Graphics I	3
ARS-0255	Typography	3
ARS-0260	Printmaking I	3
ARS-0275	Graphic Design I	3
ARS-0282	Illustration	3
ARS-0295	Options in Art	3
ARS-0350	Computer Graphics II	3
ARS-0360	Printmaking II	3
ARS-0375	Graphic Design II	3
ARS-0492	Senior Project Seminar I	3
ARS-0497	Senior Project Seminar II	3

**Three Studio Art Electives** **9 Credits**

**Two courses at the upper-division level in a specific area** **6 Credits**

<b>History of Art Requirements</b>	<b>14 Credits</b>	
ARH-0175	History of Art I	3
ARH-0177	History of Art I Enrichment	1

**ART MINORS**

The course of study is planned with a Studio Art & Design advisor and includes ARS 0100 Drawing I (3 credits), ARS 0101 Visual Fundamentals I (3 credits), ARS 0201 Visual Fundamentals II (3 credits), ARS 0205 Painting I (3 credits) and three additional studio art and design elective courses (at least 12 credits), for a **minimum of 21 credits**.

**TRANSFER STUDENTS IN ART**

Transfer students are required to take at least half of their art courses at Rosemont in order to receive a degree from the college. Transfer students will have a program designed to meet individual circumstances. Those students wishing to pursue the BFA degree will be reviewed upon admission to the college.

## **BIOLOGY**

### **DEGREES OFFERED**

**B.A., Bachelor of Arts in Biology**

### **FACULTY**

**Aikaterini Skokotas**

Associate Professor, Biology

Discipline Coordinator

**Neeti Bathala**

Adjunct Instructor, Biology

**Albert Scott Lakernick**

Adjunct Instructor, Biology

### **PROGRAM DESCRIPTION**

The biology department offers courses for students majoring in the biological sciences, as well as for those interested in fulfilling the science general education requirement. The biology department aims to provide biology students with a foundation in the biological sciences through the study of living organisms at the molecular, genetic, cellular, organismal and ecological level. A student majoring in Biology is prepared to undertake graduate study, professional training in the medical sciences and allied health fields, teaching at the secondary level, or employment in an industry concerned with the biological or environmental sciences. The biology major offers three tracks: the Biology track, the Environmental Science track and the Pre-Health track.

The biology department offers three courses (Science for Life, General Biology Fundamentals, and General Biology I) that fulfill the general education requirement. Science for Life (BIO 0115) is a non-majors science course that examines current topics in science that are relevant to our society. General Biology Fundamentals (BIO 0130) provides the fundamental knowledge and skills that are necessary to advance in the biology major. General Biology Fundamentals Lecture (BIO 0130) and Laboratory (BIO 0131) and General Chemistry Fundamentals Lecture (CHE 0130) and Laboratory (CHE 0131) are prerequisites for biology majors that do not place into College Algebra (MAT 0115). Students must obtain a minimum grade of C- in the Fundamentals courses before continuing into General Biology I Lecture (BIO 0150) and Lab (BIO 0151).

### **PROGRAM GOALS**

**GOAL I:** Construct foundational knowledge from different fields of biology.

**Objective 1:** Acquire knowledge at the organismal, cellular and molecular level of life and synthesize a conceptual base in the field of biology.

**Assessment Tools:** The ETS Major Field Test in biology. We expect our students' scores to fall within the range of the national average. This test is divided into four sections: Cell biology, Genetics, Organismal and Population Biology, Ecology and Evolution. Student performance in these subgroups allows us to evaluate the strengths and weaknesses of our program.

**GOAL II:** Practice and apply learned theoretical principles in the laboratory and scientific writing.

**Objective 1:** Analyze, interpret and evaluate results relative to current research in peer-reviewed journals, summarize in lab reports written in scientific format.

**Assessment Tools:** Students are introduced to scientific writing in Genetics, a 200-level course. Students become more proficient in scientific writing in the 400-level course Molecular Genetics. The first lab report in BIO-0220 is used as a baseline. The final lab report in BIO-0400 is used to assess improvement in their scientific reasoning and writing skills.

**GOAL III:** Demonstrate effective oral communication skills in the field of biology.

**Objective 1:** Prepare and present oral presentations based on a rubric.

**Assessment Tools:** An oral presentation rubric is used to assess the following areas of the presentation: organization, presentation skills, visual aids, handling of questions after presentation and length of presentation. Each of these areas is scored as follows: excellent (4), good (3), adequate (2) and inadequate (1).

### **DEGREE REQUIREMENTS**

Students may combine Teacher Certification with a degree in Biology. Please refer to the Education portion of the Catalog.



### SENIOR COMPREHENSIVE POLICY

All Biology majors must take the ETS major field test for Biology and receive a passing grade. Biology majors must also take BIO 0421 Senior Seminar.

### THE BIOLOGY TRACK

The Biology track aims to provide students with the knowledge and skills needed to succeed in the field of biology. The required courses cover topics from different areas of biology, including cell and molecular biology, genetics, organismal biology and ecology. Almost all courses have a laboratory component exposing students to current laboratory techniques and methodologies. Our small class size allows students to get hands on laboratory experience and individual attention from faculty. Classroom and laboratory experiences are supplemented with on and off campus research and internship opportunities. All students are required to participate in one of these experiential learning opportunities in order to apply their knowledge and to further improve on these skills, gain confidence and increase their scientific knowledge. Furthermore, students that conduct on-campus research with a faculty advisor have the opportunity to present at local scientific meetings and publish their results. Emphasis is given to scientific writing and oral presentation skills, a major component of the capstone senior seminar presentation.

This track is also required for completion of the joint programs with Drexel University ACE (Accelerated Career Entry) Program for the Bachelor of Science in Nursing and Salus University Master in Occupational Therapy Program. Students in these joint programs should work closely with their academic advisor to complete the appropriate courses and meet all of the program requirements.

### MAJOR REQUIREMENTS FOR A B.A. IN BIOLOGY, BIOLOGY TRACK

The Biology Track requires 52-53 credits for students that place into College Algebra (MAT 0115). Students that do not place into College Algebra are required to take 60-61 credits. In addition to meeting the course requirements, all students must also fulfill the General Education Requirements for the Undergraduate College. The Bachelor of Arts degree in Biology, Biology Track requires 120 credits.

**Students must earn a C- or better in BIO-0130, BIO-0131, CHE-0130, CHE-0131, BIO-0150, BIO-0151, BIO-0155, BIO-0156, CHE-0142, CHE-0143, CHE-**

**0145, and CHE-0146 before taking upper-level (200 level or above) courses in biology.**

### General Education Requirements

9 credits from the Biology major can be applied towards General Education requirements.

Required Courses		38-42 Credits
BIO-0130	General Biology Fundamentals Lecture	3
BIO-0131	General Biology Fundamentals Laboratory	1
BIO-0150	General Biology I (Cell)	3
BIO-0151	General Biology I (Cell) Laboratory	1
BIO-0155	General Biology II (Organismal)	3
BIO-0156	General Biology II (Organismal) Laboratory	1
BIO-0200	Microbiology	3
BIO-0201	Microbiology Laboratory	1
BIO-0220	Genetics	3
BIO-0222	Genetics Laboratory	1
BIO-0230	Ecology	3
BIO-0231	Ecology Laboratory	1
BIO-0240	Evolution	3
BIO-0241	Evolution Laboratory	1
BIO-0245	Anatomy and Physiology I	3
BIO-0247	Anatomy and Physiology Laboratory I	1
BIO-0400	Molecular Genetics	3
BIO-0401	Molecular Genetics Laboratory	1
BIO-0421	Senior Seminar	3
BIO-0450	Undergraduate Research	3
<b>OR</b>		
BIO-0460	Internship	3

Two Biology Elective Courses chosen from:		6-7 Credits
BIO-0235	Nutrition	3
BIO-0250	Anatomy and Physiology II	3
BIO-0251	Anatomy and Physiology II Laboratory	1
BIO-0335	Immunology	3
BIO-0340	Virology	3
BIO-0430	Marine Biology	3
BIO-0450	Undergraduate Research	3
<b>OR</b>		
BIO-0460	Internship	3

<b>Required Supporting Courses:</b>	<b>8-12 Credits</b>	BIO-0201	Microbiology Laboratory	1
BIO-0130	General Chemistry	BIO-0400	Molecular Genetics	3
	Fundamentals Lecture	BIO-0401	Molecular Genetics	1
BIO-0131	General Chemistry		Laboratory	
	Fundamentals Laboratory	BIO-0430	Marine Biology	3
CHE-0142	General Chemistry I			
CHE-0143	General Chemistry I			
	Laboratory			
CHE-0145	General Chemistry II			
CHE-0146	General Chemistry II			
	Laboratory			

<b>Recommended Supporting Courses:</b>	<b>16 Credits</b>	
CHE-0230	Organic Chemistry I	3
CHE-0231	Organic Chemistry I	1
	Laboratory	
CHE-0235	Organic Chemistry II	3
CHE-0236	Organic Chemistry II	1
	Laboratory	
PHY-0100	General Physics I	3
PHY-0103	General Physics I Laboratory	1
PHY-0101	General Physics II	3
PHY-0104	General Physics II Laboratory	1

#### Electives

The remaining hours are electives and can consist of science courses, but should not be limited to those particular disciplines.

#### Minor Requirements

##### BIOLOGY TRACK (19-20 credits)

<b>Required courses:</b>	<b>16 Credits</b>	
BIO-0150	General Biology I (Cell)	3
BIO-0151	General Biology I (Cell)	1
	Laboratory	
BIO-0155	General Biology II	3
	(Organismal)	
BIO-0156	General Biology II	1
	(Organismal) Laboratory	
BIO-0220	Genetics	3
BIO-0222	Genetics Laboratory	1
BIO-0240	Evolution	3
BIO-0241	Evolution Laboratory	1

<b>One Biology Elective chosen from:</b>	<b>3-4 Credits</b>	
BIO-0230	Ecology	3
BIO 0231	Ecology Laboratory	1
BIO-0245	Anatomy and Physiology I	3
BIO-0247	Anatomy Physiology I	1
	Laboratory	
BIO-0200	Microbiology	3

#### THE ENVIRONMENTAL SCIENCE TRACK

The Environmental Science track provides a strong foundation in the sciences which could then be applied to solve ecological issues which are fundamental to solving ecological issues at a policy and/or social level. Issues relating to protecting the environment and achieving sustainable development continue to be priorities at the local, national, and global levels. Contemporary environmental quality problems include management of biodiversity, air and water pollution, as well as the investigation of the link between human health and environment. Examples of areas that environmental professionals work in include the evaluation and management of resources at governmental and corporate levels, policy and implementation of global warming concerns, scientific and laboratory assessment as well as research opportunities in academia and the non-profit sector. This track promotes an interdisciplinary approach to environmental issues through both coursework and independent study/internship experience allowing students to address all parameters important in sustainable development.

#### MAJOR REQUIREMENTS FOR A B.A. IN BIOLOGY, ENVIRONMENTAL SCIENCE TRACK

The Environmental Science Track requires 52 credits for students that place into College Algebra (MAT 0115). Students that do not place into College Algebra are required to take 60 credits. In addition to meeting the course requirements, all students must also fulfill the General Education requirements for the Undergraduate College. The Bachelor of Arts degree in Biology, Environmental Science Track requires 120 credits.

**Students must earn a C- or better in BIO-0130, BIO-0131, CHE-0130, CHE-0131, BIO-0150, BIO-0151, BIO-0155, BIO-0156, CHE-0142, CHE-0143, CHE-0145, and CHE-0146 before taking upper-level (200 level or above) courses in biology.**

#### General Education Requirements

9 credits from the Biology major can be applied towards General Education requirements.

**Required Courses** **37-41 Credits**

BIO-0130	General Biology Fundamentals Lecture	3
BIO-0131	General Biology Fundamentals Laboratory	1
BIO-0150	General Biology I (Cell)	3
BIO-0151	General Biology I (Cell) Laboratory	1
BIO-0155	General Biology II (Organismal)	3
BIO-0156	General Biology II (Organismal) Laboratory	1
BIO-0200	Microbiology	3
BIO-0201	Microbiology Laboratory	1
BIO-0220	Genetics	3
BIO-0222	Genetics Laboratory	1
BIO-0230	Ecology	3
BIO-0231	Ecology Laboratory	1
BIO-0240	Evolution	3
BIO-0241	Evolution Laboratory	1
BIO-0245	Anatomy and Physiology I	3
BIO-0247	Anatomy and Physiology I Laboratory	1
BIO-0430	Marine Biology	3
BIO-0421	Senior Seminar	3
BIO-0450	Undergraduate Research	3
<b>OR</b>		
BIO-0460	Internship	3

**Required Supporting Courses** **15-19 Credits**

BIO-0130	General Chemistry Fundamentals Lecture	3
BIO-0131	General Chemistry Fundamentals Laboratory	1
CHE-0142	General Chemistry I	3
CHE-0143	General Chemistry I Laboratory	1
CHE-0145	General Chemistry II	3
CHE-0146	General Chemistry II Laboratory	1
CHE-0230	Organic Chemistry I	3
CHE 0231	Organic Chemistry I Laboratory	1
PHI-0290	Environmental Ethics	3

**Electives**

The remaining credit hours are electives and can consist of science courses (BIO 0245 Anatomy and Physiology I and BIO 0247 Anatomy and Physiology I Laboratory are strongly recommended), but should not be limited to those particular disciplines.

**MINOR REQUIREMENTS****ENVIRONMENTAL SCIENCE TRACK****Required Courses:****19 Credits**

BIO-0150	General Biology I (Cell)	3
BIO-0151	General Biology I (Cell) Laboratory	1
BIO-0155	General Biology II (Organismal)	3
BIO-0156	General Biology II (Organismal) Laboratory	1
BIO-0230	Ecology	3
BIO-0231	Ecology Laboratory	1
BIO-0240	Evolution	3
BIO-0241	Evolution Laboratory	1
BIO-0430	Marine Biology	3

**THE PRE-HEALTH TRACK**

The Pre-Health track prepares students for entry to graduate programs in the biological sciences or professional training in the medical sciences and allied health fields. This track is also required for completion of the joint programs with the Philadelphia College of Osteopathic Medicine DO (Doctor of Osteopathic Medicine) Program, the University of the Sciences Pharm.D (Doctor of Pharmacy) and DPT (Doctor of Physical Therapy) Programs and the Salus University Doctor of Optometry, Doctor of Audiology and Masters in Physician Assistant programs. Students in these joint programs should work closely with their academic advisor to complete the appropriate courses and meet all of the program requirements.

The Pre-Health track aims to provide students with the knowledge and skills needed to succeed in post graduate studies. The required courses cover topics from different areas of biology, including cellular, molecular, genetic and organismal, to provide a strong foundation in the biological sciences. Almost all courses have a laboratory component exposing students to current laboratory techniques and

methodologies. Our small class size allows students to get hands on laboratory experience and individual attention from faculty. Classroom and laboratory experiences are supplemented with on and off campus research and internship opportunities. All students are required to participate in one of these experiential learning opportunities in order to apply their knowledge and to further improve on these skills, gain confidence and increase their scientific knowledge. Furthermore, students that conduct on-campus research with a faculty advisor have the opportunity to present at local scientific meetings and publish their results. Emphasis is given to scientific writing and oral presentation skills, a major component of the capstone senior seminar presentation.

**MAJOR REQUIREMENTS FOR A B.A. IN BIOLOGY, THE PRE-HEALTH TRACK**

The Pre-Health Track requires 61 credits of courses in biology, chemistry, and physics for students that place into College Algebra (MAT 0115). Students that do not place into College Algebra are required to take 69 credits. In addition, a course in Calculus is strongly recommended for all Biology, Pre-Health majors. In addition, all students must fulfill the General Education requirements for the Undergraduate College. The Bachelor of Arts degree in Biology, Pre-Health Track requires 120 credits.

**Students must earn a C- or better in BIO-0130, BIO-0131, CHE-0130, CHE-0131, BIO-0150, BIO-0151, BIO-0155, BIO-0156, CHE-0142, CHE-0143, CHE-0145, and CHE-0146 before taking upper-level (200 level or above) courses in biology.**

**General Education Requirements**

9 credits from the student's Biology major can be applied to General Education requirements.

<b>Required Courses</b>		<b>34-38 Credits</b>
BIO-0130	General Biology Fundamentals Lecture	3
BIO-0131	General Biology Fundamentals Laboratory	1
BIO-0150	General Biology I (Cell)	3
BIO-0151	General Biology I (Cell) Laboratory	1
BIO-0155	General Biology II (Organismal)	3

BIO-0156	General Biology II (Organismal) Laboratory	1
BIO-0200	Microbiology	3
BIO-0201	Microbiology Laboratory	1
BIO-0220	Genetics	3
BIO-0222	Genetics Laboratory	1
BIO-0245	Anatomy and Physiology I	3
BIO-0247	Anatomy and Physiology I Laboratory	1
BIO-0250	Anatomy and Physiology II	3
BIO-0251	Anatomy and Physiology II Laboratory	1
BIO-0400	Molecular Genetics	3
BIO-0401	Molecular Genetics Laboratory	1
BIO-0421	Senior Seminar	3
BIO-0450	Undergraduate Research	3

**OR**

BIO-0460	Internship	3
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**One Biology Elective chosen from: 3 Credits**

BIO-0230	Ecology	3
BIO-0235	Nutrition	3
BIO-0240	Evolution	3
BIO-0335	Immunology	3
BIO-0430	Marine Biology	3
BIO-0450	Undergraduate Research	3

**OR**

BIO-0460	Internship	3
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**Required Supporting Courses 24-28 Credits**

BIO-0130	General Chemistry Fundamentals Lecture	3
BIO-0131	General Chemistry Fundamentals Laboratory	1
CHE-0142	General Chemistry I	3

CHE-0143	General Chemistry I Laboratory	1
CHE-0145	General Chemistry II	3
CHE-0146	General Chemistry II Laboratory	1
CHE-0230	Organic Chemistry I	3
CHE-0231	Organic Chemistry I Laboratory	1
CHE-0235	Organic Chemistry II	3
CHE-0236	Organic Chemistry II Laboratory	1
PHY-0100	General Physics I	3
PHY-0103	General Physics I Laboratory	1
PHY-0101	General Physics II	3
PHY-0104	General Physics II Laboratory	1

<b>Recommended Supporting Courses</b>		<b>7 Credits</b>
CHE-0400	Biochemistry I	3
ENC-0310	MCAT Review	1
MAT-0120	Calculus I	3

## **BUSINESS**

### **DEGREES OFFERED**

**B.S., Bachelor of Science in Accounting**  
**B.S., Bachelor of Science in Finance**  
**B.S., Bachelor of Science in International Business**  
**B.S., Bachelor of Science in Management**  
**B.S., Bachelor of Science in Marketing**  
**B.S., Bachelor of Science in Sport Management**

### **FACULTY**

**Christine Hagedorn**

Assistant Professor, Business  
Business Department Discipline Coordinator  
NCAA Faculty Athletic Representative

**Zeeshan Ali**

Adjunct Instructor, Accounting

**H. David Chen**

Adjunct Instructor, Business

**Michael Coleman**

Adjunct Instructor, Sports Management

**Christopher Harding**

Adjunct Instructor, Business

**John Henderson**

Adjunct Instructor, Business

**Paulette S. Hutchinson**

Associate Professor, Accounting

**Jiaxing Jiang**

Adjunct Instructor, Economics

**Kenneth Romanowski**

Adjunct Instructor, Finance

**Frank Scollo,**

Adjunct Instructor, Management

**Theresa Shea**

Adjunct Instructor, Business

**Ross Trachtenberg**

Adjunct Instructor, Sports Management

**Chad Workman**

Adjunct Instructor, Accounting

### **PROGRAM DESCRIPTION**

The Business Programs at Rosemont College provides our students with a comprehensive business foundation, grounded in the liberal arts. The principles, theories and applications of today's business environment are practiced and developed via engaging and experiential curricular and extracurricular learning. We learn by doing as we grow our respective professional networks.

**Business Program Mission:** *The Rosemont College Business Department strives to meet the wants of the age by providing courses and extra-curricular learning experiences for our undergraduate students so that our students can enter their careers with confidence and the ability to develop creative solutions to contemporary, multifaceted business problems.*

### **Business Program Development Goals:**

- Practice applications of ethics, social responsibility, and technological tools in business environments.
- Develop curriculum with input from industry experts.
- Instill in our students a self-confidence and pride in their abilities as professionals and lifelong learners.

To meet our Mission and Goals, our Business program incorporates critical thinking, moral leadership and data-based decision making skills in all functional areas. As our economy becomes increasingly digitized and global, we face complex problems and a need for ethically-grounded culturally competent business leaders and technicians. Our students practice the integration of knowledge, judgment, and strategic-planning skills to prepare them to serve our global marketplace.

To assist our students in developing these skills, our program in its entirety and within each discrete subject area puts students into the role of the decision-maker as active participants. Students have the opportunities to incorporate knowledge from their various courses, analyze factual situations in the operating environment, and make informed decisions founded on the integration of that knowledge. Course emphasis is on the understanding of basic knowledge and the application of that knowledge to case study and real-life situations. Communications, technical skill, organizational skills, empathy, moral judgment, process improvement, adaptability and continuous learning and change are some of the concepts that we integrate into our courses as part of our mission to prepare our students.

Our teaching and learning approaches prepare our graduates to adapt to a variety of roles within organizations and within society. Classroom learning

is enhanced through internships, extracurricular clubs and organizations, service learning, and/or study abroad. Students work with Faculty Advisors to select which of these possibilities most enhance their unique academic and personal experiences.

During the year before graduation, a business student will experience our Senior Seminar course which is a capstone experience designed so that each student builds a unique, meaningful prototype that advances their knowledge and credibility in their intended profession. This course is an opportunity for each student to defend their conscious competency in their academic major. To this experience, students are called upon to apply the Business and General Education Core Curriculum skills and knowledge that they have developed over the course of their study toward the baccalaureate degree. This course, based on the principles of design thinking, also offers the final academic container that gives each student exposure to their peer-group's breadth of interest and expertise. While understanding the strengths and weaknesses of one's own academic competency as a scholar (but not necessarily a practitioner of management), the student in this course will draw upon design thinking tools. This experience allows students to grow their academic understanding into true leadership skills.

## **BUSINESS PROGRAM LEARNING GOALS**

### **Business Department Program Learning Goals and Objectives**

#### **Understand critical business concepts**

- Apply a core body of discipline specific knowledge to business situations
- Recognize the competitive and operational of organizational information systems
- Apply quantitative analysis and interpretation to business problems

#### **Apply critical thinking to business problems**

- Interpret an enterprise-wide case study and recommend solutions
- Use cross-disciplinary knowledge to identify problems and their causes generate alternative solutions and arrive at reasoned conclusions
- Use information technology to analyze and implement business decisions

### **Demonstrate effective oral and written communication**

- Formulate reasoned arguments orally
- Formulate reasoned arguments in written communication
- Apply teamwork and communication skills to present and support conclusions

### **Understand the ethical, legal, and social responsibilities of individuals and organizations**

- Understand ethical issues
- Assess the impact of managers and employees as agents including the impact of their decisions on the organization, its stockholders, its employees, its customers, and the community-at-large
- Apply stakeholder analysis to social and business issues and consider and evaluate possible conflicts of interest

## **DEGREE REQUIREMENTS**

The Bachelor of Science degree in a Business discipline (Accounting, Finance, International Business, Management, Marketing, and Sport Management) requires 120 credits. This 120 credit hour requirement includes General Education requirements, 13 Core Business Courses plus either an Internship course (BUS-0455 for 1-6 credits) or an approved Study Abroad experience, and six additional courses in the major field of study. A minor in any one of the six Business fields requires at least 18 specific hours of coursework as noted in the Minor Requirements section of this catalog.

### **General Education Requirements**

Nine credits from the Business Major may be applied toward General Education requirements.

### **Elective Credits**

Electives can also be used to take other Business area classes, but should not be limited to only these areas, Electives credits make up the remaining hours beyond the General Education and Major requirements, such that students graduate with 120 credits, or more.

### **Senior Comprehensive Policy**

All candidates for Business degrees are required to take BUS 0490 Senior Seminar for Business Majors, which is offered typically only in the fall term of each academic year.

### Major Requirements

All Business Majors must complete the following Core Required Courses:

Core Required Courses		40-45 Credits
ACC-0100	Financial Accounting I	3
ACC-0101	Financial Accounting II	3
ACC-0200	Managerial Accounting	3
ECO-0105	Macroeconomics	3
ECO-0106	Microeconomics	3
BUS-0205	Organizational Theory of Management	3
BUS-0220	Business Statistics I	3
BUS-0221	Business Statistics II or other approved, related logic or mathematics course	3
PHI-0270	Business Ethics	3
BUS-0240	Management Information Systems	3
BUS-0305	Introduction to Finance	3
BUS-0320	Legal Environment of Business	3
BUS-0455	Internship Course (or approved Study Abroad)	1-6
BUS-0490	Senior Seminar	3

### B.S., BACHELOR OF SCIENCE IN ACCOUNTING

The Bachelor of Science in Accounting provides a strong foundation in areas of financial accounting and reporting, cost and managerial accounting, auditing, and federal income taxation. The major prepares students to have insight into the language, theory, and principles of accounting for careers in the private sector, industry, governmental, not-for-profit, and public accounting. To qualify for the Bachelor of Science in Accounting, a student must complete the Business Core (40-45 credits) plus the Major Specific Courses (18 credits):

Required Courses		18 Credits
ACC-0210	Intermediate Accounting I	3
ACC-0220	Intermediate Accounting II	3
ACC-0350	Auditing	3
ACC-0410	Federal Income Taxes	3
ACC-0450	Advanced Accounting I	3
1 Business or Accounting Elective		3

### B.S., BACHELOR OF SCIENCE IN FINANCE

The Bachelor of Science in Finance provides a specialization for students who want to pursue graduate study and/or employment within this field. The major in Finance prepares students to work in the fields of banking, insurance, financial analysis, wealth and investment management, in the government sector: raising and deploying capital, providing support for day-to-day cash management and pension fund support. Students completing the Bachelor of Science in Finance will be prepared to sit for exams at the first levels of one of the following: Security Industry Essentials (SIE), Certified Financial Analyst (CFA) or the Certified Financial Planning (CFP) exams. To qualify for the Bachelor of Science in Finance, a student must complete the Business Core (40-45 credits) plus the Major Specific Courses (18 credits):

Required Courses		18 Credits
BUS-0345	Intermediate Corporate Finance	3
BUS-0350	Marketing	3
BUS-0360	International Finance	3
BUS-0420	Investments	3
BUS-0485	Quantitative Business Analysis	3
1 Business or Accounting Elective		3

### B.S., BACHELOR OF SCIENCE IN INTERNATIONAL BUSINESS

There is a fundamental shift occurring in the world economy in which there is movement toward an elimination of barriers to cross border business, trade and investment. Advances in technology and telecommunications have increased this interdependence by shrinking distance and allowing for an interdependent world economy, known as globalization. The Rosemont College international business program provides students with the knowledge, skills, and understanding to succeed in this increasingly interconnected world economy. To qualify for the Bachelor of Science in International Business, a student must complete the Business Core (40-45 credits) plus the Major Specific Courses (18 credits):

Required Courses		18 Credits
BUS-0180	Introduction to International Business	3
BUS-0360	International Finance	3



BUS-0365	International Marketing	3
BUS-0425	Fundamentals of Export- Import Operations	3
BUS-0445	Supply Chain Management	3
1	Business or Accounting Elective	3

### **B.S., BACHELOR OF SCIENCE IN MANAGEMENT**

Students majoring in Management take courses in all the major functional areas of business. These courses emphasize application of knowledge and theory to organizational situations, preparing students for entry into the business community. Our strong grounding with required Liberal Arts coursework strengthens our students' abilities with communication and critical thinking in this fourth industrial revolution economy. Moral leadership is emphasized along with ethical and data-based decision making. To qualify for the Bachelor of Science in Management, a student must complete the Business Core (40-45 credits) plus the Major Specific Courses (18 credits):

<b>Required Courses</b>		<b>18 Credits</b>
BUS-0340	Organizational Behavior	3
BUS-0350	Marketing	3
BUS-0380	Strategic Policy	3
BUS-0445	Supply Chain Management	3
2	Business or Accounting Electives	6

### **B.S., BACHELOR OF SCIENCE IN MARKETING**

The Bachelor of Science in Marketing provides a specialization in marketing for students wishing to pursue a career in this field or who are interested in pursuing graduate studies in business. The major prepares students for careers in advertising, sales, direct marketing, marketing project management, wholesale trade, marketing research and marketing management, international business, public relations, customer service and federal, state and local government positions. To qualify for the Bachelor of Science in Marketing, a student must complete the Business Core (40-45 credits) plus the Major Specific Courses (18 credits):

<b>Required Courses</b>		<b>18 Credits</b>
BUS-0335	Consumer Behavior	3
BUS-0350	Marketing	3
BUS-0355	Marketing Research	3
BUS-0365	International Marketing	3
BUS-0395	Advertising	3
1	Business or Accounting Elective	3

### **B.S., BACHELOR OF SCIENCE IN SPORT MANAGEMENT**

Our Sport Management program provides a foundation of study in business applied to the sport industry, its products, and its services. The primary goals of the program are (1) to develop an in-depth knowledge of planning, organizing, leading, and evaluating within the context of a sport business organization; (2) to develop competent leaders for the various professions that focus on sport; and (3) to provide the foundation for students who desire to continue their study in graduate or law school. To qualify for the Bachelor of Science in Sport Management, a student must complete the Business Core (40-45 credits) plus the Major Specific Courses (18 credits):

<b>Required Courses</b>		<b>9 Credits</b>
BUS-0250	Sport Management	3
BUS-0362	Ethics and Law in Sport Management	3
BUS-0422	Sport Governance	3

#### **Three Sport Management courses chosen from:** **9 Credits**

BUS-0120	Youth Sports Management	3
BUS-0325	Sport Events Management	3
BUS-0347	Sport Leadership and Coaching	3
BUS-0367	Sport Marketing	3
COM-0325	Sports Journalism	3

### **REQUIREMENTS FOR A BUSINESS MINOR**

Students may combine another major with a Business Minor of 18 credit hours. Any student wishing to do so must complete a Declaration of Minor Form. Minor courses must be taken at Rosemont College, unless advance written permission is received from the Discipline Coordinator. Minors are available in Management, Accounting, International Business, Finance, Sport Management and Marketing.

#### **Minor Requirements for Management:**

<b>Required Courses</b>		<b>18 Credits</b>
ECO-105	Macro or Microeconomics or 106	3
ACC-0100	Financial Accounting I	3

BUS-0205	Organizational Theory of Management	3
BUS-0240	Management Information Systems	3
BUS-0340	Organizational Behavior	3
	One Business or Accounting Elective	3

**Minor Requirements for Accounting:**

Required Courses		18 Credits
ACC-0100	Financial Accounting I	3
ACC-0101	Financial Accounting II	3
ACC-0200	Managerial Accounting	3
ACC-0210	Intermediate Accounting I	3
ACC-0220	Intermediate Accounting II	3
	One Business or Accounting Elective	3

**Minor Requirements for International Business:**

Required Courses		18 Credits
ECO-0105	Macro or Microeconomics or 0106	3
ACC-0100	Financial Accounting I	3
BUS-0180	Intro to International Business	3
BUS-0205	Organizational Theory of Management	3
BUS-0425	Fundamentals of Export-Import Operations	3
BUS-0365	International Marketing	3
	OR	
BUS-0360	International Finance	3

**Minor Requirements for Finance:**

Required Courses		18 Credits
ECO-0105	Macro or Microeconomics or 0106	3
ACC-0100	Financial Accounting I	3
BUS-0305	Introduction to Finance	3
BUS-0345	Intermediate Corporate Finance	3
BUS-0360	International Finance	3
BUS-0420	Investments	3

**Minor Requirements for Marketing:**

Required Courses		18 CREDITS
BUS 0205	Organizational Theory of Management	3
BUS 0335	Consumer Behavior	3
BUS 0350	Marketing	3

BUS 0365	International Marketing	3
BUS 0395	Advertising	3
	One Business or Accounting Elective	3

**Minor Requirements for Sport Management:**

Required Courses		18 CREDITS
ACC 0100	Financial Accounting 1	3
BUS 0250	Sport Management	3
BUS-0362	Ethics and Law in Sport Management	3
BUS-0367	Sport Marketing	3
BUS 0422	Sport Governance	3
	One Business or Sport Management Elective	3

**FOUR PLUS ONE BACHELORS AND MASTERS DEGREES PROGRAM**

This program offers a B.S. in Finance, International Business, Marketing, Management, Sport Management, and Accounting in an accelerated program in the Undergraduate College and a Master of Business Administration, MBA, or Master of Healthcare Administration or Master of Strategic Leadership through Rosemont's School of Graduate Studies. For more information please visit the BACHELOR'S/MASTER'S OPTION Application Process and Procedures section of this catalog.

**Academic Requirements to apply to enter the program as a Junior:**

- Students apply to this program using the application form found on iWay.
- Students must have a minimum cumulative GPA of 3.00 for their first three semesters at Rosemont College with no grades less than C.
- Students may not have any unresolved grades, such as T (Temporary) grades or I (Incomplete) grades at the time the application is made.
- Advanced placement credits, and transfer credits must appear on the student's transcript before the application is submitted.
- To apply, students must submit a Four Plus One Application Form, resume, copies of all college transcripts, letter or reference from a Rosemont

faculty member, and a one-page statement of purpose explaining their interest in this program.

Once admitted to the Graduate Program, the undergraduate student may take up to one graduate class per fall and spring semester during the Junior and Senior academic years. Therefore, using this model, up to twelve (12) graduate credit hours can be completed while still enrolled as an undergraduate.

Students must maintain at least a 3.0 GPA in both their graduate and undergraduate courses to maintain dual-degree status as tracked by the undergraduate and graduate program directors.

**Required Graduate Courses**

Accepted and approved Four Plus One program students may begin taking graduate level courses in the fall semester of their Junior year. Students are limited to one graduate course per fall or spring semester as an undergraduate and may apply no more than 12 graduate credits to undergraduate graduation requirements

## CHEMISTRY

### DEGREE OFFERED

**B.A., Bachelor of Arts in Chemistry**

### FACULTY

**Xiuni Wu**

Associate Professor, Chemistry

Discipline Coordinator

Post Baccalaureate Pre-Medical Program Advisor

### PROGRAM DESCRIPTION

The chemistry major and minor at Rosemont College includes the breadth and integration found in traditional chemistry curricula, the ability to learn about experimental design and the opportunity to engage in problem solving.

The undergraduate, Bachelor of Arts degree in chemistry requires students to take courses, including a year of General Chemistry, a year of Organic Chemistry, Inorganic Chemistry, Analytical Chemistry, Physical Chemistry, and Biochemistry. Supporting courses include Physics and Calculus.

This rigorous program of study provides opportunity for the needs of individual students to be met with elective courses and provides a firm foundation for planning for graduate school, medical school, teaching, or a variety of chemistry-related careers in healthcare, government, and industry.

Internships and research opportunities, while not required within the major, are a typical part of the student's chemistry experience at Rosemont College.

### PROGRAM GOALS

GOAL1: Demonstrate factual and theoretical knowledge of chemistry.

- Objective 1: Describe the structure and composition of matter, and use qualitative and quantitative approaches to solve chemical problems.

GOAL 2: Practice and apply learned principles in the laboratory and scientific writing..

- Objective 1: The ability to construct an original research question, manifesting a familiarity with the existing literature, and an implementable research design.
- Objective 2: The ability to implement that research design through the collection and

interpretation of data, and to articulate results.

Objective 3: Analyze, interpret and evaluate results relative to current research in peer-reviewed journals, summarize in lab reports written in scientific format.

GOAL 3: Demonstrate effective oral communication skills in the field of chemistry.

- Objective 1: Prepare and present oral presentations based on a rubric.

### DEGREE REQUIREMENTS

Students may combine Teacher Certification with a degree in Chemistry. Please refer to the Education portion of the Catalog.

### Requirements for a B.A. in Chemistry

In addition to meeting the course requirements for each respective major, all students must also fulfill the General Education requirements for the Undergraduate College. The Bachelor of Arts degree in Chemistry requires 120 credits.

### Senior Comprehensive Policy

All Chemistry majors must take the ETS major field test for Chemistry and score at or above the national mean pass. Chemistry majors must also take CHE 0445 Senior Seminar.

### General Education Requirements

9 credits of coursework required for the chemistry major may be applied to General Education requirements.

### Minimum credits required to complete the chemistry major is: 54 credits

Required Courses		33 Credits
CHE-0142	General Chemistry I	3
CHE-0143	General Chemistry I Laboratory	1
CHE-0145	General Chemistry II	3
CHE-0146	General Chemistry II Laboratory	1
CHE-0230	Organic Chemistry I	3
CHE-0231	Organic Chemistry I Laboratory	1
CHE-0235	Organic Chemistry II	3
CHE-0236	Organic Chemistry II Laboratory	1
CHE-0250	Descriptive Inorganic Chemistry	3

CHE-0300	Analytical Chemistry	3
CHE-0301	Analytical Chemistry Laboratory	1
CHE-0320	Physical Chemistry I	3
CHE-0321	Physical Chemistry I Laboratory	1
CHE-0400	Biochemistry I	3
CHE-0445	Senior Seminar	3

**Two Chemistry elective courses chosen from: 6-8 Credits**

CHE-0315	Instrumental Methods of Analysis	3
CHE-0316	Instrumental Methods of Analysis Laboratory	1
CHE-0325	Physical Chemistry II	3
CHE-0326	Physical Chemistry II Laboratory	1
CHE-0340	Intro. Nanoscience & Nanotech	3
CHE-0415	Biochemistry II	3
CHE-0430	Organic Mechanisms	3

**Required Supporting Courses 15 Credits**

BIO-0150	General Biology I (Cell)	3
BIO-0151	General Biology I Laboratory (Cell)	1
MAT-0120	Calculus I	3
PHY-0100	General Physics I	3
PHY-0103	General Physics I laboratory	1
PHY-0101	General Physics II	3
PHY-0104	General Physics II laboratory	1

**Recommended Supporting Courses 3 Credits**

MAT-0121	Calculus II	3
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**Elective Credits**

The remaining credit hours are electives and can consist of science and mathematics courses, but should not be limited to those particular disciplines. Electives credits make up the remaining hours such that students graduate with 120 credits.

**Chemistry Minor Requirements 23 Credits**

CHE-0142	General Chemistry I	3
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CHE-0143	General Chemistry I Laboratory	1
CHE-0145	General Chemistry II	3
CHE-0146	General Chemistry II Laboratory	1
CHE-0230	Organic Chemistry I	3
CHE-0231	Organic Chemistry I Laboratory	1
CHE-0235	Organic Chemistry II	3
CHE-0236	Organic Chemistry II Laboratory	1
CHE-0300	Analytical Chemistry	3
CHE-0301	Analytical Chemistry Laboratory	1
CHE-0400	Biochemistry I	3

**Biochemistry Minor Requirements 22-23Credits**

CHE-0142	General Chemistry I	3
CHE-0143	General Chemistry I Laboratory	1
CHE-0230	Organic Chemistry I	3
CHE-0231	Organic Chemistry I Laboratory	1
CHE-0235	Organic Chemistry II	3
CHE-0236	Organic Chemistry II Laboratory	1
CHE-0400	Biochemistry I	3
BIO-0150	General Biology I (Cell)	3
BIO-0151	General Biology I Laboratory (Cell)	1
Elective*		3-4

\*Microbiology, BIO-0200 (3 credits) and BIO 0201 Microbiology Laboratory (1 credit) are recommended.

## COMMUNICATION, NEW MEDIA

### DEGREES OFFERED

#### B.A., Bachelor of Arts in NEW MEDIA COMMUNICATION

### FACULTY

#### Brittney Nix-Crawford MS

Assistant Professor, of New Media Communication  
Discipline Coordinator

### PROGRAM DESCRIPTION

The New Media Communications Major and Minor is an experiential program that gives students opportunities to create, interpret, and manage the rapidly evolving media landscape. This program will be driven by theoretical principles and practical skills needed to navigate the digital world. Students will learn the art of storytelling and communicating ideas on various spectrums on media. Students may concentrate in one of the following areas of study: Journalism, Public Relations, or Digital Media. This program will give students a unique and refreshing approach to the field of New Media Communications which together are vital to professional success in careers around: Digital Media, Journalism, Broadcast Media, Publishing, Advertising, Public Relations, Media Law, Film, Video, social media platforms and new media production. The field of Communications continues to see unprecedented growth and convergence both technically and structurally. Students can choose their expertise, learn to be multifaceted, and develop essential skills to write press releases, manage social media, design newsletters, write stories, edit and shoot video, interpret and disseminate information across many platforms and become proficient in the ability to be a good storyteller.

#### Concentration 1: Journalism

Courses in this concentration provide students with a foundation in the theoretical and practical aspects of journalism. Students will develop skills for good reporting and writing that can cross all media platforms including social media, digital media, and various media outlets—all in keeping with time-honored ethical and professional standards.

#### Concentration 2: Public Relations

Courses in this concentration offer a balanced combination of theory and practice with a mix of

journalism and multimedia courses that will be the foundation for public relations course work.

#### Concentration 3: Digital Media

Students have an opportunity to focus on a particular area of digital media that interests them. Core courses will prepare you to meet the growing demand for digital specialties in an array of fields. Students will be able to explore various areas within digital media whether it is analyzing social media networks, the impact of streaming video, producing and disseminating information online, interactive web design, multimedia and storytelling content creation.

#### Program Goals:

**Goal 1:** Prepare Students to retain the theoretical foundations while utilizing specific skill sets to specialize in one of three growing sectors.

**Objective 1:1-**Students will master the information literacy techniques necessary to engage in professional communication sectors.

- Define and articulate the information provided.
- Access and verify information effectively and efficiently.
- Evaluate information and sources critically.
- Use information effectively and ethically to communicate in a professional setting.

**Objective 1:2-** Students will craft work that embodies knowledge and creativity in communications that is expressed with written, oral, and visual precision.

- Organize their thoughts and present them creatively through written and visual media.
- Use of language to capture and maintain audience interests in the messages.
- Incorporate information from a variety of sources to support their message
- (The list of abilities was adapted from the National Communication Association's assessment guidelines.)

**Objective 1:3-** Students will be proficient in the use of conventions of digital news writing, social media or public relations writing. This includes the ability to identify their audience and to accurately and clearly provide essential information using Associated Press style guidelines.

**Goal 2** Students will know the legal, aesthetic, historical, sociological, political and economic foundations of the media industry.

**Objective 2:1**-Students will demonstrate knowledge of media fundamentals such as the future of digital media, media history and industry leading pioneers.

**Objective 2:2**- Students will demonstrate an understanding of moral, ethical communications and the ability to apply those principles to the media industry.

**Objective 2:3**-Students will stay current on world news and develop an understanding of how world events affect practice in professional media communication.

**Goal 3:** Demonstrate the fundamental principles of storytelling as an art form.

**Objective 3:1**-Students will be aware of the different forms of storytelling within various media platforms.

**Objective 3:2**- Develop advanced critical thinking skills in written analysis of text and visual media objects.

## DEGREE REQUIREMENTS

### Major Requirements for B.A. in New Media Communication

In addition to meeting course requirements for the major, all students must also fulfill the General Education requirements for the Undergraduate College. The Bachelor of Arts degree in New Media Communication requires 120 credits.

No Comprehensive exam is required. New Media Communication will have a 400 level Senior Seminar course that is required for all concentrations. Students receive a letter grade for material done in the course. The students also must write and present capstone projects for High Pass/Pass/Fail grade and are regraded according to designated rubrics.

Students will complete 18 credits of required general communication courses. Once chosen a concentration student will complete 12 credits of concentration focused courses and 15 credits of other required supporting courses.

Total Credits required to complete the New Media Communications major is 45 credits.

### Communication Minor Requirements: 18 credits

Comm-0120 Introduction to New Media  
Comm-0180 Theory of Mass Communication  
Comm-0263 New Media Writing  
Comm-0235 New Media Research Methods  
(6) credits of the required track courses

### Bachelor of Arts in New Media Communication with a concentration in....

#### Required Core Courses 18 credits

Comm-0120 Introduction to New Media  
Comm-0180 Theory of Mass Communication  
Comm-0263 New Media Writing  
Comm-0235 New Media Research Methods  
Comm-0495 Internship  
Comm-0480 Senior Seminar

#### Track 1 Journalism

##### Required for Journalism 6 credits

Comm-02xx Principles of Journalism  
Comm-0279 Media Ethics and Law

#### Track 2 Public Relations

##### Required for Public Relations 6 credits

Comm-02xx New Media and Public Relations  
Comm-02xx Writing for Public Relations

#### Track 3 Digital Media

##### Required for Digital Media 6 credits

Comm-0286 Digital Storytelling  
Comm-0287 Digital Media Analytics

### Choose 12 credits of New Media Communication Electives

#### Required Supporting Courses 9 credits

One English Literature Course  
One Creative writing courses  
Choose one English course or Creative Writing Course

### FOUR PLUS ONE PROGRAM IN COMMUNICATION AND PUBLISHING OR CREATIVE WRITING

This program offers a B.A. in New Media Communication in the Undergraduate College and a Master's in Publishing, OR a Master of Fine Arts degree in Creative Writing, through Rosemont's Schools of Graduate and Professional Studies. For more information, please visit the BACHELOR'S/MASTER'S OPTION, FOUR PLUS ONE

Application Process and Procedures section of this catalog.

### **Requirements for the Four Plus One**

- Students must have a minimum cumulative GPA of 3.0000 for their first three semesters at Rosemont College with no grades less than C. There are no exceptions to this GPA requirement.
- Students may not have any unresolved grades, such as T (Temporary) grades or I (Incomplete) grades at the time the application is made.
- Advanced placement credits, and transfer credits must appear on the student's transcript before the application is submitted.
- Students must submit a Four Plus One Application Form and a statement of purpose explaining their interest in this program.

Once admitted to the Four Plus One program, the undergraduate student can take no more than one graduate class per semester and no more than 12 graduate credit hours while still enrolled as an undergraduate. Students may take graduate courses during the graduate summer semester.

Students must maintain at least a 3.0000 after completion of the first two graduate courses to remain in the Four Plus One Program.

Students must complete all requirements of both degrees and can count a maximum of 4 courses (12 credits) towards both the B.A/B.F.A and M.A. degrees.



## CRIMINOLOGY

### DEGREE OFFERED

**B.S., Bachelor of Science in Criminology**

### FACULTY

**Joanne Campbell**

Assistant Professor, Sociology  
Discipline Coordinator, Sociology

**Anas Askar**

Assistant Professor

**Marcie Brozyna**

Adjunct Instructor

**Allison Denman**

Adjunct Instructor

**Lorraine Dusak**

Adjunct Instructor

**Debra Heath-Thornton**

Adjunct Instructor

**Emma Herman**

Adjunct Instructor

**Kelly Lloyd**

Adjunct Instructor

### PROGRAM DESCRIPTION

Criminology prepares students for career background in juvenile and adult probation, research positions, prison case management, investigative careers, victimology (women's and men's centers, rape crisis centers, domestic abuse units, victims' rights groups), parole, social services agencies, community relations work with socio-legal issues, criminal justice agencies, court services, pre-law, forensic assistant, and other related careers. It can also serve as background training for graduate studies in forensic social science, criminology, law, and/or criminal justice.

### PROGRAM GOALS

GOAL 1: Students will understand core concepts in Criminology by institutional areas of study.

Objective 1-1: Students will understand the terminology of the discipline.

GOAL 2: Develop an understanding of the practical application of Criminology as the interdisciplinary study of crime as both an individual and social phenomenon.

Objective 2-1: Relate specific Criminology theories and research to internships.

GOAL 3: Integrate cumulative knowledge within the Criminology Major. Students will be able to present in writing and orally an integration of various interdisciplinary topics and phenomenon.

Objective 3-1: Relate diverse courses in Criminology on a thematic basis. Present accurate answers and solutions dealing with social institutions and social processes that influence criminal behaviors.

### DEGREE REQUIREMENTS

#### MAJOR REQUIREMENTS FOR A B.S. IN CRIMINOLOGY

In addition to meeting the course requirements for each respective major, all students must also fulfill the General Education requirements for the Undergraduate College. The Bachelor of Science degree in Criminology requires 120 credits.

Total credits required to complete the Criminology major is: 51

Required Courses		51 Credits
SOC-0100	Principles of Sociology	3
OR		
SOC-0110	Social Problems	3
SOC-0200	Social Theory: Classical	3
SOC-0205	Social Theory: Contemporary	3
SOC-0260	Criminology	3
SOC-0265	Juvenile Delinquency	3
SOC-0320	Victimology	3
SOC-0330	Social Mediation/Dispute Resolution	3
OR		
SOC-0420	Sociology of Stress & Crisis Intervention	3
SOC-0210	Social Stratification & Mobility	3
OR		
SOC-0370	Racial and Ethnic Groups	3
SOC-0375	Sociology of the Courts and Legal System	3
SOC-0390	Sociology of Substance Abuse	3

PSC0261	Civil Rights and Civil Liberties	3
SOC0380	Research Methods and Social Science	3
SOC0400	Senior Seminar	3
SOC0455	Internship	9
	One Sociology Elective	3

**Minor in Criminology**

Students may complete a minor in Criminology by completing 6 to 8 of the required Criminology courses listed above.

## DOCUMENTARY STORYTELLING

### DEGREES OFFERED

Minor in Documentary Storytelling

### FACULTY

#### **Brittney Nix-Crawford MS**

Assistant Professor, of New Media Communication  
Discipline Coordinator

### Program Description

Documentary Storytelling Minor provides undergraduate students with the opportunity to explore the process of documentary creation and the art of visual storytelling. This also gives students with diverse academic interests to integrate documentary making into their undergraduate studies. It is designed to develop digital literacy, creative artistic expression, and hands on experience. The minor sets a foundation on theory, ethics and practice with a deep community base that connects students to various organizations in the main line area.

### Program Goals:

The Documentary Storytelling minor serves as an addition to the umbrella of New Media Communications teaching the value and importance of storytelling through film. This minor is an introduction to the art and the impact storytelling on modern media. This minor is supported by industry driven individuals and partnerships with UIF REC Studio and Bryn Mawr Film Institute.

**Goal 1:** Introduce students to film and media works that convey artistic vision and expression with social sensitivity and responsibility, recognizing the intersections of cinema with modalities of race, class, ethnicity, gender and sexuality, and the global resonances of nationhood.

**Objective 1:1** Students will be able to think critically about various subjects and explore solutions and problems that is made for cinema.

**Goal 2:** An understanding of fieldwork as a theoretically grounded mode of research that includes ethics and theory regarding interactions with and representations of various community members who become subjects of students' work.

**Objective 2:1** Students will become proficient in basic understanding of theories and other research methodologies in film, audio/radio, and oral history/narrative writing.

### Degree Requirements

Minor Requirements for Documentary Storytelling  
Students will complete 18 credits. Students will complete 4 core-required Documentary Storytelling courses and 2 course electives.

#### Core Courses

DOC-01XX	Foundations of Documentary Theory and Legal Practice
DOC-01XX	Editing 101
DOC-02XX	Documentary Production 1
DOC-03XX	Documentary Capstone

#### Elective Courses (Choose 2)

DOC-02XX	Special Topics
DOC-02XX	Documentary Tradition
DOC-02XX	Narrative Strategies and Writing
DOC-02XX	Documentary Production 2
ARS-XXXX	Interactive Media

## EDUCATION

### DEGREES OFFERED

**B.S., Bachelor of Science in Elementary Education (PK-4)**

**B.S., Bachelor of Science in Elementary Education (PK-4 with PK-12 Special Education)**

### FACULTY

**Denise M. Falconi, Ed.D.**

Director of Teacher Education, Certification Officer

**Dawn Chapman**

Adjunct Instructor, Education

**Staci Kimple, M.Ed.**

Adjunct Instructor, Education

**Renee Q. Jackson, M.Ed.**

Adjunct Instructor, Education

**Donna D. Kleinert, Ed.D.**

Adjunct Instructor, Education

**Patricia Livov, M.Ed.**

Adjunct Instructor, Education

**John Moody, M.Ed.**

Adjunct Instructor, Education

**Gail Ward**

Adjunct Instructor, Education

**Amy L. Williams**

Adjunct Instructor, Education

**Aviva Moore, Ed.D.**

Adjunct Instructor, Education

### PROGRAM DESCRIPTION

The Bachelor of Science degree program in Education is a professional program integrated within a liberal arts curriculum. The PK-4 track mandates 63 credit hours of required courses and 12 credit hours of student teaching. The PK-4 with PK-12 Special Education track requires 72 credit hours of required courses and 12 credit hours of student teaching. Both of these tracks lead to Pennsylvania Certification when all course requirements and other requisites are met.

### CERTIFICATION TRACKS

Current undergraduate majors that offer teacher certification in the Grade 7-12 span are: Biology, Chemistry, English, History/Social Studies, and Mathematics. Students must complete all requirements for the subject area major and take a series of education courses to prepare them to teach the 7-12 spans. PK-12 Certification tracks are offered in Studio Art and Spanish. Students must complete subject area major requirements and also

take the education courses applicable to this certification. Those students in the certification track for the 7-12 span or the PK-12 span will receive a baccalaureate degree in the subject area chosen and be eligible to apply for specified certification after all course requirements and other PDE requisites are met. Twelve credit hours of student teaching (14 weeks) are required. The College reserves the right to change any requirements, at any time, in order to comply with Pennsylvania Department of Education regulations.

### ELIGIBILITY FOR ACCEPTANCE

It is strongly recommended that students interested in education express that interest by the end of the first semester of their first year in order to receive proper advising by the Director of Teacher Education. Because of the significant credit requirements of these programs, students may declare a major in pre-education as early as their first semester.

After earning 48 credits, including at least two courses in writing, English literature, and two college-level math courses (must be at or above the level of College Algebra, MAT 0115) as required by the Commonwealth of Pennsylvania, and at least two required Education courses with a cumulative GPA of 3.0, a student may apply for formal acceptance into the Certification Program (as distinguished from simply declaring one's major).

Please note: students who do not achieve a minimum GPA of 3.0 or higher upon graduation cannot apply for certification under the guidelines established by the Commonwealth of Pennsylvania. Students must also meet the requirements of the pre-professional basic skills requirement prior to formal acceptance into the program. Additionally, appropriate mandated clearances and a meeting with the Director of Teacher Education are required.

All students seeking certification must take and pass all sections of the PAPA/PECT/PRAXIS tests required by the Commonwealth of Pennsylvania for certification in their chosen area prior to applying for certification.

### Student Teaching Eligibility

All students in the Teacher Education Program must complete professional courses and student teaching during either semester (fall or spring) of their senior

year. To be eligible for this semester, the student must:

- ✓ Complete the prerequisite professional courses with a 3.0 average.
- ✓ Have documented field experience approved by the Director of Teacher Education which meets the state mandated minimum number of hours and competency requirements.
- ✓ Have all current (i.e. within the last six months) clearances and a negative report of a TB test.

The College reserves the right to change any of these requirements at any time in order to meet compliance with state regulations or with college degree requirements. The college further reserves the right to remove a student from a student teaching placement for unsatisfactory or unprofessional performance.

#### **PROGRAM GOALS**

**GOAL 1:** Students majoring in education will acquire a comprehensive foundation of pedagogical knowledge and skills, which will enable them to become effective teachers.

**Objective 1.1:** Students will satisfactorily demonstrate the competencies of the four domains of the Danielson Model Rubric: Planning and Preparation, The Classroom Environment, Instructional Delivery, and Professionalism in the Field during their student teaching experience.

**GOAL 2:** Students enrolled in the teacher education program will acquire a foundation of the oral and written communication skills required for their professional service in the classroom.

**Objective 2.1:** Students will demonstrate their competency in oral presentation skills by satisfactorily engaging in “sample” lessons.

**Objective 2.2:** Students will demonstrate their competency in writing skills by satisfactorily engaging in professional lesson planning.

**GOAL 3:** Students enrolled in the education program will acquire a working knowledge of professional teacher competencies through experiential field work in suburban and urban school districts.

**Objective 3.1:** Students will demonstrate knowledge of professional teaching competencies through the

use of a reflective journal, log, and mentor evaluation rubrics.

**Objective 3.2:** Students will utilize the Framework for Effective Teaching (Danielson) and other teacher-generated rubrics to analyze and reflect upon the professional teacher competencies they observe during their field work.

#### **DEGREE REQUIREMENTS REQUIREMENTS FOR THE B.S. DEGREE IN ELEMENTARY EDUCATION**

Students are required to complete a minimum of 120 credits to graduate. Please see detailed explanation which follows

#### **General Education Requirements**

Elementary Education students are able, with the prior approval of the Director of Teacher Education, to apply 12 credits, four courses, of their Education requirements towards the General Education curriculum.

#### **Required Courses**

The course requirements below have been developed to meet the certification standards promulgated by the Pennsylvania Department of Education (PDE)

**In special circumstances the Director of Teacher Education may give permission to waive one or more pre-requisites.**

**All students are required to take EDU 0455 Student Teaching Seminar.**

#### **ELEMENTARY EDUCATION PK-4 TRACK**

The BS in Elementary Education provides the student with the ability to teach in pre-school through Grade 4. The successful completion of this program, in addition to meeting all testing and GPA requirements set forth by the Pennsylvania Department of Education, will lead to acquiring an Instructional I Certification in the PK-4 span.

#### **Required Courses**

<b>Development, Cognition, and Learning</b>	<b>9 Credits</b>
EDU-0201 Observation and Analysis	3
EDU-0240 Topics in Learning	3

PSY-0200**	Developmental Psychology	3
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**Subject Matter Pedagogy Content 27 Credits**

EDU-0200	Development of Education in the U.S.	3
EDU-0250	Early Childhood	3
EDU-0260	Children’s Literature	3
EDU-0420	Teaching RELA: N-4	3
EDU-0425	Teaching Mathematics: N-4	3
EDU-0403	Teaching Science	3
EDU-0404	Teaching Social Studies	3
EDU-0405	Teaching the Arts in Elem. School	3
EDU-0395	Teaching Phys. Educ. and Health	1.5
EDU-0427	Technology in the Curriculum	1.5

**Assessment 6 Credits**

EDU-0385	Educational Assessment and Statistics	3
PSY-0361**	Educational Psychology	3

**Family and Community Collaborative Partnerships 3 Credits**

**Partnerships**

EDU-0230**	The School, the Family and the Community	3
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**Professionalism 6 Credits**

EDU-0220	Effective Teaching Strategies in K-12 Classrooms	3
PHI-0272**	Ethics and Social Values	3

\*\*Denotes a course that can fulfill General Education requirements.

**Additional Requirements: 12 Credits**

Students must demonstrate that they have competencies related to adaptations and accommodations for diverse students, that is, students with disabilities, gifted students (9 credits) and ELL students (3 credits).

EDU-0270	Classroom and Behavior Management	3
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EDU-0280	Fundamentals of Special Education	3
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EDU-0380	Working with Disabled and Gifted Students in an Inclusion Program	3
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EDU-0355	Principles and Practices of Working with English Language Learners	3
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Total Education Credits 63 (exclusive of student teaching)

**Student Teaching 12 Credits**

**ELEMENTARY EDUCATION PK-4 WITH PK-12 SPECIAL EDUCATION TRACK**

The BS in Elementary Education PK-4 with PK-12 Special Education Track provides the student with the ability to teach in pre-school through Grade 4 and in pre-school through Grade 12 Special Education classrooms. The successful completion of this program, in addition to meeting all testing and GPA requirements set forth by the Pennsylvania Department of Education, will lead to acquiring an Instructional I Certification in the PK-4 span and the PK-12 Special Education span.

The PK-12 Special Education Program MUST be paired with an existing education degree/certification program. Rosemont College Education Department chose to pair the PK-12 Special Education certification track with the PK-4 Elementary Education Degree/Certification program.

**REQUIRED COURSES**

**Development, Cognition, and Learning 12 Credits**

EDU-0201	Observation and Analysis	3
EDU-0322	Secondary Special Education and Transition Services	3

PSY-0100	Introduction to Psychology	3
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PSY-0200**	Developmental Psychology	3
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**Subject Matter Pedagogy Content 27 Credits**

EDU-0200	Development of Education in the U.S.	3
EDU-0250	Early Childhood	3
EDU-0260	Children's Literature	3
EDU-0383	Diagnostic and Prescriptive Language Arts Instruction in Special Ed.	3
EDU-0386	Diagnostic and Prescriptive Mathematics Instruction in Special Ed.	3
EDU-0325	The Study of Autism Spectrum Disorders	3
EDU-0365	Practicum in High Incidence Disabilities	3
EDU-0405	Teaching the Arts in Elementary School	3
EDU-0395	Teaching Physical Education and Health	1.5
EDU-0427	Technology in the Curriculum	1.5

**Assessment 6 Credits**

EDU 0385	Educational Assessment and Statistics	3
PSY 0328	Psychopathology of Childhood	3

**Family and Community Collaborative Partnerships 3 Credits**

EDU-0230**	The School, the Family and the Community	3
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**Professionalism 6 Credits**

EDU-0220	Effective Teaching Strategies in K-12 Classrooms	3
PHI-0272**	Ethics and Social Values	3

**Additional Requirements 12 Credits**

Students must demonstrate that the student have competencies related to adaptations and accommodations for diverse students, that is, students with disabilities, gifted students (9 credits) and ELL students (3 credits).

EDU-0270	Classroom and Behavior Management	3
EDU-0280	Fundamentals of Special Education	3

EDU-0380	Working with Disabled and Gifted Students in an Inclusion Program	3
EDU-0355	Principles and Practices of Working with English Language Learners	3

**American Sign Language 6 Credits**

ASL-0150	American Sign Language I	3
ASL-0151	American Sign Language II	3

**Student Teaching 12 Credits**

\*\*Denotes a course that can fulfill General Education requirements.

**REQUIREMENTS FOR SECONDARY (7-12) EDUCATION**

Students may major in the following and obtain a teaching Certification in the designated teaching span.

- Biology
- Chemistry
- English
- History/Social Studies
- Mathematics

Please refer to the specific major for DEGREE REQUIREMENTS in the subject area.

Students should arrange their course schedule with their major advisor and the Director of Teacher Education, who serves as a second advisor, such that all required coursework is completed prior to student teaching.

**Required Courses in a Student's Major Credits Vary**

Students are required to complete a minimum of 120 credits to graduate. Requirements for individual majors will vary. Please review carefully the requirements for the chosen major as stated elsewhere in this catalog.

**Education Requirements 34.5 Credits**

The following courses are required for certification at the Grade 7-12 span level in the Undergraduate College.

The course requirements detailed below have been developed so that they meet the certification standards which the Pennsylvania Department of Education has promulgated. Students will be eligible for certification upon completion of this program and the fulfillment of the testing and GPA requirements stipulated by PDE.

**In special circumstances the Director of Teacher Education may give permission to waive one or more pre-requisites.**

**Development, Cognition, and Learning 6 Credits**

EDU-0201	Observation and Analysis	3
PSY-0200*	Developmental Psychology	3

**Subject Matter Pedagogy Content 7.5 Credits**

EDU-0200	Development of Education in the U.S.	3
EDU-0360	Methods Clinic: Secondary Science	3
OR		
EDU-0361	Methods Clinic: Secondary English	3
OR		
EDU-0362	Methods Clinic: Secondary Mathematics	3
OR		
EDU-0363	Methods Clinic: Secondary Social Studies	3
EDU-0427	Technology in the Curriculum	1.5

**Assessment 6 Credits**

EDU-0385	Educational Assessment and Statistics	3
PSY-0330**	Adolescent Psychology	3
OR		
PSY-0361**	Educational Psychology	3

**Family and Community Collaborative Partnerships 3 Credits**

EDU-0230**	The School, the Family and the Community	3
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**Professionalism 3 Credits**

EDU-0350	Principles and Practices of Secondary Education	3
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**Additional Requirements 9 Credits**

Students must demonstrate that they have competencies related to adaptations and accommodations for diverse students, that is students with disabilities, gifted students and ELL students.

EDU-0280	Fundamentals of Special Education	3
EDU-0355	Principles and Practices of Working with English Language Learners	3
EDU-0380	Working with Disabled and Gifted Students in an Inclusion Program	3

**Additional Requirements**

Students wishing to be certified in the Grades 7-12 span must also meet the requirements for formal entry into the Teacher Certification Program as detailed earlier in this section. Additionally, 12 credits (14 weeks) of student teaching are mandated.

**REQUIREMENTS FOR PK-12 CERTIFICATION TRACK**

Students may major in the following and obtain a teaching Certification in the designated teaching span.

**Art PK-12**

Students may major in Studio Art and take the designated education courses to obtain an ART PK-12 teaching Certification. Students must also fulfill all testing and GPA requirements of the Pennsylvania Department of Education.

Please refer to the specific major for DEGREE REQUIREMENTS in the subject area.

**Spanish PK-12**

Students may major in Spanish and take the additional education credits required by the Pennsylvania Department of Education to obtain the PK-12 teaching Certification in Spanish. Students must also fulfill all testing and GPA requirements promulgated by PDE.

Please refer to the specific major for DEGREE REQUIREMENTS in the subject area.

Students should arrange their course schedule with their major advisor and the Director of Teacher Education, who serves as a second advisor, such that



all required coursework is completed prior to student teaching.

**Required Courses in a Student's Major Credits Vary**

Students are required to complete a minimum number of credits to graduate. Requirements for individual majors will vary. Please refer to the major program in this catalog for the major requirements.

**Education Requirements Credits Vary**

The following courses are required for certification at the PK-12 Certification Tracks in the Undergraduate College.

The course requirements detailed below have been developed so that they meet the certification standards which the Pennsylvania Department of Education has promulgated. Students will be eligible for certification upon completion of this program and the fulfillment of the testing and GPA requirements stipulated by PDE.

**In special circumstances the Director of Teacher Education may give permission to waive one or more pre-requisites.**

**Art PK-12 DEGREE REQUIREMENTS**

EDU-0200	Development of Education in the United States
EDU-0201	Observation and Analysis
EDU-0220	Teaching Strategies PK-12
EDU-0380	Working with Disabled and Gifted Students in an Inclusion Program
EDU-0270	Classroom and Behavior Management
EDU-0280	Foundations of Special Education
EDU-0355	Principles and Practices of Working with ELL Learners
EDU-0401	Teaching Art K-12
EDU-0455	Student Teaching and Seminar

**Spanish PK-12 DEGREE REQUIREMENTS**

EDU-0200	Development of Education in the United States
EDU-0201	Observation and Analysis
PSY-0200	Developmental Psychology
EDU-XXXX	Methods of Teaching Spanish

EDU-0427	Technology in the Curriculum
EDU-0385	Educational Assessment and Statistics
PSY-0330**	Adolescent Psychology
OR	
PSY-0361**	Educational Psychology
EDU-0230	The School, the Family, and the Community
EDU-0220	Effective Teaching Strategies in PK-12 Classrooms

**Additional Requirements**

Students must demonstrate that the students have competencies related to adaptations and accommodations for diverse students, that is students with disabilities, gifted students, and ELL learners.

EDU-0280	Fundamentals of Special Education
EDU-0355	Principles and Practices of Working with English Language Learners
EDU 0380	Working with Disabled and Gifted Students in an Inclusion Program
	Student Teaching = 12 credits.

## **ENGLISH, THEATER, WRITING, and READING**

### **DEGREES OFFERED**

**B.A., Bachelor of Arts in English**

### **FACULTY**

**Katherine Baker**

Associate Professor, Writing and English  
Discipline Coordinator

**Timothy Jackson**

Associate Professor, English

**Roseann Corey**

Assistant Professor, Writing

**Radley Reist**

Adjunct Instructor, Theater

**Rosemary Welsh**

Adjunct Instructor, Theater

### **PROGRAM DESCRIPTION**

The Department of English, Theater, and Writing offers the English major with its specializations in Literature or Writing; the English or Theater minors; courses in American, British, and World Literature; and courses in creative, academic, and professional Writing. Students will explore, integrate, and ultimately challenge key issues in literature, culture and contemporary society through their study of fiction, drama, poetry, essays, biographies, journals, diaries and periodicals. English, English and Writing, and English and Communication majors look back, look around, and look forward, in order to understand the complex relationships among language and knowledge, writing and power, and academia and popular culture. Some students may choose to focus on literature, others on creative writing or business and technical writing. Still others will specialize in both English and Communication, where the student will apply their skills of literary analysis in courses on publishing, design, and editing. All students will be introduced to English, American, and World literature through historical surveys, close reading of texts, intensive pursuit of a single author or topic (through seminars), and application of literary criticism and theory. The student also will strengthen and apply their analytic and writing skills through Creative or Professional Writing classes or develop their public speaking and dramatic talents through oral communication and theater courses.

### **PROGRAM GOALS**

**GOAL 1:** Students will be able to master the techniques of information literacy and argument-driven literary criticism. They will then be able to apply and to integrate these skills to research-based literary criticism, through both written work and through oral discussion.

**Objective 1-1:** Students will effectively and responsibly evaluate and use digital and print resources in their study of literature.

**Objective 1-2:** Students will write reports, papers, and projects of increasing difficulty and length, which will integrate their research and critical thinking skills.

**Target Outcomes 1-1:** Students will develop and write a research-driven literary analysis paper within the required courses typically taken during second or third year. 75% of students will receive a 3 or better on the AACU Rubric for Written Communication. Examples of these courses which would satisfy this are as follows: Shakespeare, Modern British Literature, and Modern American Literature.

**Target Outcomes 1-2:** Students will complete a Senior Comprehensive Portfolio that utilizes a wide range of digital and print resources and illustrates their ability to independently develop and support their own critical analysis and research in a clear and professional manner. Seventy-Five percent of students will receive a 3 or better on the AAC&U Rubric for Written Communication (“pass” or higher)

**GOAL 2:** Students will be able to communicate orally in a clear and professional manner to present speeches and reports. This in turn will help translate to the professional sphere.

**Objective 2-1:** Students will develop presentations and reports that are focused, organized according to a formal outline, and documented according to MLA guidelines where appropriate. Once again, they will master the skills of information literacy while integrating any research.

**Objective 2-2:** Students will learn oral presentation skills that enable them to effectively communicate in front of large and small groups.

**Objective 2-3:** Students should be able to engage in organized research, evaluate, and integrate that

source material effectively to create written expository essays/reports of varying lengths in their daily lives, the business world, graduate and professional school, and elementary and secondary school teaching

Target Outcomes 2-1: For their Major Oral Presentation in Critical Approaches to Literature or another designated 300 or 400-level course, 75% of students should receive a 3 or higher on the AAC&U Rubric for Oral Communication (“B” or better)

Target Outcomes 2-2: For their formal Senior Thesis Presentations, 75% of students should receive a 3 or higher on the AAC&U Rubric for Oral Communication. (“Pass” or higher)

Target Outcomes 2-3: Professional portfolio will be completed to further the preparatory writing in the classroom to translate to the career perspective of the student. Several drafts of resumes, cover letters, and career portfolios are to be completed successfully in the discipline.

GOAL 3: English majors will engage in critical analyses of literature and demonstrate an understanding of the major authors, literary time periods, and genres that serve as the foundation of study in this discipline.

Objectives 3-1: Students will develop an understanding of a range of approaches to literary study, as shown in the required course “Critical Approaches to Literature,” as well as having exposure to literary study in the 200 level courses as offered.

Objectives 3-2: Students will demonstrate their knowledge of key literary authors, genres, and time periods, as well as their ability to seek the connections across temporal, generic, and geographic divides, through the three representative essays, one of which must be pre-1880, which will comprise their Comprehensive Portfolio Project along with an Evaluative Essay.

Target Outcomes 3-1: In “Critical Approaches to Literature,” 75% of students will achieve a 3 or higher on their final paper. (“B” or better)

Target Outcomes 3-2: On the Senior Comprehensive Portfolio Project, 75 % of students must achieve a grade of 3 or higher. (“pass” or higher)

## DEGREE REQUIREMENTS

Students may combine Teacher Certification with a degree in English. Please refer to the Education portion of the Catalog.

## SENIOR COMPREHENSIVE POLICY

No comprehensive exam is required. ENG 0490 Senior Seminar is required, and the students receive a letter grade for material done in the course. The students also must write and present their thesis projects for a High Pass/Pass/Fail grade and are graded according to designated rubrics.

## MAJOR REQUIREMENTS FOR A B.A. IN ENGLISH, ENGLISH LITERATURE TRACK

In addition to meeting the course requirements for each respective major, all students must also fulfill the General Education requirements for the Undergraduate College. The Bachelor of Arts degree in English requires 120 credits.

## General Education Requirements

Nine (9) credits from the English major can be applied towards General Education requirements.

Required Courses		39-42 Credits
ENG-0204	Survey of British Literature Medieval to 1798	3
ENG-0205	Survey of British Literature 1798 to 1920	3
ENG-0222	Major American Writers to 1890	3
OR		
ENG-0223	Major American Writers 1890-1940	3
ENG-0302	Shakespeare	3
ENG-0370	Critical Approaches to Literature and Culture	3
ENG-0412	Seminar: Special Topics in Literature	3
ENG-0420	Internship	0-3
OR		
ENC-0305	Publication*	0-3
ENG-0490	Senior English Seminar	3

\*Students who choose ENC 0305, Publication, must hold an editorial position for The Thorn or The Rambler.

**Six English Elective Courses 18 Credits**

At least two electives must be above the 200-level.

With the advisor's approval, students may also take a course in creative writing as an elective.

In addition to these course requirements, Senior English majors must successfully complete the senior comprehensive requirements.

**Required Supporting Courses 3 Credits**

WRT-0240	Business Writing	3
OR		
A Communication writing course chosen with the student's advisor OR a Writing-Intensive Communication Course		3

**Recommended Support Courses**

Students will meet with their advisors, spring semester of their junior year, to discuss complementary or supporting courses the student will need to take to support their senior comprehensive requirements.

**Elective Credits**

The remaining credit hours are electives and can consist of English courses, but need not be limited to this particular discipline. Electives credits make up the remaining hours such that students graduate with 120 credits.

**MINOR REQUIREMENTS 18 Credits**

ENG-0204	Survey of British Literature Medieval to 1798	3
AND		
ENG-0205	Survey of British Literature 1798to 1920	3
OR		
ENG-0222	Major American Writers to 1890	3
AND		
ENG-0223	Major American Writers 1890-1940	3

**Four English Elective Courses 12 Credits**

Students will meet with their advisors to select these courses based on their area of specialization.

**MAJOR REQUIREMENTS FOR A B.A. IN ENGLISH, WRITING TRACK**

In addition to meeting the course requirements for each respective major, all students must also fulfill the General Education requirements for the Undergraduate College. The Bachelor of Arts degree in English requires 120 credits.

**General Education Requirements 45-48 Credits**

Nine (9) credits from the English major can be applied towards General Education requirements.

**Required Courses**

ENG-0204	Survey of British Literature Medieval to 1798	3
ENG-0205	Survey of British Literature 1798 to 1920	3
ENG-0222	Major American Writers to 1890	3
OR		
ENG-0223	Major American Writers 1890-1940	3
ENG-0302	Shakespeare	3
ENG-0370	Critical Approaches to Literature and Culture	3
ENG-0412	Seminar: Special Topics in Literature	3
ENG-0420	Internship	0-3
OR		
ENC-0305	Publication*	
ENG-0490	Senior English Seminar	3

\*Students who choose ENC 0305, Publication, must hold an editorial position for The Thorn or The Rambler.

One English Elective at the 200-level	3
One English Elective at the 300-level	3
WRT-0240 Business Writing	3

**Two Courses Chosen From: 6 Credits**

WRT-0210	Creative Writing Non-Fiction	3
WRT-0215	Creative Writing –Short Fiction	3
WRT-0220	Creative Writing – Poetry	3

WRT-0225	Creative Writing – Playwriting	3
WRT-0245	Empowered Through Prose	3

**Two Courses Chosen From: 6 Credits**

COM-0170	Publication Design	3
COM-0175	Introduction to Documentary Film Making	3
COM-0250	Introduction to Journalism	3
COM-0255	Magazine Writing	3
COM-0263	Writing for the Media	3

**Recommended Supporting Courses**

Students will meet with their advisors, spring semester of their junior year, to discuss complementary or supporting courses the student will need to take to support their senior comprehensive requirements.

In addition to these course requirements, Senior English majors must successfully complete the senior comprehensive requirements.

**Requirements for a Concentration in Writing 6 Credits**

WRT-0170	Advanced Writing and Oral Communication*	3
WRT-0240	Business Writing	3

**Two Courses Chosen From: 6 Credits**

COM-0170	Publication Design	3
COM-0175	Introduction to Documentary Film Making	3
COM-0250	Introduction to Journalism	3
COM-0255	Magazine Writing	3
COM-0263	Writing for the Media	3

\*An equivalent course can be chosen in consultation with a faculty member in English or Communication.

**DUAL DEGREE PROGRAM IN ENGLISH AND PUBLISHING OR CREATIVE WRITING**

This program offers a B.A. in English in the Undergraduate College and a Master’s in Publishing or a Master of Fine Arts degree in Creative Writing through Rosemont’s Schools of Graduate and Professional Studies. For more information please visit the BACHELOR’S/MASTER’S OPTION, Dual-Degree Application Process and Procedures section of this catalog.

To be admitted to the Dual Degree Program, students must have second-semester sophomore status, a 3.0 GPA and approval from their academic advisor to begin the application process. Please refer to the section on the Dual Degree Program for complete instructions.

In general, students will complete approximately 108 credits in the Undergraduate College and 36 credits in the Schools of Graduate and Professional Studies. Undergraduate credits may vary depending on whether 3 credit or 4 credit. General Education and Elective classes are chosen. All students will have a maximum of twelve credits from the M.A. or M.F.A. programs count towards their baccalaureate degree. The B.A. in English is awarded when the student completes the requirements for the B.A. degree. The M.F.A. program is usually completed in the summer of the student’s fifth year.

**General Education and Elective Requirements**

Students may apply 9 credits of required courses in the English Literature major towards General Education. All General Education Requirements must be completed by the spring semester of the student’s sophomore year at Rosemont.

**Required Undergraduate English Courses 39-42 Credits**

ENG-0204	Survey of British Literature Medieval to 1798	3
ENG-0205	Survey of British Literature 1798 to 1920	3
ENG-0222	Major American Writers to 1890	3

OR		
ENG-0223	Major American Writers 1890-1940	3
ENG-0302	Shakespeare	3
ENG-0370	Critical Approaches to Literature and Culture	3
ENG-0412	Seminar: Special Topics in Literature	3
ENG-0420	Internship	0-3
OR		
ENC-0300	Publication*	
ENG-0490	Senior English Seminar	3

\*Students who choose ENC 0300, Publication, must hold an editorial position for The Thorn or The Rambler.

**Four English Elective Courses                    12 Credits**

At least two electives must be above the 200-level.

With the advisor’s approval, students may also take a course in creative writing as an elective.

Two English Elective Courses taken at the 600 Graduate-level.

**Undergraduate Electives Credits**

Electives can also be used to take other undergraduate Communication or English classes, but need not be limited to only these areas. Students in the Dual Degree Program have approximately 27 credits the student can use to choose undergraduate elective courses.

**Required Graduate Courses**

Students may begin taking graduate level courses in the fall semester of their junior year at Rosemont College. Students are limited to one graduate course a semester with a maximum of 12 credits of graduate work taken while a student is an undergraduate. All graduate level classes are chosen based on the individual track a student wishes to pursue in consultation with a graduate advisor.

**THEATER**

Whatever students’ proposed majors or career goals, the student can use theater electives to develop an effective personal presence. Theater functions not only as a scholarly discipline, shaping and energizing other studies, but also as a creative outlet and a laboratory of imagination.

**Requirements for a Minor in Theater    24 Credits**

ENG-0302	Shakespeare	3
THE-0200	Acting	3
THE-0211	Rehearsal & Staging*	1 or 3
THE-0212	Rehearsal & Production*	1 or 3
THE-0213	Development of Theater and Drama I – Classical to 1790	3
THE-0214	Development of Theater and Drama II – 1790 to Avant-Garde	3

\*Students must participate in 3 productions (fall or spring plays) earning at least 9 credits total in THE 0211 and THE 0212. Note – these classes can be repeated and can be taken for either 1 or 3 credits

## ENGLISH AND COMMUNICATION

### DEGREES OFFERED

**B.A., Bachelor of Arts in English and Communication**

### FACULTY

**Katherine Baker**

Assistant Professor, Writing and English

**Timothy Jackson**

Associate Professor, English

**Brittney Nix-Crawford**

Assistant Professor, Communication

### PROGRAM DESCRIPTION

The Bachelor of Arts degree in English and Communication is an innovative and rigorous major that addresses the needs of our students, current trends in the disciplines of English and Communication, and the demands of the marketplace especially in the areas of publishing, editing, and writing. This major provides students with both theoretical and practical coursework preparing them to write in all media; giving them practical and theoretical knowledge of the literary and mass media marketplaces; providing an understanding of both contemporary literature and that of the nineteenth- and twentieth-centuries. Students will graduate with enhanced writing and research skills coupled with an understanding of traditional and current literary movements, periodicals, and publishing trends.

### PROGRAM GOALS

**GOAL 1:** Students should be able to engage in organized research, and both evaluate and integrate that source material effectively in order to create written expository essays and to engage in professional communication via mass media.

**GOAL 2:** Students should be able to communicate orally in an effective way to present speeches/reports of varying lengths in their daily lives, in the business world, and in graduate and professional schools.

**GOAL 3:** Students will develop a foundation of knowledge in modern and contemporary literature, culture, and mass media, in order to think critically about the roles of both

literature mass media and their effects on society.

### DEGREE REQUIREMENTS

#### MAJOR REQUIREMENTS FOR A B.A. IN ENGLISH AND COMMUNICATION.

In addition to meeting the course requirements for each respective major, all students must also fulfill the General Education requirements for the Undergraduate College. The Bachelor of Arts degree in English and Communication requires 120 credits.

#### Senior Comprehensive Policy

No comprehensive exam is required. COM 0480 or ENG 0490 Senior Seminar is required and the students receive a letter grade for material done in the course. The students also must write and present their thesis projects for a High Pass/Pass/Fail grade and are graded according to designated rubrics.

#### General Education Requirements

Nine (9) credits of courses required for the English and Communication Major can be applied to General Education requirements.

Required Courses in English		18 Credits
ENG-0205	Survey of British Literature 1798 to 1920	3
OR		
ENG-0223	Major American Writers 1890 to 1940	3
OR		
ENG-0395	Modern American Literature	3
ENG-0302	Shakespeare	3
ENG-0370	Critical Approaches to Literature and Culture	3
ENG-0412	Seminar: Special Topics in Literature	3
Two English electives, at least one at the 300 level		6
Required Courses in Communication		18 Credits
COM-0160	Public Speaking	3
COM-0263	Writing for the Media	3
COM-0275	Introduction to Mass Media	3
COM-0230	Advertising Copywriting	3

OR  
 COM-0250 Introduction to Journalism 3

OR  
 COM-0255 Magazine Writing 3  
 Two Communication electives 6

**Courses that can be taken either in English or Communications 6 Credits**

ENG-0490 Senior Seminar 3  
 OR  
 COM-0480 Senior Seminar 3  
 ENG-0420 Internship 3  
 OR  
 COM-0495 Internship 3

**DUAL DEGREE PROGRAM IN ENGLISH AND COMMUNICATION (B.A.) and PUBLISHING (M.A.) OR CREATIVE WRITING (M.F.A.) UNDERGRADUATE MAJOR**

This program offers a B.A. in English and Communication in the Undergraduate College and a Master's in Publishing or a Master of Fine Arts degree in Creative Writing through Rosemont's Schools of Graduate and Professional Studies. For more information please visit the BACHELOR'S/MASTER'S OPTION, Dual-Degree Application Process and Procedures section of this catalog.

To begin the application process to the Dual-Degree Program, students must have sophomore status with a minimum GPA of 3.0 and approval from their undergraduate academic advisor. Please refer to the section on the Dual Degree Program for complete instructions.

In general, students will complete approximately 108 credits in the Undergraduate College and 36 credits in the Schools of Graduate and Professional Studies. All students will have a maximum of twelve credits from the M.A. or M.F.A. programs count towards their baccalaureate degree. The B.A. in English and Communication is awarded when the student completes the requirements for the B.A. degree. The M.F.A. program is usually completed in the summer of the student's fifth year.

**General Education**

Students may apply 9 credits of required courses in the English Literature major towards General Education. All General Education Requirements must be completed by the spring semester of the student's sophomore year at Rosemont.

**Required Courses in English 18 Credits**

ENG-0205 Survey of British Literature 1798 to 1920 3  
 OR  
 ENG-0223 Major American Writers 1890 to 1940 3  
 OR  
 ENG-0395 Modern American Literature 3  
 ENG-0302 Shakespeare 3  
 ENG-0370 Critical Approaches to Literature and Culture 3  
 ENG-0412 Seminar: Special Topics in Literature 3  
 Two English electives, at least one at the 300 level 6

**Required Courses in Communication 18 Credits**

COM-0160 Public Speaking 3  
 COM-0263 Writing for the Media 3  
 COM-0230 Advertising Copywriting 3  
 OR  
 COM-0250 Introduction to Journalism 3  
 OR  
 COM-0255 Magazine Writing 3  
 COM-0275 Introduction to Mass Media 3  
 One Communication elective 3



**Courses that can be taken either in English or in Communication      6 Credits**

ENG 0490	Senior Seminar	3
OR		
COM 0480	Senior Seminar	3
ENG 0420	Internship	3
OR		
COM 0495	Internship	3

**Undergraduate Elective Credits**

Electives can also be used to take other undergraduate Communication or English classes, but should not be limited to only these areas. Students in the Dual Degree Program have approximately 20 credits the student can use to choose undergraduate elective courses.

**Required Graduate Courses**

Students begin taking graduate level courses in the fall semester of their junior year at Rosemont College. Students are limited to one graduate course a semester. Students may take up a maximum of 12 graduate credits while they are an undergraduate student. All graduate level classes are chosen based on the individual track a student wishes to pursue with a graduate advisor.

Descriptions for graduate level courses can be found at the SGPS website.

## ETHICS AND LEADERSHIP (MINOR)

### FACULTY

Alan A. Preti, Ph.D.

Associate Professor and Discipline Chair

### PROGRAM DESCRIPTION

The minor in Ethics and Leadership is an interdisciplinary program designed to provide students with a foundation for effective values-based leadership roles in their personal and professional lives. A core set of required courses introduces students to foundational principles of leadership and ethical decision-making. Elective “pathway” courses from a variety of disciplines build upon the core, contributing further to a unique set of skills and abilities for ethical leadership within specific domains.

### PROGRAM GOALS AND OBJECTIVES

The overarching goal of the Ethics and Leadership Minor is to prepare students for effective, values-based leadership roles in their personal and professional lives. To this end, the program will:

- Provide opportunities for students to learn about leadership theory and practice in groups and organizations
- Introduce students to principles of ethical theory and ethical decision-making
- Assist students in the development of a comprehensive set of leadership skills important to personal development and workplace success
- Prepare students to undertake leadership roles in their careers and in service to their community

Upon completion of the program, students will be able to:

- Analyze and evaluate key leadership concepts, models, and theories, and recognize/apply them in concrete settings
- Identify and assess their own ethical values, and effectively identify, analyze, and evaluate the ethical issues at stake in a variety of morally significant contexts
- Demonstrate proficiency in practical leadership skills including effective communication, creative thinking and

problem solving, collaboration, motivation, and delegation

- Articulate the value of engaged citizenship and community service

### DEGREE REQUIREMENTS

The Ethics and Leadership Minor consists of 18 credit hours, fulfilled as follows:

Core Required Courses		6 Credits
ELP-0100	Foundations of Leadership	3
PHI-0271	Leadership Ethics	3

### Pathway Requirements 12 Credits

Four courses from any of the following pathways. Course selection need not be limited to a given pathway. The pathways are intended solely to highlight courses that may be relevant to a student’s specific interest in ethics and leadership and to facilitate faculty advising. Pathways are not formally recognized on student transcripts.

#### Applied Ethics Pathway

COM-0279	Communication /Media Ethics	3
PHI-0270	Business Ethics	3
PHI-0272	Ethics and Social Values	3
PHI-0274	Legal Ethics	3
PHI-0275	Biomedical Ethics	3
PHI-0290	Environmental Ethics	3
PSC-0205	Ethics and International Relations	3

#### Business Leadership Pathway

BUS-0110	Management, Leadership, and the Business of the Art World	3
BUS-0205	Organizational Theory of Management	3
BUS-0260	Introduction to Non-profits	3
BUS-0340	Organizational Behavior	3
PHI-0270	Business Ethics	3

### **Civic Engagement Pathway**

BUS-0260	Introduction to Non-profits	3
HIS-0280	19th Century Social Movements in the US	3
HIS-0285	20th Century Social Movements in the US	3
PHI-0243	Social and Political Philosophy	3
PSC-0101	Introduction to Political Science	3
PSC-0270	Politics and the City	3
PSC-0283	The Politics of Sustainability	3
SOC-0110	Social Problems	3
SOC-0210	Social Stratification and Mobility	3

### **Social Justice Pathway**

ENG-0270	Social Justice in Modern and Contemporary Literature	3
HIS-0280	19th Century Social Movements in the US	3
HIS-0285	20th Century Social Movements in the US	3
RST-0250	Christian Ethics	3
RST-0233	The Catholic Social Justice Tradition	3
RST-0253	Ethical Issues across Religions	3
SOC-0110	Social Problems	3
SOC-0370	Racial and Ethnic Groups Empowered Through	3
WRT-0245	Prose: Social Justice and Creative Writing	3

### **Sport Leadership Pathway**

BUS-0250	Sport Management	3
BUS-0362	Ethics and Law in Sport Management	3
BUS-0340	Sport Leadership and Coaching	3
HIS-0240	Sports History	3
PHI-0270	Business Ethics	3

## ENVIRONMENTAL STUDIES

### DEGREES OFFERED

**B.A., Bachelor of Arts in Environmental Studies**

### FACULTY

**Adam Lusk**

Associate Professor, Political Science &  
Environmental Studies  
Discipline Coordinator

### PROGRAM DESCRIPTION

The Environmental Studies major emphasizes the role that the liberal arts play in creating a sustainable future. Instead of focusing on particular job skills that are likely to change in the short term, the major helps students develop the master skills necessary to adapt to the rapidly changing demands that our society places on preserving and managing our environment.

As a truly interdisciplinary program, an environmental studies major is required to take courses in the natural sciences, social sciences, business, and the humanities. These courses emphasize the relationship between theoretical and philosophical knowledge and practical applications in the community. Environmental studies graduates will have a broad base of knowledge and transferable skills that will help them adapt to the marketplace and become leaders in myriad endeavors, including environmental consulting, political action committees, non-profits and non-governmental organizations, federal, state, and local government, and graduate study.

### PROGRAM GOALS

GOAL 1: Students will have the practical skills necessary to become leaders in sustainability and environmental management.

Objective 1.1: Students will be able to positively engage society on social issues and community needs.

Objective 1.2: Students will be able to analyze the social dynamics of sustainability.

Objective 1.3: Students will be effective communicators.

GOAL 2: Students will be conversant in contemporary subject matters germane to sustainability and environmental management.

Objective 2.1: Students will maintain a basic literacy in scientific knowledge and contemporary science issues.

Objective 2.2: Students will maintain a basic literacy in policy issues relevant to the environment and environmental management.

### DEGREE REQUIREMENTS

#### MAJOR REQUIREMENTS FOR A B.A. IN ENVIRONMENTAL STUDIES

In addition to meeting the course requirements for each respective major, all students must also fulfill the General Education requirements for the Undergraduate College. The Bachelor of Arts degree in Environmental Studies requires 120 credits.

#### Senior Comprehensive Policy

No comprehensive exam is required. ENV 0460 Environmental Studies Integration Seminar is required and the students receive a letter grade for material done in the course.

#### General Education Requirements

9 credits of courses required for the Environmental Studies Major can be applied to General Education requirements.

Required Courses	19 Credits
BIO-115 or BIO-130 or BIO-155 Introductory Biology*	3
BIO-0230 Ecology	3
BIO-0231 Ecology Laboratory	1
ENV-0110 Healing Earth	3
PSC-0283 The Politics of Sustainability	3
PSC-0286 Politics of Sustainability Lab	1
ENV-0460 Environmental Studies Integration Seminar	3
ENV-0480 or BIO-0450 Internship or Research	3

\*Student choose one Introductory Biology course depending on interests and course of study.

CHE-0115 Chemistry in Everyday Life 3

**Required Supporting Courses 18 Credits**

- One course in Business 3
- One course in Humanities 3
- One course in Social Sciences 3
- Three additional courses in any category below 9

**Business Supporting Courses**

- BUS-0230 Contemporary Issues in Business 3
- BUS-0260 Introduction to Non-Profits 3
- BUS-333: Sustainability for Business: Green Investing 3
- ECO-0101 Introduction to Microeconomics 3

**Humanities Supporting Courses**

- HIS-0345 Environmental History 3
- PHI-0290 Environmental Ethics History of 3
- HIS-0265 Environmental Social Movements 3
- COM-0225 Environmental Communication or COM 0233 Technical Writing 3

**Social Science Supporting Courses**

- PSC-0267 Public Policy Analysis 3
- PSC-0285 Environmental Law & Policy 3
- PSC-0350 Research in Political Science 3
- SOC-0385 Animals, Society and Human Interactions 3

\*This course cross-lists with SOC 0380

**Natural Science Supporting Courses**

- BIO-0430 Marine Biology 3
- CHE-0135 Global Environmental Issues 3
- BIO-0230 Evolution 3

**Elective Credits**

Electives can also be used to take other courses in the Environmental Studies program of study, but the student should not be limited to only these areas. Electives credits make up the remaining hours such that students graduate with 120 credits.

## HISTORY

### DEGREE OFFERED

**B.A., Bachelor of Arts in History**

### FACULTY

**Michelle Moravec, Ph.D.**

Associate Professor, History

**Brendan Magarelli, M.A.**

Adjunct Instructor

**Richard J. Donagher, Ph.D.**

Professor Emeritus, History

**Richard A. Leiby, Ph.D.**

Professor, History

### PROGRAM DESCRIPTION

The History major at Rosemont College is a practice-based program that develops transferrable skills in research, critical thinking, and communication while deepening understanding of the past. Beginning with a student's general education requirements, all history majors prepare for a specific career pathway in social studies secondary teaching, public history (heritage sites, archives, museums), or graduate school. In the next decades, projected employment growth for Archivists, Curators, and Museum Workers is 19%, much faster than the average outlook. Job trends in historic preservation are stronger than average, with a projected growth of 10% to 14% through 2026. Finally, employment forecasts for secondary education teachers and writer/content creator employment are 8%, an average outlook.

Our offerings in public history, the digital humanities, and the dual degree programs distinguish Rosemont College from our local competitors. While other institutions offer secondary social studies programs, our newly revised inquiry-based curriculum aligns with the latest pedagogical practices and state standards. Another distinguishing hallmark of our program is the opportunity for undergraduates to conduct original historical research leading to publication opportunities.

### PROGRAM GOALS

GOAL 1: Students will be able to analyze primary historical sources and use the information to answer complex historical questions.

Objective 1: Students will be able to analyze a historical document and accurately explain its apparent purpose, target audience, and biases in order to reach conclusions about its validity as a source of historical evidence.

Objective 2: Students will be able to apply the knowledge they take from primary sources and apply them in attempts to answering historical questions and issues.

GOAL 2: Students will be both skilled at research in secondary sources and able to present their findings to others effectively.

Objective 1: Students will be able to learn how to formulate valid research questions, determine what information is needed to answer those questions, gather information, assess its value, and then apply the information ethically and legally.

Objective 2: Students will be able to present the results of their research effectively in both written and oral forms.

GOAL 3: Students will be able to apply a historical perspective to contemporary problems to reach conclusions about continuity or change.

Objective 1: Students will be able to utilize historically specific and appropriate terminology.

Objective 2: Students will demonstrate ability to compare in detail two disparate eras, locations, or cultures.

### DEGREE REQUIREMENTS

#### MAJOR REQUIREMENTS FOR A B.A. IN HISTORY

In addition to meeting the course requirements for the history major, all students must also fulfill the General Education requirements for the Undergraduate College. The Bachelor of Arts degree in History requires 120 credits.

Students who plan to seek social studies teaching certification on the 7-12 level along with a major in History should consult the History faculty about their program of study.

#### General Education Requirements

9 credits of courses required for the History Major can be applied to General Education requirements.

History majors complete three core courses in World and U.S. History during their first year. These courses also fulfill requirements in the general education program. Each career-based pathway continues through a series of electives in history and related disciplines that provide students with a firm foundation for their future career. Our unique practice-based curriculum incorporates a service-learning course or field observation, proceeds into a project-based methodology course, and culminates in internships or student teachings and a resume-building capstone project. All history majors graduate with a portfolio documenting qualitative and quantitative research techniques, critical thinking prowess, and the ability to communicate information about the past to audiences outside academia.

**Pathway 1: Public History**

Public History students consider the past analytically, view texts critically, conduct research accurately, and communicate professionally. This pathway includes extensive work in historical archives, specialized research methods courses in public history, and multiple hands-on experiences that develop students' ability to interpret the past in a variety of venues and to communicate with a range of audiences.

**Pathway 2: Comprehensive Social Studies Secondary Education Certification (grades 7-12)**

Social studies education students can obtain a degree in history and certification in Secondary Education (7-12) Comprehensive Social Studies. Upon successful completion of state certification exams, and other Pennsylvania Department of Education requirements, students may earn an Instructional I Certification. Students enroll in coursework directly aligned with the PDE prescribed competencies in social studies. These include courses in economics, sociology, psychology, political science and also competencies related to anthropology and geography in addition to completing the requirements for a history degree. Our inquiry-based approach focuses on primary and secondary source analysis, and future educators prepare three primary-source standards-aligned lesson plans as their capstone project. This curricular approach prepares students to teach advanced placement courses and enroll in graduate coursework to enhance their earning potential. (Please see additional education coursework in the education section of the catalog).

**Pathway 3: Historic Preservation**

Students may elect to enroll in a dual degree program in Historical Preservation with Jefferson University that leads to a Master's Degree. 9 credits of this program are included in Rosemont College tuition, and those courses fulfill history degree requirements.

**Pathway 4: American Politics and Government**

This combination of courses in history and political science provides students with a pathway into the graduate program in Homeland Security or the pursuit of work in government.

**Bachelor of Arts in History  
Required course**

<b>Required Courses</b>		<b>36 Credits</b>
HIS-0120	World History since 1450	3
HIS-0200	Analyzing the Past: U.S. History to 1877	3
HIS-0201	Enduring Questions: U.S. History from 1877 to the present	3
HIS-0209	Methodology course HIS 209	3
HIS-0274	Introduction to the Digital Humanities, HIS 274 Research Or Skills for the Humanities, HIS	
HIS-0340	340 Introduction to Public History, or EDU-0363 Methods Clinic: Secondary Social Studies (comprehensive social studies certificate candidates only)	
HIS-0451	Historians and Their Craft	3
	Any five history courses selected in consultation with an advisor	1 5 6
	Two courses in allied disciplines fields appropriate to pathway pursued.	

**Senior Comprehensive Policy**

No comprehensive exam is required. HIS 0451 Historians and Their Craft is required and the students receive a letter grade for material done in the course.

**Minor in history 18 Credits**

One Course in World History 3  
One Course in American History 3  
Four History Elective Courses 12

## **MATHEMATICS**

### **DEGREES OFFERED**

**B.A., Bachelor of Arts in Mathematics**

**Minor in Mathematics**

### **FACULTY**

**Dennis Perkinson**

Associate Professor and Discipline Coordinator

**Travis Marshall**

Assistant Professor

### **PROGRAM DESCRIPTION**

The course of study for a major in Mathematics provides students a thorough grounding in various topics within the discipline. Upon completion of the program, students are prepared to enter such fields as business, technology, and science. Students can seek employment in the private or government sectors or continue their studies at the graduate level.

The Mathematics minor is designed to enable a student at Rosemont College to pursue his/her interest in Mathematics while obtaining a degree in another field. The primary motivational factor for students to pursue a minor in Mathematics is the desire to develop an understanding of the practical application of Mathematics to other disciplines.

Rosemont College is committed to the educational mission of preparing students for future employment in the many areas involving Mathematics. Rosemont offers the opportunity for underprepared students to prepare themselves for their STEM (Science, Technology, Engineering, and Mathematics) courses through the study of College Algebra and Trigonometry prior to embarking on the more demanding courses required for the BA in Mathematics. The program strives to inculcate a true passion and understanding that Mathematics is the real world at every turn.

Our Mathematics faculty is dedicated in the practice of current Mathematical pedagogy and works in conjunction with the Education faculty to best prepare students for their chosen profession. Our over-arching goals are to nurture our students' development of problem-solving skills, critical thinking skills, quantitative literacy, and the ability to effectively communicate Mathematical reasoning.

Students in the Mathematics major who wish to teach at the high school or middle school level may also choose to obtain a Grades 7-12 teaching certification. Students who successfully complete the Mathematics certification program are eligible for teaching certification upon graduation. Please refer to the Education Department section of the catalog for details.

Rosemont College recognizes the importance of having a strong foundation in Mathematics for non-majors. The program in Mathematics in the Undergraduate College provides solid grounding in the areas of algebra, trigonometry, calculus, and statistics. Rosemont's Mathematics courses emphasize both the understanding of the mathematical concepts and applications. The Mathematics department is dedicated to science, business, and the social sciences. Selected courses in mathematics also meet the General Education requirements in the area of Critical Thinking and Problem Solving.

### **PROGRAM GOALS**

- GOAL 1:** Students graduating with a degree in Mathematics will accurately explain information presented in Mathematical form and make appropriate inferences based on that information.
- GOAL 2:** Students graduating with a degree in Mathematics will analyze relevant information quantitatively and represent it using various Mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- GOAL 3:** Students graduating with a degree in Mathematics will use the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.

### **DEGREE REQUIREMENTS**

Students may combine Teacher Certification with a degree in Mathematics. Please refer to the Education portion of the Catalog.



## MAJOR REQUIREMENTS FOR A B.A. IN MATHEMATICS

### Senior Comprehensive Policy

The Mathematics Department requires passing a comprehensive examination in order to graduate with a major in either mathematics or mathematics education.

#### Required Major and Supporting Classes 45-51 Credits

#### Required Mathematics Courses 27-33 Credits

MAT-0115 College Algebra 3  
(Waived if student demonstrates mastery of the material)

MAT-0116 Pre-Calculus 3  
(Waived if student demonstrates mastery of the material)

MAT-0120 Calculus I 3

MAT-0121 Calculus II 3

MAT-0200 Number Theory 3

MAT-0203 Linear Algebra 3

MAT-0225 Foundations of Advanced Mathematics 3

MAT-0230 Calculus III 3

MAT-0255 Probability and Statistics I 3

MAT-0310 Differential Equations 3

MAT-0455 Senior Mathematics Seminar 3

#### Four of the following courses: 12 Credits

CSC-0140 Introduction to Computer Programming 3

MAT-0256 Probability and Statistics II 3

MAT-0362 Abstract Algebra 3

MAT-0380 Topics from the History of Mathematics 3

MAT-0422 Topology 3

MAT-0450 Research 3

MAT-0465 Internship in Mathematics 3

PHI-0230 Logic 3

PHY-0100 General Physics I 3

PHY-0103 General Physics II 3

Two "math related" courses in: Accounting, Biology, Business, Chemistry, Economics, or Physics 6

In addition to the requirements for a major in Mathematics, all students must also fulfill Rosemont's General Education requirements.

- First year students can begin with either College Algebra or Pre-Calculus to establish a firm foundation before taking Calculus.
- Students with a strong math background can begin with Calculus I.
- The Math degree can be custom tailored for Secondary Education Certification.

### MATHEMATICS MINOR REQUIREMENT

#### Required and Supporting Classes for the Minor<sup>(1)</sup> 18 Credits

#### Minor Requirements 9 Credits

MAT-0120 Calculus I 3

MAT-0121 Calculus II 3

MAT-0225 Foundations of Advanced Mathematics 3

#### One of the following: 3 Credits

MAT-0200 Number Theory 3

MAT-0230 Calculus III 3

MAT-0255 Probability and Statistics I 3

#### Two of the following mathematics courses: 6 Credits

MAT-0256 Probability and Statistics II 3

MAT-0310 Differential Equations 3

MAT-0362 Abstract Algebra 3

MAT-0422 Topology 3

PHY-0100 General Physics I 3

PHY-0103 General Physics II 3

(1) Math and Physics courses that must be taken as part of the curriculum for a non-Math major may not be also counted as also satisfying the requirements for a Math minor

## MODERN LANGUAGES

### DEGREES OFFERED

**B.A., Bachelor of Arts in Spanish**

### FACULTY

**Tatiana Ripoll-Paez, M.A., M.Sc.**

Assistant Professor, Modern Languages

Discipline Coordinator

**TBA**

Adjunct Instructor, Italian

**TBA**

Adjunct Instructor, Latin

### PROGRAM DESCRIPTION

Students who complete the Modern languages program at Rosemont College will be able to use a foreign language at a proficient level of communication with a native speaker, at a level of cultural literacy and competency that would be appropriate to a native speaker.

Students interested in pursuing the B.A. degree in Spanish are advised to stay in close contact with their academic advisor so that the student can adjust to changes forthcoming in this program of study.

In both the major and minor programs in Spanish, instruction is provided in the history, arts, literature and cultures of Spanish and Spanish-speaking countries. Since all courses are taught in Spanish, the student will acquire the oral and written skills to communicate effectively with Spanish speakers. The analysis of philosophy and literature develops critical thinking skills necessary for the professional.

Course placement is determined by the Spanish faculty following careful review of each student's prior instruction and his/her responses to the Foreign Language questionnaire. Courses are so integrated that a student who demonstrates competence in a particular skill may omit one or more basic courses.

Majors are prepared for graduate study, for specialized professional training, and for positions demanding foreign language competence in numerous governmental areas and commercial enterprises involving international contacts.

All majors and minors are encouraged to study abroad during the junior year or during a summer under one of the programs approved by the division.

### PROGRAM GOALS

Communication Goal: Modern language students will acquire the necessary skills and knowledge to be proficient speaking their chosen language.

Speaking:

Student can proficiently uphold a conversation on a general topic with a fluent speaker of the target language, narrate and describe on a variety of topics with control of complex grammatical structures, and respond to spontaneous developments in a conversation.

Listening:

Student can proficiently comprehend native speakers and extract main ideas from a variety of expressive speech, including films, radio, television broadcasts and lectures.

Reading:

Student can skillfully comprehend and summarize main ideas in target language texts intended for general readers, including essays, social correspondences, short stories, and news writing.

Writing:

Student can produce narratives and descriptions with ease of expression and idiomatic vocabulary. Student has a skillful control of a variety of structures and idioms, demonstrating awareness of diction, syntax, and stylistics in the writing process.

Cultural Literacy and Competency Goal:

Modern language students will acquire the necessary skills and knowledge to effectively participate in the culture of their chosen language.

- Student has a significant knowledge of cultural values, social conventions, and festive celebrations unique to the target culture.
- Student can proficiently identify and describe exemplars of cultural artifacts', including paintings, architecture, music, film, and other fine arts in the target culture.
- Student can proficiently identify major historical events and explain their influence in the culture of the target country.
- Student can proficiently identify major literary genres, movements, and periods' influential in the culture of the target country.

## DEGREE REQUIREMENTS

Core courses provide basic instruction in Spanish language and culture. Students who have not previously studied Spanish can satisfy the core requirement with the two beginning courses (SPA 0100 and SPA 0101). Students with prior instruction in Spanish will choose their starting point in consultation with the Spanish faculty and must complete at least SPA 0201. Core courses in foreign language should be scheduled during the first year at Rosemont College if possible.

Students who complete the Modern Language requirements of the General Education program at Rosemont College will be able to use a foreign language at a basic level of communication and cultural competency that would be understood by a native speaker.

### Teaching Certification in Spanish

Those who seek certification in teaching Spanish receive special instruction in linguistics and methodology by foreign language faculty in addition to courses offered in the Education program. Advising, field placement, and preparation for proficiency examinations are provided by the foreign language faculty and the Education advisor. Students interested in earning a teaching Certification should consult with his/her advisor as early as possible to plan a course of studies.

### MAJOR REQUIREMENTS FOR A B.A. IN SPANISH

In addition to meeting the course requirements for the Spanish major, all students must also fulfill the General Education requirements for the Undergraduate College. The Bachelor of Arts degree in Spanish requires 120 credits.

### Senior Comprehensive Policy

Students are required to complete a comprehensive exam, testing all program goals outlined in the Catalog, and must receive a letter grade of B or higher to achieve a passing grade. Spanish majors are encouraged to participate in a Study Abroad program in a Spanish speaking country.

### General Education Requirements

Student may apply 9 credits from the Spanish major towards General Education requirement

## Required Major and Supporting Classes 33 Credits

### Required Spanish Language Courses 30 Credits

SPA-0350	Spanish Civilization	3
OR		
SPA-0430	19 <sup>th</sup> Century Spanish Prose	3
SPA-0355	Latin-American Civilization	3
OR		
SPA-0490	Seminar in Civilization	3
SPA-0420	Modern Spanish Poetry	3
OR		
SPA-0421	Spanish Theater of the Golden Age	3
SPA-0425	Development of the Spanish Novel as a Form	3
SPA-0446	Spanish-American Literature: Independence to Present	3
OR		
SPA-0447	Contemporary Spanish American Prose	3

### Five Elective courses at the 300-level or 400-level 15 Credits

### Required Supporting Courses 3 Credits

SPA-0300	Representative work in Spanish and American Lit	3
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### Elective Credits

The remaining credit hours are electives and can consist of Spanish courses, but should not be limited to those particular disciplines. Electives credits make up the remaining hours such that students graduate with 120 credits.

### Requirements for a Minor in Spanish 18 Credits

SPA 0300	Representative Works in Spanish and Spanish-American Literature	3
SPA 0350	Spanish Civilization	3
SPA 0355	Latin American Civilization	3
	Three elective courses (one MUST be at the 400-level)	9

## PHILOSOPHY

### DEGREES OFFERED

**B.A., Bachelor of Arts in Philosophy**

### FACULTY

**Alan A. Preti**

Associate Professor and Discipline Coordinator

### PROGRAM DESCRIPTION

Philosophy asks fundamental questions about reality, knowledge, and value: What is the nature of ultimate reality? What is knowledge, and what are the conditions for knowing anything? What is the ultimate Good for human beings, and how should we live our lives? The Philosophy program aims to provide students with insight into the human condition by exploring these and related questions through historical surveys of ideas and thinkers, critical analyses of basic philosophical issues, and in-depth study of a single author or topic. The program supports the mission of the College in its emphasis on developing open and critical minds and the ability to make reasoned moral decisions.

The skills associated with the study of philosophy – abstract reasoning, problem solving, critical and creative thinking, the ability to see things where others don't – are relevant to a variety of careers and jobs, providing students with the flexibility and capacity for growth that employers find especially valuable. Additionally, philosophy majors consistently score among the highest groups on pre-professional exams including the GMAT and LSAT, as well as on standardized examinations for post-baccalaureate academic pursuits including the GRE. The Philosophy program prepares students for careers in diverse professions including law, social services, education, government, for-profit and non-profit business, journalism, and publishing. Philosophy is also an ideal second major or minor for English, History, Religious Studies, Sociology, Psychology, and Political Science.

### PROGRAM GOALS

Goal 1: Philosophy students will be familiar with fundamental philosophical problems concerning the nature of reality, the conditions for knowledge, and the source of value.

Objective 1: Students will demonstrate an understanding of perennial philosophical problems, the scope and significance of these problems, and their treatment by historical and contemporary philosophers.

Goal 2: Philosophy students will be skilled in the application of informal and formal methods of logical reasoning.

Objective 2: Students will demonstrate the ability to recognize arguments, distinguish arguments from nonarguments, identify fallacies, and evaluate arguments for validity, soundness, strength, and cogency.

Goal 3: Philosophy students will be capable of producing written work consistent with philosophical methods of inquiry and research.

Objective 3: Students will demonstrate the ability to express philosophical concepts and arguments clearly in well-organized, thorough, and succinct essays or extended theses.

Goal 4: Philosophy students will be capable of making reasoned moral decisions.

Objective 4: Students will demonstrate proficiency in the analysis, evaluation, and application of a variety of ethical concepts and theories.

### DEGREE REQUIREMENTS

#### MAJOR REQUIREMENTS FOR A B.A. IN PHILOSOPHY

In addition to meeting the course requirements for each respective major, all students must also fulfill the General Education requirements for the Undergraduate College. The Bachelor of Arts degree in Philosophy requires 120 credits.

#### GENERAL EDUCATION REQUIREMENTS

Students may apply 9 credits in the Philosophy major towards General Education requirements.

Required Courses		33 Credits
PHI-0100	Questions That Matter: An Introduction to Philosophy	3
PHI-0200	History of Western Philosophy I: Ancient and Medieval	3



## POLITICAL SCIENCE

### DEGREES OFFERED

**B.A., Bachelor of Arts in Political Science**

### FACULTY

Adam Lusk, Ph.D.

Associate Professor and Discipline Coordinator

### PROGRAM DESCRIPTION

The purpose of the political science major is to develop students into effective leaders in our increasingly global society. We have constructed courses to develop students' analytical and communication skills as well as to broaden students' base knowledge of a rapidly changing political landscape. Our courses in American and international politics incorporate activities outside of the classroom to promote student understanding and engagement. Students also have the opportunity to earn a minor in Political Science. The political science faculty and students share the common values of integrity, diversity, scientific discovery, social responsibility, and the need to use knowledge for the benefit of society.

The political science department offers a pre-law minor for majors and non-majors who intend to pursue a career in law. The mission of this program is to help students develop the skills necessary to be productive lawyers and leaders in the legal professions.

The political science department also offers a minor in International Relations. A minor in International Relations is an interdisciplinary program designed to prepare students for living and working in an increasingly globalized world. Students will develop an understanding of how the world has transformed, learn about political, social and economic interconnections between individuals and groups, and explore various international issues.

### PROGRAM GOALS

The goals of the political science program are designed so that upon graduation:

GOAL 1: Students will be civically engaged citizens and socially conscious agents of social change

GOAL 2: Students will be able to analyze politics independently and be able to apply their analysis in the workplace.

GOAL 3: Students will have communication skills appropriate for entry into government and civically engaged careers.

### DEGREE REQUIREMENTS

#### REQUIREMENTS FOR A B.A. IN POLITICAL SCIENCE

In addition to meeting the course requirements for each respective major, all students must also fulfill the General Education requirements for the Undergraduate College. The Bachelor of Arts degree in Political Science requires 120 credits.

#### Senior Comprehensive Policy

No comprehensive exam is required. PSC-0400 Senior Seminar is required and the students receive a letter grade.

#### General Education Requirements

Students may apply 9 credits in the Political Science major towards General Education requirements.

Required Courses		39 Credits
PSC-0101	Introduction to Political Science	3
PSC-0103	Introduction to American Politics	3
PSC-0350	Research in Political Science	3
PSC-0400	Senior Seminar	3
PSC-0455	Internship	3

One course in American Politics		3 Credits
PSC-0255	Women in Politics	3
PSC-0260	Constitutional Law	3
PSC-0261	Civil Rights and Civil Liberties	3
PSC-0267	Public Policy Analysis	3
PSC-0270	Politics and the City	3
PSC-0275	The American Presidency	3
PSC-0276	Elections	3

One course in International or Comparative Politics		3 Credits
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PSC-0180	Intro to Comparative Politics	3
PSC-0190	Intro to International Relations	3
PSC-0205	Ethics in International Relations	3
PSC-0265	International Organizations and Law	3
PSC-0287	International Security	3
PSC-0288	Model UN	3
PSC-0295	American Foreign Policy	3

**Four elective courses 12 Credits**

**Required Supporting Courses (complete any two) 6 Credits**

ECO 0105	Introduction to Macroeconomics	3
ECO 0106	Introduction to Microeconomics	3
Any HIS course 200-level and above		3-6

Students may be able to substitute courses that meet a particular need with prior approval of their advisor.

**Recommended Supporting Courses**

MAT-0115	College Algebra	3
MAT-0120	Calculus I	3
PHI-0230	Logic: The Art of Reasoning	3
PSY-0100	Basic Psychology	3
SOC-0100	Principles of Sociology	3

**Elective Credits**

The remaining credit hours are electives and can consist of Political Science courses, but should not be limited to that particular discipline.

**REQUIREMENTS FOR A MINOR IN POLITICAL SCIENCE 18 Credits**

PSC-0103	Introduction to American Politics	3
Five Political Science Electives		15

**REQUIREMENTS FOR A MINOR IN INTERNATIONAL RELATIONS 18 Credits**

**One Required Course**

PSC-0190	Intro to International Relations	3
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**Five Electives, chosen from the following:**

BUS-0180	Introduction to International Business	3
COM-0215	Intercultural Communication	3
HIS-0362	Origins of the Great War	3
HIS-0363	Europe Since 1945	3
ECO-0100	Introduction to Macroeconomics	3
PSC-0180	Introduction to Comparative Politics	3
PSC-0205	Ethics in International Relations	3
PSC-0265	International Organizations and Law	3
PSC-0283	Politics of Sustainability	3
PSC-0287	International Security	3
PSC-0288	Model UN	3
PSC-0295	American Foreign Policy	3
PSC-0360	International Political Economy	3
WGS-0245	Gender, War, and Peace	3
Any foreign language course at the 300 level or higher		3

**REQUIREMENTS FOR A PRE-LAW MINOR 18 Credits**

Students must take the following three courses: 9 Credits

PHI-0230	Logic: The Art of Reasoning	3
PSC-0260	Constitutional Law	3
PSC-0261	Civil Rights and Liberties	3

Students must take three of the following course options: 9 Credits

PSC-0265	International Organizations*	3
PSC-0340	Conflict Resolution*	3
PSC-0455	Internship	3
SOC-0375	Sociology of the Courts and Legal System	3

\*(SOC 0330 Social Mediation and Dispute Resolution may substitute for PSC 0340 with permission of advisor)

## PSYCHOLOGY

### DEGREES OFFERED

**B.A., Bachelor of Arts in Psychology**

**B.A./M.A. in Counseling**

### FACULTY

**Dr. Steven M. Alessandri**

Associate Professor and Discipline Coordinator

### PROGRAM DESCRIPTION

The psychology department offers students a selection of courses that constitute a comprehensive view of the current field of psychology. The curriculum is designed to enable students to acquire and apply psychological methods in the service of describing, understanding, and predicting mental processes and human behavior. Course offerings are both theoretical and applied and provide students with the opportunity to learn, evaluate, and integrate an array of contemporary perspectives on how people think, feel, and act. In addition, students are encouraged to focus on specialized areas through advanced coursework, seminars, and internships. The program prepares students for a full range of career options as well as for graduate study in psychology and related fields.

### PROGRAM GOALS

**GOAL 1: Students will develop a thorough knowledge and mastery of fundamental psychological concepts and the ability to apply this knowledge to their own self-understanding and to situations in educational and mental health settings.**

This goal ties to the mission of Rosemont College with its emphasis on applying psychological information to improve the quality of life for both children and adults. Some of our Undergraduates work in schools as Therapeutic Assistants and as Daycare Aides and providers. We also have students who will continue their study of psychology at the Graduate level and become professional School Counselors, Clinical Psychologists, and Drug and Alcohol Counselors. Psychology is a helping profession that provides a wide range of services that alleviate human suffering.

**GOAL 1: Students will develop a general knowledge and understanding of the basic concepts of psychology.**

**Objective 1.1:** Students will be able to identify the names and important contributions of key theorists in psychology.

**Objective 1.2:** Students will be to identify key concepts and theories in psychology.

**GOAL 2: Students will demonstrate the ability to understand and apply the techniques and methodologies of psychology.**

**Objective 2.1:** Students will demonstrate mastery of how to conduct a psychological literature search and how to write a paper using the APA style.

**Objective 2.2:** Students will demonstrate an understanding of fundamental statistical concepts and methods used by psychologists to analyze and interpret data AND/OR Students will identify major research designs used by psychologists to answer hypotheses.

**GOAL 3: Students will demonstrate the application of psychological knowledge to further understand either: themselves, other people, or issues relevant to everyday life.**

**Objective 3.1:** Students will demonstrate knowledge of psychological strategies and techniques to promote psychological well-being and growth in children and adults.

### DEGREE REQUIREMENTS

#### MAJOR REQUIREMENTS FOR A B.A. IN PSYCHOLOGY

In addition to meeting the 42 credits requirement for the Psychology major, all students must also fulfill the General Education requirements for the Undergraduate College. The Bachelor of Arts degree in Psychology requires 120 credits.

It is the policy of the Psychology Department that all NON-TRANSFER students majoring in Psychology who are unable to maintain a GPA in psychology of 2.000 or above *for two semesters* will be asked to choose another major. All TRANSFER students



majoring in Psychology who are unable to maintain a GPA in Psychology of a 2.00 or above for *one semester* will be asked to select another major. Students majoring in Psychology cannot graduate with a GPA in Psychology that is below 2.000. As stated in this catalogue: All Rosemont students who are candidates for degree completion and diplomas must meet the following general criteria: Complete all degree requirements with an acceptable minimum GPA (2.000 in their major and 2.000 cumulative).

<b>Required Courses</b>		<b>21 Credits</b>
PSY-0100	Basic Concepts in Psychology	3
PSY-0200	Developmental Psychology	3
PSY-0210	Descriptive Statistics	3
PSY-0280	Inferential Statistics	3
PSY-0260	Psychological Inquiry and Writing	3
PSY-0326	Research Methods	3
PSY-0471	Senior Seminar	3

<b>Seven elective courses chosen from:</b>		<b>21 Credits</b>
PSY-0232H	Honors: The Buddha Meets Freud: Quest for Self-Understanding	3
PSY-0235H	Psychology and Mythology across Cultures	3
PSY-0250	Social and Interpersonal Psychology	3
PSY-0275H	Psychology for Sustainability: Transformation of Self and World	3
PSY-0290H	Psychology of Good and Evil	3
PSY-0300	Personal Growth & Adjustment: A Humanistic Approach	3
PSY-0321	Neuropsychology	3
PSY-0328	Psychopathology of Childhood	3
PSY-0330	Adolescent Psychology	3
PSY-0340	Psychology of Personality	3
PSY-0361	Educational Psychology	3
PSY-0366	Media Psychology	3
PSY-0380	Abnormal Psychology	3
PSY-0405	Women and Psychology	3

PSY-0410	Theories of Counseling	3
PSY-0450	Seminar in Contemporary Readings	3
PSY-0461	Internship*	3

\*Only students with a minimum GPA of 3.00 in Psychology are eligible.

#### **Elective Credits**

The remaining credit hours are electives and can consist of additional Psychology courses. Electives credits make up the remaining credit hours such that students graduate with 120 credits.

<b>REQUIREMENTS FOR A MINOR IN PSYCHOLOGY</b>		<b>21 Credits</b>
PSY-0100	Basic Concepts in Psychology	3
PSY-0200	Developmental Psychology	3
	Five Psychology Electives at or above the 200-level	15

#### **DUAL DEGREE PROGRAM IN COUNSELING**

This program offers a B.A. in Psychology in an accelerated undergraduate program in the Undergraduate College and a Master's of Arts, M.A., in Counseling through Rosemont's Schools of Graduate and Professional Studies.

Please refer to Additional Degree Options section of catalog for information about the Dual Degree Program.

In general, students will complete 108 credits in the Undergraduate College and 60 credits in the Schools of Graduate and Professional Studies. Twelve credits from the M.A. in Counseling Program will count towards a student's undergraduate baccalaureate degree. Typically, the B.A. degree in Psychology is awarded at the end of the spring semester of a student's fourth year at Rosemont.

#### **General Education and Elective Requirements**

All General Education Requirements must be completed prior to the completion of the B.A. degree in Psychology.

**Required Undergraduate Psychology and Suggested Supporting Courses**

All required Psychology and supporting courses must be completed by the student's senior year at Rosemont.

PSY-0100	Basic Concepts in Psychology*	3
PSY-0200	Developmental Psychology*	3
PSY-0210	Descriptive Statistics*	3
PSY-0300	Personal Adjustment and Growth	3
PSY-0260	Psychological Inquiry and Writing *	3
PSY-0280	Inferential Statistics *	3
PSY-0326	Research Methods*	3
PSY-0340	Psychology of Personality	3
PSY-0380	Abnormal Psychology	3
PSY-0410	Theories of Counseling	3
PSY-0461	Internship	3
PSY-0471	Senior Seminar*	3

\*Required undergraduate courses

**Fourth Year, Spring Semester 6 Credits**

CNS 6002	Group Dynamics and Strategies	3
OR		3
CNS 6021	Clinical Mental Health Counseling	3
CNS 6050	Family Counseling	3
CNS 6060	Multicultural Counseling	3
CNS 6070	Career and Lifestyle Counseling	3

Upon graduation, students will have earned 12 graduate credits toward an eventual Master of Arts degree in Counseling For a comprehensive view of the Counseling graduate programs, please visit the Graduate programs tab on the Rosemont College website.

**Undergraduate Electives Credits**

Additional electives can be taken from the offerings of the Psychology discipline. All undergraduate required and elective credits must be completed by spring of a student's fourth year at Rosemont.

**Required Graduate Courses**

Students begin taking graduate level courses in the fall of their junior year at Rosemont College. *Students in the BA/MA Counseling program* are strongly urged to take one graduate course (three credits) in each of the four semesters of their junior and senior years. Upon graduation, students will have earned 12 graduate credits toward an eventual Master of Arts degree in Counseling. For a comprehensive view of the Counseling graduate programs, please visit the Graduate programs tab on the Rosemont College website.

<b>Fourth Year, Fall Semester</b>		<b>6 Credits</b>
CNS 5999	Counseling Theory and Practice	3
CNS 6030	Advanced Research and Evaluation	3
OR		
CNS 6082	Development Across the Lifespan	3

## **SOCIOLOGY**

### **DEGREES OFFERED**

**B.A., Bachelor of Arts in Sociology**

**B.S., Bachelor of Science in Sociology**

### **FACULTY**

**Joanne S. Campbell**

Assistant Professor  
Discipline Coordinator

**Anas Askar**

Assistant Professor

**Marcie Brozyna**

Adjunct Instructor

**Allison Denman**

Adjunct Instructor

**Lorraine Dusak**

Adjunct Instructor

**Debra Heath-Thornton**

Adjunct Instructor

**Emma Herman**

Adjunct Instructor

**Kelly Lloyd**

Adjunct Instructor

### **PROGRAM DESCRIPTION**

The purpose of the Sociology Programs is to provide the student with an understanding of the social structures, their functioning, cultures, and individual and group behaviors. The applied dimensions of Sociology are emphasized; sociologists as problem solvers and social interventionists are studied in class and field experiences. There are two general degree options in Sociology, the Bachelor of Arts or the Bachelor of Science. This is further divided into tracks in Clinical/Applied Sociology and Sociological Practice, Deaf Studies, a general B.A. and a general B.S. in Sociology. Emphasis is placed on the factors that build healthy social structures, cultures, and relationships. The faculty strives to develop an appreciation for theory, research, and the responsible application as well as techniques of social intervention. Career options are reviewed in all courses. Graduates have gone to work in banking, community services, customer service, public relations, marketing, child advocacy services, law, law enforcement, restorative justice, human resources, public administration, education, case management, office administration, special forensic investigation, the FBI/Police, social therapy, social work, clinical research, school counseling, government employment, business consulting,

substance use rehabilitation, medicine, and many other professional fields.

All courses teach skills for job/career development.

### **Highlights**

- Sociology Program with guest speakers, on-site visits, internships, and career advising. (B.S. Degree)
- Sociological Practice/Clinical Sociology program (B.S. degree) that leads to jobs in Applied Sociology and/or further graduate studies
- Deaf Studies Program that meets the state requirements for a 4 year degree in this area of study. (B.S. degree)

Professors with extensive professional experience in their areas of expertise

All Sociology majors and minors are strongly encouraged to develop language skills in at least one foreign language.

### **PROGRAM GOALS**

**GOAL 1:** Students will understand core concepts in Sociology by institutional areas of study.

**Objective 1-1:** Students will understand the terminology of the discipline.

**GOAL 2:** Understand and apply social theory/research to professional settings.

**Objective 2-1:** Relate specific Sociological theories and research to internships.

**Objective 2-2:** Demonstrate knowledge of Functional, Symbolic Interaction, Exchange, and Conflict Theories.

**GOAL 3:** Integrate cumulative knowledge within the Sociology Major. Students will be able to present in writing and orally an integration of various sub disciplines of Sociology knowledge and social interventions.

**Objective 3-1:** Relate diverse courses in Sociology on a thematic basis. Present accurate answers and solutions dealing with social concepts and social issues.

## DEGREE REQUIREMENTS

### MAJOR REQUIREMENTS FOR A B.A. IN SOCIOLOGY

In addition to meeting the course requirements for their major, all students must fulfill the General Education requirements for the Undergraduate College. The Bachelor of Arts degree in Sociology requires 120 credits.

#### Senior Comprehensive Policy

Seniors are required to take SOC 0400 Senior Seminar offered every spring semester and a two day comprehensive exam. The comprehensive exam is broken down into vocabulary parts and questions related to the required Theory and Stratification courses the first day and then 2 elective course questions the second day. Students may also do a presentation in a Sociology course instead of the second day of testing with appropriate notice, preparation, and sample presentation.

#### General Education Requirements

9 credits from the Sociology major can be applied towards General Education requirements.

Required Courses		45 Credits
SOC-0100	Principles of Sociology	3
OR		
SOC-0110	Social Problems	3
SOC-0200	Social Theory: Classical	3
SOC-0205	Social Theory: Contemporary	3
SOC-0210	Social Stratification and Mobility*	3
SOC-0310	Forensic Sociology	3
SOC-0330	Social Mediation and Dispute Resolution	3
SOC-0360	Marriage, Family and Intimate Relationships	3
SOC-0380	Research Methods in the Social Sciences	3
SOC-0400	Sociology Senior Seminar	3
SOC-0405	Clinical Sociology	3
Five Sociology Elective courses***		15

\*Students should complete SOC 0200 or SOC 0205 prior to enrolling in SOC 0210.

\*\*\*At least 9 credits, or three courses, must be at or above the 300-level. Students are encouraged to include SOC 0390, Sociology of Substance Abuse, as one of their elective courses within the discipline.

#### Elective Credits

The remaining credit hours are electives and can consist of Sociology courses, but should not be limited to this particular discipline. Electives credits make up the remaining hours in order to graduate with 120 credits.

### REQUIREMENTS FOR A MINOR IN SOCIOLOGY 24 Credits

SOC-0100	Principles of Sociology	3
OR		
SOC-0110	Social Problems	3
SOC-0200	Social Theory: Classical	3
OR		
SOC-0205	Social Theory: Contemporary	3
SOC-0210	Social Stratification and Mobility*	3
SOC-0285	Sociology of Sex Roles and Human Sexuality	3
SOC-0330	Social Mediation and Dispute Resolutions	3
OR		
SOC-0360	Marriage, Family and Intimate Relationships	3
SOC-0405	Clinical Sociology	3
Two Sociology Elective courses***		6

\*Students should complete SOC 0200 or SOC 0205 prior to enrolling in SOC 0210.

\*\*\*Must be at, or above the 300-level.

### MAJOR REQUIREMENTS FOR THE B.S. IN SOCIOLOGY

In addition to meeting the course requirements for their major, all students must fulfill the General Education requirements for the Undergraduate College. The Bachelor of Science degree in Sociology requires 120 credits.

#### General Education Requirements

Students may apply 9 credits from the Sociology major towards General Education requirements.

Required Courses		48 Credits
SOC-0100	Principles of Sociology	3
OR		
SOC-0110	Social Problems	3
SOC-0200	Social Theory: Classical	3

SOC-0205	Social Theory: Contemporary	3
SOC-0210	Social Stratification and Mobility*	3
SOC-0260	Criminology	3
OR		
SOC-0265	Juvenile Delinquency	3
SOC-0310	Forensic Sociology	3
SOC-0360	Marriage, Family and Intimate Relationships	3
SOC-0380	Research Methods in the Social Sciences	3
SOC-0400	Sociology Senior Seminar	3
SOC-0405	Clinical Sociology	3
SOC-0420	Sociology of Stress and Crisis Intervention	3
Two Sociology Electives**		
SOC-0455	Internship	9

\*Students should complete SOC 0200 or SOC 0205 prior to enrolling in SOC 0210 or have POI.

\*\*Students are encouraged to take SOC 0285, Sociology of Sex Roles and Human Sexuality or SOC 0390, Sociology of Substance Abuse, as one of their elective courses.

#### Recommended Supporting Courses

ASL-0150	American Sign Language I	3
OR		
LNG-0320	Linguistics of Communication	3
A course in Business		
		3
A course in Economics		
		3-4

#### Elective Credits

The remaining credit hours are electives and can consist of Sociology courses, but should not be limited to this particular discipline. Electives credits make up the remaining hours in order to graduate with 120 credits.

#### REQUIREMENTS FOR THE B.S. IN SOCIOLOGY

##### Deaf Studies Track

Rosemont College offers a track in deaf studies through the B.S. degree program in sociology. This track is available to students with advanced study in American Sign Language beyond the intermediate level and with an interest in working in the field of Sociology in settings that have a strong need for professionals who understand issues in deafness.

Students must have effective communication skills with deaf clients. Students interested in this track should consult with Professor J. Campbell

#### American Sign Language Program Description

These courses are designed to introduce students to American Sign Language (ASL), the language of the Deaf and the Deaf culture. Once students learn ASL, the student will apply their signing skills and be able to communicate with members of the deaf community. Students will analyze the linguistics of ASL and write their work in ASL. Students will learn and evaluate cultural behaviors and values among Deaf communities.

What students learn in Introductory ASL I and II:

- ASL structure and grammar principles
- Approximately 300 vocabulary items
- ASL related terminology
- Introduction to Deaf culture
- Introduction to ASL History

#### General Education Requirements

Students may apply 9 credits from the Sociology major towards General Education requirements.

Required Courses		48 Credits
SOC-0100	Principles of Sociology	3
OR		
SOC-0110	Social Problems	3
SOC-0200	Social Theory: Classical	3
OR		
SOC-0205	Social Theory: Contemporary	3
SOC-0210	Social Stratification and Mobility*	3
SOC-0310	Forensic Sociology	3
SOC-0330	Social Mediation & Dispute Resolution	3
SOC-0380	Research Methods in the Social Sciences	3
SOC-0360	Marriage, Family and Intimate Relationships	3
OR		
SOC-0420	Stress and Crisis Intervention	3
SOC-0400	Sociology Senior Seminar	3
SOC-0405	Clinical Sociology	3
SOC-0455	Internship	9
ASL-0150	American Sign Language	3

ASL-0151	American Sign Language II	3
Two Sociology Electives***		6

\*Students should complete SOC-0200 or SOC-0205 prior to enrolling in SOC-0210.

\*\*\*Students are encouraged to consider SOC-0215, Sociology of Education, or SOC-0285, Sociology of Sex Roles and Human Sexuality, as elective courses.

<b>Required Supporting Courses</b>		<b>3 Credits</b>
EDU 0435	Deafness and Disabilities	3

<b>Recommended Supporting Courses</b>		<b>3 Credits</b>
PSY 0200	Developmental Psychology	3

### Elective Credits

The remaining credit hours are electives and can consist of Sociology courses, but should not be limited to this particular discipline. Electives credits make up the remaining hours in order to graduate with 120 credits.

### REQUIREMENTS FOR THE B.S. IN SOCIOLOGY

#### Applied Sociology/Sociological Practice/Clinical Sociology Track

The track prepares students for roles as social analysts and interventionists in public service, private consultation, business, or other sectors. It emphasizes the problem solving skills of sociologists in family, social organization, business, community, private and other social settings. Students can prepare to enter graduate studies in clinical/applied or sociological practice programs. Some enter social psychology, MBA, law, organizational development, human resources, social work, and other programs. The internship will be in practice settings where students can hone their social intervention skills.

#### General Education Requirements

Students may apply 9 credits from the Sociology major towards General Education requirements.

<b>Required Courses</b>		<b>51 Credits</b>
SOC 0100	Principles of Sociology	3
OR		
SOC-0110	Social Problems	3
SOC-0200	Social Theory: Classical	3

SOC-0205	Social Theory: Contemporary	3
SOC-0210	Social Stratification and Mobility	3
SOC-0285	Sociology of Sex Roles and Human Sexuality	3
SOC-0360	Marriage, Family & Intimate Relationships	3
SOC-0380	Research Methods in the Social Sciences	3
SOC-0400	Sociology Senior Seminar	3
SOC-0405	Clinical Sociology	3
SOC-0420	Sociology of Stress & Crisis Intervention	3
SOC-0455	Internship	9
Four Sociology Electives		12

\*At least 6 credits, or two courses, must be at or above the 300-level.

#### Suggested Supporting Courses

PSC-0260	Constitutional Law	3
BUS-0100	Legal Environment of Business	3
OR		
An approved course in Business		3-4
A course in Biology or Chemistry		3-4

### Elective Credits

The remaining credit hours are electives and can consist of Sociology courses, but should not be limited to this particular discipline. Electives credits make up the remaining hours in order to graduate with 120 credits.

## THEOLOGY AND RELIGIOUS STUDIES

### DEGREE OFFERED

**B.A., Bachelor of Arts in Theology and Religious Studies**

### FACULTY

**Francis Klose**

Assistant Professor  
Discipline Coordinator

**Craig Giandomenico**

Assistant Professor

**Paul Mojzes**

Professor Emeritus

### PROGRAM DESCRIPTION

The program in Theology and Religious Studies responds to the needs of students by stimulating them to search for meaning and explore why religion is such a vital element of the human experience both in the past and in the contemporary world. To this end, the department offers a broad spectrum of courses that leads students to theological investigation of anthropological and religious dimensions. The major and minor programs help the students to come to a mature understanding of the Catholic tradition and other traditions. In order to serve a diverse student body, the courses are taught in an ecumenical spirit conducive to interreligious dialogue.

Furthermore, a balanced theological formation enables students to appreciate and evaluate their own religious tradition, hence the distinctiveness of the offerings at this Catholic college. Finally, the programs provide a sound and balanced preparation for graduate studies and for a life of Christian intellectual and practical service, as well as a sensitive basis for religious exploration by students of other religious affiliations.

### PROGRAM GOALS

GOAL 1: Theology and Religious Studies Majors will be critically conversant in the ways in which the Catholic Christian tradition is committed to the intellectual, spiritual and moral growth of all people and to a respectful engagement with the world's religious traditions and their commitment to human flourishing.

GOAL 2: Theology and Religious Studies Majors will reflect an awareness of issues and questions of

justice on personal, social, civic and religious levels in the world today.

GOAL 3: Theology and Religious Studies Majors will demonstrate an ability to integrate understandings of religious experience and theological reflection across disciplines and traditions in a way that is critically oriented to the good of culture and society.

### DEGREE REQUIREMENTS

#### MAJOR REQUIREMENTS FOR A B.A. IN THEOLOGY AND RELIGIOUS STUDIES

In addition to meeting the course requirements for each respective major, all students must also fulfill the General Education requirements for the Undergraduate College. The Bachelor of Arts degree in Theology & Religious Studies requires 120 credits.

#### Senior Comprehensive Policy

Students are required to complete a comprehensive exam, testing all program goals outlined in the Catalog. Students can receive high pass, low pass, or failure. Majors must also enroll in a 0400-level Research Seminar.

#### General Education Requirements

9 credits from the Theology & Religious Studies major can be applied towards General Education requirements.

Required Courses		33 Credits
RST-0200	Catholic Intellectual Tradition	3
RST-0400	Research Seminar	3
Nine Theology & Religious Studies		27

electives including:

One course in World Religions and one course in Scripture\*

\*Elective courses are chosen in consultation with the student's academic advisor.

#### Required Supporting Courses 3 Credits

The following supporting course is required for the B.A. in Theology and Religious Studies.:

One course in Philosophy 3

#### Elective Credits

The remaining credit hours are electives and can consist of Theology & Religious Studies courses, but should not be limited to this particular discipline. Electives credits make up the remaining hours such that students graduate with 120 credits.

**REQUIREMENTS FOR A MINOR IN THEOLOGY AND RELIGIOUS STUDIES**      **18 Credits**

RST-0200      Catholic Intellectual Tradition      3

Five Theology and Religious Studies electives, including one course in: World Religions and one course in Scripture\*



## **WOMEN'S GENDER AND SEXUALITY STUDIES**

### **DEGREES OFFERED**

#### **Minor in Women and Gender Studies**

### **FACULTY**

#### **Michelle Moravec, Ph.D.**

Associate Professor of History

Discipline Coordinator

### **PROGRAM DESCRIPTION**

The Women and Gender Studies minor here at Rosemont College offers students a firm understanding of diversity, the constructs of gender, and what women and gender means in society.

Popular majors with a women and gender studies minor include:

- Art History
- History
- Psychology
- Sociology

### **REQUIREMENTS FOR A MINOR IN WOMEN AND GENDER STUDIES**      **18 Credits**

WGS-0100	Introduction to Women's Gender and Sexuality Studies	3
WGS-0230	Diversity of Gender	3
	Four Women's Gender and Sexuality Studies Electives	12

## **PROFESSIONAL STUDIES MAJORS**

- Applied Psychology
  - B.A., Bachelor of Arts in Applied Psychology
- Business Administration
  - A.S., Associate of Science in Business Administration
  - Bachelor of Science in Business Administration
    - with concentration in:
      - Business Communication
      - Leadership Studies
      - Organizational Development
- Criminal Justice
  - A.S., Associate of Science in Criminal Justice
  - B.S., Bachelor of Science in Criminal Justice
    - With concentration in:
      - Forensics
      - Law Enforcement
      - Homeland Security
      - Social Services
- Global Cybersecurity
  - B.S., Bachelor of Science in Global Cybersecurity
- Integrated Studies
  - B.A., Bachelor of Arts in Integrated Studies
  - B.S., Bachelor of Science in Integrated Studies
- Writing Studies
  - B.S., Bachelor of Science in Writing Studies

## **PROFESSIONAL STUDIES CONCENTRATIONS:**

In addition to the above concentrations which are based on a student's major, a student in any degree program may add a concentration of:

- Africana Studies

## **APPLIED PSYCHOLOGY**

### **DEGREES OFFERED**

**B.A., Bachelor of Arts in Applied Psychology**

### **PROGRAM DIRECTOR**

**Sara Elliott, M.S.**

Interim Dean, School of Graduate and Professional Studies

### **PROGRAM DESCRIPTION**

The Bachelor of Arts degree in Applied Psychology is a flexible 120-credit (40 courses) curriculum offered fully online. The curriculum is designed to enable adult students to acquire knowledge of psychological methods and apply them in the service of understanding human behavior in social systems including the corporate, professional, family, organization and community settings. Course offerings are both theoretical and applied and provide students with the opportunity to critically examine historical and contemporary perspectives on how people think, feel and behave. The program will prepare adult students for a full range of career options as well as for graduate study in counseling, psychology or related fields.

### **PROGRAM LOCATIONS**

The Applied Psychology Program is offered at the following locations:

- Rosemont Online

### **ADMISSION REQUIREMENTS**

Students seeking admission to Rosemont College must be graduates of an accredited high school or preparatory secondary school, or the equivalent. To complete the application process for the B.A. in Applied Psychology, Rosemont College requires the following:

- Online application submission.
- Official High School transcripts
- Official transcripts from any previous undergraduate institutions.

### **Note on Transfers:**

It is expected that students coming with an Associate's degree in psychology will have taken most if not all the core psychology courses and most likely an elective or two. Studying with Rosemont

will allow them to explore and learn a greater depth and breadth of the discipline.

Students coming with an Associate's degree will have met many but probably not all of the general education requirements. The transfer review will identify which courses are still needed to complete the general education.

The program director will work with students on determining the best course for completing their degree.

The program will be structured in order to allow students to participate in the 4+2 program with the M.A. in Counseling program. Students accepted into the program would be permitted to take up to four graduate level counseling courses as part of their undergraduate work and then matriculate into the graduate counseling program.

### **PROGRAM GOALS**

**GOAL 1:** Students will demonstrate an understanding of and appropriately apply the concepts in the field of Psychology.

Objective 1.1: Students will be able to identify theories and research that have shaped the field of psychology.

Objective 1.2: Students will be able to evaluate themes in psychology and demonstrate an understanding of how culture has shaped those themes and how themes have shaped culture.

Objective 1.3: Students will demonstrate mastery of how to conduct a psychological literature review and how to write a paper using APA style.

**GOAL 2:** Students will develop critical thinking and analytical skills

Objective 2.1: Students will also identify major research designs used by psychologists to answer hypothesis.

Objective 2.2: Students will demonstrate ability to critically evaluate data and arguments used in research findings.

GOAL 3: Students will demonstrate the application of psychological knowledge to enhance personal development and awareness of social systems.

Objective 3.1: Students will demonstrate an understanding of ethical standards and applications of legal and ethical considerations in psychology

Objective 3.2: Students will show an understanding of theories and models of multicultural counseling, cultural identity development, cultural diversity, social justice and advocacy.

Objective 3.3: Students will integrate and apply therapeutic knowledge in an applied/clinical setting and everyday life.

**DEGREE REQUIREMENTS**

**MAJOR REQUIREMENTS FOR A B.A. IN APPLIED PSYCHOLOGY**

In addition to meeting the course requirements for their major, all students must fulfill the General Education requirements for the program. The B.A. degree in Applied Psychology requires 120 credits as outlined below:

- General Education Requirements 42 credits
- Psychology Core Requirements (8 courses) 24 credits
- Psychology Elective Requirements (7 courses) 21 credits
- General Elective Courses 33 credits

**General Education Requirements 42 Credits**

In addition to meeting the course requirements for the Business Administration major, all students must also fulfill 42 credits of General Education requirements.

Academic Success Strategies or Elective* (*transfer students)	3
College Writing	6
Communication	3
Problem Solving & Critical Thinking	3
Humanities	6
Social Science	6
Creative Expression, Literature, or Foreign Language	3
Science or Sustainability	3

Ethics or Religion	3
Multiculturalism & Gender	3
Global Awareness	3

**Required Courses 24 Credits**

PSY-1001	Introduction to Psychology	3
PSY-1005	Scientific Writing for the Behavioral Sciences	3
PSY-2001	Statistical Methods for Behavioral Sciences	3
PSY-2005	Quantitative Research Methods for Behavioral Sciences	3
PSY-2006	Qualitative Research Methods for Behavioral Sciences	3
PSY-2010	Developmental Psychology	3
PSY-2015	Psychopathology	3
PSY-4095	Capstone Seminar in Applied Psychology	3

**Elective Courses 21 Credits**

**Choose 7 course from the following:**

PSY-3001	Psychology of Personality	3
PSY-3010	Organizational Psychology	3
PSY-3015	Forensic Psychology	3
PSY-3020	Social Psychology	3
PSY-3025	Sports Psychology	3
PSY-3030	Psychology of Identity	3
PSY-3035	Psychology of Terrorism	3
PSY-3040	Cultural Psychology	3
PSY-4001	Child and Adolescent Psychology	3
PSY 4005	Adult Development and Aging	3
PSY 4010	International Psychology	3
PSY 4015	Human Sexuality	3
PSY 4020	Psychology of Gender	3

**General Electives 33 Credits**

## BUSINESS ADMINISTRATION

### DEGREES OFFERED

**A.S., Associate of Science in Business Administration**

### PROGRAM DIRECTOR

**E. Jay Kolick, M.S., M.B.A.**

Interim Dean, School of Graduate and Professional Studies

### ASSOCIATE OF SCIENCE DEGREE PROGRAM DESCRIPTION

The Rosemont College School of Graduate and Professional Studies Associate of Science Degree in Business Administration (ASBA) provides an introductory foundation to Business Administration. The balanced and comprehensive liberal arts curriculum serves as the first two years of a Bachelor of Science in Business Administration. The ASBA provides students with a strong foundation of business basics (i.e., Ethics, Finance and Marketing). Coursework is designed to improve written, oral and critical thinking skills that are essential for success in today's business world.

Students in the ASBA will learn to:

- Professional: Students must demonstrate the ability to apply and synthesize the functional areas of business to make sound ethical business decisions.
- Information Literacy: Students must demonstrate the ability to use the resources necessary to locate, evaluate, and communicate information and ideas.
- Disciplined Inquiry: Students must demonstrate they have acquired the quantitative and qualitative evaluation skills necessary to solve complex business problems.
- Effective Communication: Students must demonstrate personal and group communication skills to achieve personal and organizational goals and objectives.
- Ethics: Students must demonstrate an understanding of the political, legal, ethical, social, and cultural needs related to the operation of a global business.

### PROGRAM LOCATIONS

The Business Administration Program is offered at the following locations:

- Main Campus, Rosemont, PA
- Rosemont Online

### ADMISSION REQUIREMENTS

Students seeking admission to Rosemont College must be graduates of an accredited high school or preparatory secondary school, or the equivalent. To complete the application process for the Associate of Science in Business Administration, Rosemont College requires the following:

- Online application submission.
- Official transcripts from any previous undergraduate institutions.
- Resume

### PROGRAM GOALS

The Associate of Science in Business Administration provides an opportunity for students to develop business skills and prepare for advancement in the workplace or changing careers. Our program introduces students to fundamental business areas such as management, marketing, accounting, economics, and finance. This degree also serves as a building block for students who would like to earn a credential prior to continuing on towards a bachelor's degree program.

### DEGREE REQUIREMENTS

#### MAJOR REQUIREMENTS FOR A.S. IN BUSINESS ADMINISTRATION

In addition to meeting the course requirements for their major, all students must fulfill the General Education requirements for the program. The A.S. degree in Business Administration requires 33 credits as outlined below:

- General Education Requirements 33 credits
- Business Administration Core Requirements Courses (6 courses) 18 credits
- General Elective Courses (3 courses) 9 credits

#### General Education Requirements **33 Credits**

In addition to meeting the course requirements for the Business Administration major, all students must also fulfill 36 credits of General Education requirements.

Academic Success Strategies or Elective* (*transfer students)	3
College Writing	6

Arts, Creative Expression, Literature, or Language	3
Communication	3
Global Awareness	3
Problem Solving & Critical Thinking	3
Humanities	3
Religious Studies or Ethics	3
Social Science	3
Science or Sustainability	3

**Business Administration Core Requirements** **18 Credits**

BUS-0215	Principles of Budget and Finance	3
BUS-0420	Marketing	3
BUS-0454	Organization Behavior	3
BUS-0461	Management	3
BUS-0481	Business Law	3
BUS-0495	Ethical Decision Making in Business	3

**General Elective Courses** **9 Credits**

## BUSINESS ADMINISTRATION

### DEGREES OFFERED

**B.S., Bachelor of Science in Business Administration with concentration in:**

- **Business Communication**
- **Leadership Studies**
- **Organizational Development**

### PROGRAM DIRECTOR

**E. Jay Kolick, M.S., M.B.A.**

Interim Dean, School of Graduate and Professional Studies

### BACHELOR OF SCIENCE DEGREE PROGRAM

#### DESCRIPTION

The Rosemont College School of Professional Studies offers a concentration in Leadership.

Rosemont's Bachelor of Science degree in Business Administration is a flexible 120-credit (40 course) program offered through a variety of formats—in-class and online—giving students the personal tools and skills they will need to launch or enhance their careers.

Students in the Bachelor's Program will learn:

- How to apply and synthesize the functional areas of business to make sound ethical business decisions.
- How to use the resources necessary to locate, evaluate, and communicate information and ideas.
- Gain an understanding of the quantitative and qualitative evaluation skills necessary to solve complex business problems.
- Understand the personal and group communication skills necessary to achieve both personal and organizational goals and objectives.
- Gain an understanding of the political, legal, ethical, social, and cultural issues related to the operation of a global business.

All classes are conducted through facilitative teaching methods introduced by business professionals who are experts in their fields. The focus is on critical thinking and writing, case studies, collaborative learning, participant presentations, and problem solving. A diverse student body provides a

versatile learning experience for an individual from any background.

### ADMISSION REQUIREMENTS

Students seeking admission to Rosemont College must be graduates of an accredited high school or preparatory secondary school, or the equivalent. To complete the application process for the B.S. in Business Administration, Rosemont College requires the following:

- Online application submission.
- Official High School transcripts
- Official transcripts from any previous undergraduate institutions.
- Resume

### DEGREE REQUIREMENTS

#### Major Requirements for a B.S. In Business Administration

In addition to meeting the course requirements for their major, all students must fulfill the General Education requirements for the undergraduate program. The Bachelor of Science degree in Business Administration requires 120 credits.

#### General Education Requirements      **42 Credits**

In addition to meeting the course requirements for the Business Administration major, all students must also fulfill 42 credits of General Education requirements.

Academic Success Strategies or Elective* (*transfer students)	3
College Writing	6
Communication	3
Problem Solving & Critical Thinking	3
Humanities	6
Social Science	6
Creative Expression, Literature, or Foreign Language	3
Science or Sustainability	3
Ethics or Religion	3
Multiculturalism & Gender	3
Global Awareness	3

#### Required Courses      **30 Credits**

BACC-0100	Financial Accounting I	3
ACC-0200	Managerial Accounting	3

ECO-0320	Principles of Macroeconomics	3
ECO-1006	Microeconomics	3
BUS-0220	Business Statistics I	3
BUS-0215	Principles of Budget and Finance	3
BUS-0420	Marketing	3
BUS-0454	Organization Behavior	3
BUS-0461	Management	3
BUS-0479	Managing Information Technology	3
BUS-0481	Business Law	3
BUS-0488	Introduction to Business Research	3
BUS-0495	Ethical Decision Making in Business	3
BUS-0496	Capstone	3

**General Electives** **21 Credits**

**Concentration Requirements:** **15 Credits**

**Traditional Business Administration  
(No Concentration)**

Work with advisor to select 5 courses (15 credits), that align with area of interest.

**Business Communications  
Concentration**

COM-0418	Organizational Communication	3
COM-0285	Communications: Theories and Strategies	3
COM-0410	Critical Thinking and Writing	3
COM-0400	Intercultural Communication	3
COM-0485	Positional Bargaining and Principled Negotiation	3

**Leadership Studies  
Concentration**

LDS-0300	Foundations of Leadership	3
LDS-0320	Leadership in Organizations and Society	3
LDS-0340	Multi-Cultural Issues in Leadership	3
LDS-0360	Leadership Decision Process	3
LDS-0380	Leadership Systems: Strategy and Process	3

**Organizational Development  
Concentration**

BUS-0452	Management of Human Resources	3
BUS-0456	Building and Managing a Diverse Workplace	3
BUS-0440	Labor Relations and Economics	3
BUS-0380	Information Systems Project Management	3
FIN-0300	Financial Institutions and Markets	3



## **CRIMINAL JUSTICE**

### **DEGREES OFFERED**

**A.S., Associate of Science in Criminal Justice**

### **PROGRAM DIRECTOR**

**E. Jay Kolick, M.S., M.B.A.**

Interim Dean, School of Graduate and Professional Studies

### **ASSOCIATE OF SCIENCE DEGREE PROGRAM DESCRIPTION**

The Rosemont College School of Graduate & Professional Studies Associate of Science Degree in Criminal Justice (ASCJ) provides an introductory foundation to the American Criminal Justice System. The balanced and comprehensive liberal arts curriculum serves as the first two years of a Bachelor of Science in Criminal Justice Program. The ASCJ places an emphasis on current issues related to ethics, professional development, social justice, and offender rehabilitation. Coursework is designed to improve written, oral and critical thinking skills that are essential for the success of criminal justice practitioners in the 21<sup>st</sup> Century.

Students in the ASCJ will learn to:

- Explore a wide array of timely issues from criminal investigations to terrorism;
- Use skills with statistical analysis, major data bases and resources in criminal justice;
- Learn how to apply criminal law and procedure to a developing situation and make the right decision.

Students in the accelerated ASCJ Program have the opportunity to participate in workshops and professional development activities offered through the College's Institute for Ethical Leadership and Social Responsibility. Additionally, this program is designed to seamlessly transition students into our bachelor's program in Criminal Justice.

### **PROGRAM LOCATIONS**

The Criminal Justice Program is offered at the following locations:

- Main Campus, Rosemont, PA
- Philadelphia Police Academy, Philadelphia, PA
- Rosemont Online

### **ADMISSION REQUIREMENTS**

Students seeking admission to Rosemont College must be graduates of an accredited high school or preparatory secondary school, or the equivalent. To complete the application process for the Associate of

Science in Criminal Justice, Rosemont College requires the following:

- Online application submission.
- Official transcripts from any previous undergraduate institutions.
- Resume

### **PROGRAM GOALS**

Program goals and objectives of the ASCJ are aligned with those of the Bachelor of Science in Criminal Justice program. The ASCJ shares the first two foundational goals of the bachelor program.

#### **GOAL 1: Information Literacy**

The Criminal Justice Program will produce graduates who can communicate both quantitative and qualitative information accurately and effectively, orally and in writing.

Objective 1: Student will demonstrate the ability to assemble accurate and comprehensive information in written form.

Objective 2: Student will demonstrate the ability to express accurate and comprehensive information in verbal presentations.

#### **GOAL 2: Administration of Justice**

The Criminal Justice Program will produce graduates who are able to explain the Criminal Justice System. They will also be able to apply their knowledge of the foundations of the legal system and the application of law into a career in law enforcement and criminal justice.

Objective 1: All of the students will demonstrate their knowledge of how court cases have shaped the criminal justice system.

Objective 2: and be able to apply substantive criminal and procedural law to criminal violations.

### **DEGREE REQUIREMENTS**

#### **MAJOR REQUIREMENTS FOR A A.S. IN CRIMINAL JUSTICE**

In addition to meeting the course requirements for their major, all students must fulfill the General Education requirements for the undergraduate program. The Associate of Science degree in Criminal Justice requires 60 credits.

#### **CREDIT TRANSFER INFORMATION**

As stated within the School of Graduate and Professional Studies transfer credit policy, this

program may accept credits from law enforcement, public safety, DHS/FEMA, and Military Training at the discretion of the Program Director. Students should speak to the program director for specific information.

**General Education Requirements      33 Credits**

In addition to meeting the course requirements for the Criminal Justice major, all students must also fulfill 36 General Education requirements.

Academic Success Requirement (CRJ 0125 or ADS 0100)	3
College Writing	6
Arts, Creative Expression, Literature, or Language	3
Communications	3
Global Awareness	3
Problem Solving and Critical Thinking	3
Humanities	3
Religious Studies or Ethics	3
Social Sciences	3
Science and Sustainability	3

**Required Courses      18 Credits**

CRJ-0150	The Criminal Justice System	3
CRJ-0200	Substantive Criminal Law/ Procedure	3
CRJ-0220	Juvenile Delinquency	3
CRJ-0245	Criminology	3
CRJ-0260	Criminal Investigations	3
CRJ-0290	Women & Criminal Justice System	3

**Major Electives-Choose three (3) from the following:      9 Credits**

CRJ-0210	Introduction to Law Enforcement	3
CRJ-0217	Introduction to Corrections	3
CRJ-0220	Juvenile Delinquency	3
CRJ-0230	Drugs, Crime, and Society	3
CRJ-0235	Probation, Parole, & Community Corrections	3
CRJ-0240	Organized and White-Collar Crime	3
CRJ-0250	Sexual Offenses, Offenders, and Victims	3
CRJ-0265	Introduction to Homeland Security	3

## CRIMINAL JUSTICE

### DEGREES OFFERED

**B.S., Associate of Science in Criminal Justice**

**With concentration in:**

- **Forensics**
- **Law Enforcement**
- **Homeland Security**
- **Social Services**

### PROGRAM DIRECTOR

**E. Jay Kolick, M.S., M.B.A.**

Interim Dean, School of Graduate and Professional Studies

### BACHELOR OF SCIENCE DEGREE PROGRAM DESCRIPTION

Rosemont College's accelerated degree program in criminal justice prepares students to step into leadership roles in the fields of law enforcement, court administration, the judicial system, corrections, or private security, and lay the groundwork for graduate study or law school.

Taught by professionals in the field, Rosemont's Bachelor's degree in Criminal Justice is a flexible 120-credit (40 course) program offered through a variety of formats—in-class, weekend college, and online—providing up-to-the-minute trends, issues, and real-world applications into the classroom. Students aspiring to enter the fast-growing world of criminal justice and those already working in it bring their experiences to the classroom for lively discussion and problem-solving. In-depth study develops the skills you need to analyze, research, and make informed decisions.

Students in the Bachelor's Program will learn to:

- Explore a wide array of timely issues from criminal investigations to terrorism;
- Use skills with statistical analysis, major data bases and resources in criminal justice;
- Learn how to read a crime scene or a developing situation and make the right decision.

Students in the Bachelor's Degree Program have the opportunity to participate in workshops and professional development activities offered through the College's Institute for Ethical Leadership and Social Responsibility.

### PROGRAM LOCATIONS

The Criminal Justice Program is offered at the following locations:

- Main Campus, Rosemont, PA
- Philadelphia Police Academy, Philadelphia, PA
- Rosemont Online

### ADMISSION REQUIREMENTS

Students seeking admission to Rosemont College must be graduates of an accredited high school or preparatory secondary school, or the equivalent. To complete the application process for the Bachelor of Science in Criminal Justice, Rosemont College requires the following:

- Online application submission.
- Official transcripts from any previous undergraduate institutions.
- Resume

### PROGRAM GOALS

#### GOAL 1: Information Literacy

The Criminal Justice Program will produce graduates who can communicate both quantitative and qualitative information accurately and effectively, orally and in writing.

Objective 1: Student will demonstrate the ability to assemble accurate and comprehensive information in written form.

Objective 2: Student will demonstrate the ability to express accurate and comprehensive information in verbal presentations.

#### GOAL 2: Administration of Justice

The Criminal Justice Program will produce graduates who are able to explain the Criminal Justice System. They will also be able to apply their knowledge of the foundations of the legal system and the application of law into a career in law enforcement and criminal justice.

Objective 1: All of the students will demonstrate their knowledge of how court cases have shaped the criminal justice system and be able to apply substantive criminal and procedural law to criminal violations.

#### GOAL 3: Research and Analytic Methods

The Criminal Justice Program will produce graduates who can employ ethical methods to collect and calculate criminal justice data. They will properly compile and utilize statistical data, interpret results and draw conclusions.

Objective 1: Students should employ various research methodologies and utilize statistical data to reach conclusions.

Objective 2: Student will apply statistical information to support their criminological arguments.

**GOAL 4: Application of Criminological Theory, Laws Governing Diversity and Ethical Practices**

Graduates with a Criminal Justice Bachelors' degree will be able to apply criminological theory, a sensitivity to diversity, and a respect of ethical practices into their work in the criminal justice system.

Objective 1: Students will compare and contrast the different theoretical perspectives and be able to identify the theories of criminal behavior and deviance and explain the various typologies.

Objective 2: Students will be able to identify and analyze issues of diversity facing the criminal justice system and apply the legal standards as defined by the courts.

Objective 3: Students will apply ethical standards to criminal justice issues including the proper seizure and documentation of evidence, truth in testimony, and accuracy in reporting.

**DEGREE REQUIREMENTS**

**MAJOR REQUIREMENTS FOR CONFERRAL OF THE B.S. IN CRIMINAL JUSTICE**

In addition to meeting the course requirements for their major, all students must fulfill the General Education requirements for the undergraduate program. The Bachelor of Science degree in Criminal Justice requires 120 credits.

**RESIDENCY REQUIREMENTS**

At least (30 credits) for the Criminal Justice Major must be taken in residence (campus or online) at Rosemont College.

**CREDIT TRANSFER INFORMATION**

As stated within the School of Graduate and Professional Studies transfer credit policy, this program may accept credits from law enforcement, public safety, DHS/FEMA, and Military Training at the discretion of the Program Director. Students

should speak to the program director for specific information.

**General Education Requirements 42 Credits**

In addition to meeting the course requirements for the Criminal Justice major, all students must also fulfill 42 General Education requirements.

Academic Success Strategies or Elective* (*transfer students)	3
College Writing	6
Communication	3
Problem Solving & Critical Thinking	3
Humanities	6
Social Science	6
Creative Expression, Literature, or Foreign Language	3
Science or Sustainability	3
Ethics or Religion	3
Multiculturalism & Gender	3
Global Awareness	3

**Required Courses 30 Credits**

CRJ-0150	The Criminal Justice System	3
CRJ-0200	Substantive Criminal Law/ Procedure	3
CRJ-0215	Diversity and the Law	3
CRJ-0245	Criminology	3
CRJ-0260	Criminal Investigations	3
CRJ-0290	Women & Criminal Justice System	3
CRJ-0300	Sociology of Law and Violence	3
CRJ-0310	Statistical Analysis and the Criminal Justice System	3
CRJ-0320	Investigational Research Methods	3
CRJ-0450	Professional Seminar: Criminal Justice and Ethics Practice	3

**Major Electives-Choose eight (8) from the following: 24 Credits**

CRJ-0125	Learning and Success Strategies for the Criminal Justice Professional	3
CRJ-0210	Introduction to Law Enforcement	3
CRJ-0217	Introduction to Corrections	3
CRJ-0220	Juvenile Delinquency	3
CRJ-0230	Drugs, Crime, and Society	3
CRJ-0235	Probation, Parole, & Community Corrections	3
CRJ-0240	Organized and White Collar Crime	3

CRJ-0250	Sexual Offenses, Offenders, and Victims	3
CRJ-0265	Introduction to Homeland Security	3
CRJ-0270	Cybercrime	3
CRJ-0280	Understanding Terrorism and Criminal Justice	3
CRJ-0305	Policing Techniques: Interview and Interrogation	3
CRJ-0315	Principles of Crisis Management and Emergency Preparedness	3
CRJ-0317	EOC Operations	3
CRJ-0325	Management of Disaster Operations	3
CRJ-0355	Victimology	3
CRJ-0360	Criminalistics: The Real Art & Science of CSI	3
CRJ-0367	Transportation Security	3
CRJ-0380	Management of Public Organizations	3
CRJ-0372	Private Investigations	3
CRJ-0375	Criminal Justice Organizations	3
CRJ-0377	PA Act 235 Training Program	3
CRJ-0405	Principles of Effective Supervision and Leadership	3
CRJ-0410	Basic Tactical Medicine	3
CRJ-0415	Command and Control	3
CRJ-0440	Energetic Materials & Weapons of Mass Destruction	3
CRJ-0445	Special Topics in Criminal Justice	3

**General Electives** **24 Credits**

Or

**CONCENTRATION REQUIREMENTS** **15 Credits**

Four optional concentrations are offered in the Criminal Justice program:

- Forensics
- Law Enforcement
- Homeland Security
- Social Services

**General Electives** **33 Credits**

**Forensics Concentration Requirements – Choose five (5) from the following:**

CRJ-0220	Juvenile Delinquency	3
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CRJ-0250	Sexual Offenses, Offenders, and Victims	3
CRJ-0270	Cybercrime	3
PSY-0499	Abnormal Psychology	3
CRJ-0340	Forensic Anthropology	3
CRJ-0355	Victimology	3
CRJ-0360	Criminalistics: The Real Art and Science of CSI	3

**Homeland Security Concentration Requirements - Choose five (5) from the following** **15 Credits**

CRJ-0265	Introduction to Homeland Security	3
CRJ-0280	Understanding Terrorism	3
CRJ-0325	Management of Disaster Operations	3
CRJ-0367	Transportation Security	3
CRJ-0315	Principles of Crisis Management and Emergency Preparedness	3
CRJ-0415	Command and Control	3
CRJ-0440	Energetic Materials/WMD	3

**Law Enforcement Concentration Requirements –Choose five (5) from the following:** **15 Credits**

CRJ-0210	Introduction to Law Enforcement	3
CRJ-0265	Introduction to Homeland Security	3
CRJ-0320	Drugs, Crimes, and Society	3
CRJ-0305	Policing Techniques: Interviewing and Interrogation	3
CRJ-0360	Criminalistics: The Real Art and Science of CSI	3
CRJ-0355	Victimology	3
CRJ-0405	Principles of Effective Supervision and Leadership	3

**Social Services – Choose five (5) from the following:** **15 Credits**

CRJ-0220	Juvenile Delinquency	3
CRJ-0235	Probation, Parole and Community Corrections	3
CRJ-0250	Sexual Offenses, Offenders, and Victims	3
CRJ-0320	Investigational Research Methods	3
PSY-0499	Abnormal Psychology	3
CRJ-0340	Forensic Anthropology	3
CRJ-0355	Victimology	3

## **GLOBAL CYBERSECURITY**

### **DEGREES OFFERED**

#### **B.S., Bachelor of Science in Global Cybersecurity**

### **PROGRAM DIRECTOR**

**E. Jay Kolick, M.S., M.B.A.**

Interim Dean, School of Graduate and Professional Studies

### **PROGRAM DESCRIPTION**

The Rosemont College School of Professional Studies Bachelor's degree in Global Cybersecurity is designed to support students who are returning to the college classroom after having studied and accumulated a collection of disparate college transfer credits, including those earned on joint services transcripts, CEUs from work-related training, assessment of prior learning credits, etc. The ideal student for this program has collected 60 or more credits across two or more areas of study (ie military studies, business, and art, for example) and wants to find a way to utilize all the credits and create cohesion between and among the fields of study. The Global Cybersecurity program welcomes these credits and advisors help students to incorporate them into a broader scope of learning, with a foundation of courses at the base to help create consistency and context. The goal is for students to be able to complete their college degree without losing credit for the courses and training they've already taken and participated in, and to do so in a way that helps to create meaning and value from that work.

### **PROGRAM LOCATIONS**

The Global Cybersecurity program is offered at the following location:

- Rosemont Online

### **ADMISSION REQUIREMENTS**

Students seeking admission to Rosemont College must be graduates of an accredited high school or preparatory secondary school, or the equivalent. To complete the application process for the Bachelor's degree in Integrated Studies Rosemont College requires the following:

- Online application submission
- Official transcripts from any previous undergraduate institutions
- Resume

### **PROGRAM GOALS**

The Bachelor's degree in Integrative Studies enables students to combine previous college course work, professional and technical training, assessment of prior learning, among a variety of other means, to create a cohesive baccalaureate degree. Students will acquire the following learning outcomes:

- Identify and apply methods to locate and resolve security issues in networks and computer systems to determine appropriate measures to protect IT infrastructure.
- Compare methods to design, develop, test, and evaluate secure software.
- Interpret policies and procedures to manage enterprise security risks.
- Explain human roles in security systems with an emphasis on ethics, social engineering vulnerabilities, and training.
- Demonstrate the means to investigate security incidents.
- Compare and contrast different strategies for implementing security within a Software/Systems Development Life Cycle (SDLC).
- Apply methodologies to combat attackers from intrusion or other suspicious attempts to gain unauthorized access to a system and its resources.
- Classify threats, protect data, and respond to attacks that occur over the Internet.
- Explain risk analyses, security policies, and damage assessments.
- Show techniques to audit operating systems' security in a diverse environment with both traditional, on-premise assets as well as those hosted with service providers.
- List contingency operations that include administrative planning process for incident response, disaster recovery, and business continuity planning within information security.

### **DEGREE REQUIREMENTS**

#### **MAJOR REQUIREMENTS**

In addition to meeting the course requirements for their major, all students must fulfill the General Education requirements for the undergraduate program. The Bachelor's degree in Global Cybersecurity requires 120 credits.

## RESIDENCY REQUIREMENTS

At least 27 credits for the Global Cybersecurity major must be taken in residence (Online) at Rosemont College.

### General Education Requirements 42 Credits

In addition to meeting the course requirements for the Integrated Studies major, all students must also fulfill 42 General Education requirements.

Academic Success Strategies or Elective* (*transfer students)	3
College Writing	6
Communication	3
Problem Solving & Critical Thinking	3
Humanities	6
Social Science	6
Creative Expression, Literature, or Foreign Language	3
Science or Sustainability	3
Ethics or Religion	3
Multiculturalism & Gender	3

### Required Courses 30 Credits

#### Foundations of Information Security Certificate Requirements (9 credits required)

GCC-0210	Foundations of Information	3
GCC-0480	Global Threats and Information Security	3
GCC-0360	Cultural Implications of Information Security	3

#### Foundations of Security Operations Certificate Requirements (12 credits required)

GCC-0220	Security Organization	3
GCC-0370	Offensive Security	3
GCC-0380	Defensive Security	3
GCC-0450	Essentials of Incident Response	3

#### Foundations of Software Security Certificate Requirements (9 credits required)

GCC-0230	Intro to Programming in Rust	3
GCC-0390	Software Testing and Validation	3
GCC-0460	Software Development Security	3

#### Criminal Justice Requirements (6 credits)

CRJ-0200	Substantive Criminal Law & Procedure	3
CRJ-0300	Sociology of Law and Violence	3

### Business Requirements (9 Credits)

BUS-0350	Management of Information Technologies	3
COM-0485	Positional Bargaining and Principled Negotiation	3
BUS-0385	Information Systems Project Management	3

### General Electives 33 Credits

## INTEGRATED STUDIES

### DEGREES OFFERED

**B.A., Bachelor of Arts in Integrated Studies**

**B.S., Bachelor of Science in Integrated Studies**

### PROGRAM DIRECTOR

**E. Jay Kolick, M.S., M.B.A.**

Interim Dean, School of Graduate and Professional Studies

### PROGRAM DESCRIPTION

The Rosemont College School of Professional Studies Bachelor's degree in Integrative Studies is designed to support students who are returning to the college classroom after having studied and accumulated a collection of disparate college transfer credits, including those earned on joint services transcripts, CEUs from work-related training, assessment of prior learning credits, etc. The ideal student for this program has collected 60 or more credits across two or more areas of study (ie military studies, business, and art, for example) and wants to find a way to utilize all the credits and create cohesion between and among the fields of study. The integrative studies program welcomes these credits and advisors help students to incorporate them into a broader scope of learning, with a foundation of courses at the base to help create consistency and context. The goal is for students to be able to complete their college degree without losing credit for the courses and training they've already taken and participated in, and to do so in a way that helps to create meaning and value from that work.

### PROGRAM LOCATIONS

The Integrated Studies program is offered at the following location:

- Rosemont Online

### ADMISSION REQUIREMENTS

Students seeking admission to Rosemont College must be graduates of an accredited high school or preparatory secondary school, or the equivalent. To complete the application process for the Bachelor's degree in Integrated Studies Rosemont College requires the following:

- Online application submission
- Official transcripts from any previous undergraduate institutions
- Resume

### PROGRAM GOALS

The Bachelor's degree in Integrative Studies enables students to combine previous college course work, professional and technical training, assessment of prior learning, among a variety of other means, to create a cohesive baccalaureate degree. Students will acquire the following learning outcomes:

- Students will be well prepared to communicate effectively – to listen, analyze, and appropriately respond – in ways that elevate the quality of dialogue.
- Students will identify and demonstrate their understanding of global issues by making informed decisions and taking appropriate action.
- Students will demonstrate critical and ethical understanding and engagement in community issues.
- Students will celebrate and be sensitive to the diversity of individuals, groups, and cultures.
- Students will integrate the skills of a liberal education with disciplinary and professional competency.
- Students will be skilled in logical, collaborative, and creative problem-solving that relies upon data analysis and interpretation.

### DEGREE REQUIREMENTS

#### MAJOR REQUIREMENTS

In addition to meeting the course requirements for their major, all students must fulfill the General Education requirements for the undergraduate program. The Bachelor's degree in Integrated Studies requires 120 credits.

#### RESIDENCY REQUIREMENTS

At least 30 credits for the Integrated Studies major must be taken in residence (Online) at Rosemont College.

<b>General Education Requirements</b>	<b>42 Credits</b>
In addition to meeting the course requirements for the Integrated Studies major, all students must also fulfill 42 General Education requirements.	
Academic Success Strategies or Elective* (*transfer students)	3
College Writing	6





## WRITING STUDIES

### DEGREES OFFERED

**B.S., Bachelor of Science in Writing Studies**

### PROGRAM DIRECTOR

**E. Jay Kolick, M.S., M.B.A.**

Interim Dean, School of Graduate and Professional Studies

### PROGRAM DESCRIPTION

The Rosemont College School of Professional Studies Bachelor of Arts Degree in Writing Studies consists of a flexible 120-credit (40 courses) curriculum offered online with opportunities to focus on creative writing and technical/professional writing. The Writing Studies program will provide students with the necessary tools to navigate complex relationships among language and knowledge, writing and power, and academia and popular culture. Students will gain skills in critical thinking and effective writing. These highly desirable skills will provide Rosemont College graduates with a marketable advantage in today's workforce. Understanding and practicing ethical decisions is also highly valued by employers; as in all Rosemont College programs, the BA in Writing Studies will give special attention to the ethical underpinnings in various forms of writing, including fiction, non-fiction, and professional discourse.

### PROGRAM LOCATIONS

The Writing Studies program is offered at the following location:

- Rosemont Online

### ADMISSION REQUIREMENTS

Students seeking admission to Rosemont College must be graduates of an accredited high school or preparatory secondary school, or the equivalent. To complete the application process for the Bachelor of Arts in Writing Studies Rosemont College requires the following:

- Online application submission
- Official transcripts from any previous undergraduate institutions
- Resume

### PROGRAM GOALS

**GOAL 1: Students will achieve competency in technical and professional writing.**

Objective 1: Students will demonstrate the ability to research, evaluate source material, and effectively create written business, scientific, and creative works.

Objective 2: Students will demonstrate an understanding of the ethical implications of written work.

Objective 3: Students will learn how to adapt their voice according to the writing situation.

### GOAL 2: Students will be able to analyze and critically evaluate texts.

Objective 1: Students will demonstrate the ability to write constructive and critical feedback.

Objective 2: Students will demonstrate an understanding of complex literary texts and the work of peers.

### GOAL 3: Students will demonstrate proficiency in cultural literacy skills.

Objective 1: Students will understand how culture influences perspective and the development of voice.

Objective 2: Students will gain an understanding of writing across cultures.

### MAJOR REQUIREMENTS

In addition to meeting the course requirements for their major, all students must fulfill the General Education requirements for the undergraduate program. The Bachelor of Arts degree in Writing Studies requires 120 credits.

### RESIDENCY REQUIREMENTS

At least 30 credits for the Writing Studies major must be taken in residence (Online) at Rosemont College.

### General Education Requirements 42 Credits

In addition to meeting the course requirements for the Writing Studies major, all students must also fulfill 42 General Education requirements.

Academic Success Strategies or Elective* (*transfer students)	3
College Writing	6
Communication	3
Problem Solving & Critical Thinking	3
Humanities	6

Social Science	6
Creative Expression, Literature, or Foreign Language	3
Science or Sustainability	3
Ethics or Religion	3
Multiculturalism & Gender	3

**Required Courses** **30 Credits**

WRT-0210	Advanced Rhetoric	3
WRT-0245	Social Justice in Creative Writing	3
WRT-0240	Business Writing	3
WRT-0251	Writing in Digital Environments	3
WRT-0252	Introduction to Creative Writing	3
ENG-0222	Major American Writers Beginnings to 1890	3
ENG-0223	Major American Writers 1890-1940	3
ENG-XXXX	Any World Literature course	3
ENG or LIT	300-400 level literature or writing course	3
ELE		
ENG-0490	Senior Seminar	3

**Writing Studies Major Electives** **15 Credits**

**General Electives** **33 Credits**

## **AFRICANA STUDIES**

### **CONCENTRATION OFFERED**

#### **PROGRAM DIRECTOR**

**E. Jay Kolick, M.S., M.B.A.**

Interim Dean, School of Graduate and Professional Studies

The Africana Studies minor/ concentration is administered by the Rosemont College Center for Africana Studies (AFS). This professional studies program offered as a minor seeks to inform students about the history and cultures of the African continent and the many diverse African diaspora communities throughout the world. This program delivers a rich interdisciplinary learning experience to Rosemont students through in-class experiences, guest lectures, symposia, and exposure to the arts.

The Africana Studies minor requires a total of 18 credits for completion which includes 3 required courses (designated below with an asterisk) and 3 elective courses with the opportunity for interdisciplinary substitutions to be granted for two elective courses. The courses of this program are:

AFS-0100\* - Introduction to Africana Studies

AFS-0110\* - We Were Kings and Queens

AFS-0150 - The Atlantic Slave Trade

AFS-0200 - The Black Experience

AFS-0210 - Black Contributions to the Development  
of the United States

AFS-0220 – The New Jim Crow

AFS-0250\* - Social Responsibility in Eliminating  
Systemic Racism

AFS-0300 – Special Topics in Africana Studies

\* = Required Course

## **GRADUATE STUDIES MAJORS**

- Business Administration
  - M.B.A., Master of Business Administration with certificates in:
    - Entrepreneurship
    - Healthcare Administration
    - Homeland Security and Emergency Management
    - Human Resources Management
    - Strategic Leadership
- Counseling
  - M.A., Master of Arts degree in Counseling, Clinical Mental Health Counseling
  - M.A., Master of Arts degree in Counseling, School Counseling
- Creative Writing
  - MFA, Master of Fine Arts degree in Creative Writing
  - Double Degree: MFA, Master of Fine Arts in Creative Writing and M.A., Master of Arts in Publishing
- Education
  - M.A., Master of Arts degree in Education
  - M.A., Master of Arts degree in Education with PK-4 Teacher Certification
  - M.A., Master of Arts degree in Literacy with PK-12 Reading Specialist Certification
  - M.A., Master of Arts degree in Educational Leadership with PK-12 Principal Certification
- Global Cybersecurity
  - M.S., Master of Sciences in Global Cybersecurity
- Healthcare Administration
  - M.S., Master of Science in Healthcare Administration With concentration in:
    - Entrepreneurship
    - Strategic Leadership
    - Business Administration
- Higher Education and Student Affairs Administration
  - M.Ed., Master of Education in Higher Education and Student Affairs Administration
- Homeland Security & Emergency Management
  - M.A., Master of Arts in Homeland Security & Emergency Management With a concentration in:
    - Information Security Essentials
    - Cyber Security Operations
    - Software Security
    - Forensic Psychology
- Publishing
  - M.A., Master of Arts in Publishing
  - Double Degree, M.A., Master of Arts in Publishing and MFA, Master of Fine Arts in Creative Writing
- Strategic Leadership
  - M.S., Master of Science degree in Strategic Leadership

## **BUSINESS ADMINISTRATION**

### **DEGREES OFFERED**

#### **M.B.A., Master of Business Administration**

##### **With certificates in:**

- **Entrepreneurship**
- **Healthcare Administration**
- **Homeland Security and Emergency Management**
- **Human Resources Management**
- **Strategic Leadership**

### **PROGRAM DIRECTOR**

#### **E. Jay Kolick, M.S., M.B.A.**

Interim Dean, School of Graduate and Professional Studies

### **Program Description:**

The Master of Business Administration is available with or without embedded certificates that allow students to customize their educational experience to meet the specific needs of their field. Rosemont's MBA program is a comprehensive business degree rooted in our institutional values. This degree provides students with global perspective and approaches curriculum through an ethical lens with intentional focus on preparing students to work in a business environment that is constantly evolving. Rosemont's MBA program equips students with a competitive edge by ensuring instructors are teaching in a way that meets 21st century industry needs and creating opportunities for students to engage in activities that can be immediately applied at their place of employment.

The pursuit of an MBA from Rosemont College is for learners to prepare for, or to further develop, existing competency and leadership skills in the business world.

#### Highlights for the M.B.A. include:

- The integration of business functions, processes, and systems;
- The ability to define and analyze problems in statistical terms;
- The ethical and financial responsibilities of the business enterprise;
- The economic entity in the business relationship.

The MBA is a 36-credit (12 course) program that is offered in both a one calendar year accelerated

format and in a part time, two-year option. Students take two courses every 7 weeks (4 courses a semester) for three semesters (fall, spring, summer), for a total of 36 credits of coursework.

All classes are taught through a developmental and student-centered methodology by business professionals who are practitioners in their fields. The focus of the program is the development of critical thinking and problem solving, and students improve these skills through the use of case studies, collaborative learning, participant presentations, and issue analysis. Rosemont College operates from a belief that a diverse student body provides a robust learning experience for an individual from any background.

Students are permitted to transfer up to six credits into the program; however, all transfer credits are subject to approval by the Dean of the Schools of Graduate and Professional Studies.

Certificates offered with embedded in the MBA include:

- Entrepreneurship
- Healthcare Administration
- Homeland Security and Emergency Management
- Human Resources Management
- Strategic Leadership

### **PROGRAM LOCATIONS**

The Master of Business Administration Program is offered at the following locations:

- Main Campus, Rosemont, PA
- Rosemont Online

### **ADMISSION REQUIREMENTS**

All applicants must hold a Bachelor's degree from an accredited 4-year college or university, preferably with a GPA of 2.5 or higher.

To complete the application process for the M.B.A., Rosemont College requires the following:

- Online application submission.
- Official transcripts from any previous undergraduate institutions.
- Resume
- For applicants whose native language is not English, official copies of TOEFL scores are required

**PROGRAM GOALS**

Students will:

1. Demonstrate the ability to develop and implement strategic planning models.
2. Demonstrate the ability to develop and use quantitative business planning models.
3. Demonstrate an in-depth knowledge of marketing theory.
4. Demonstrate an understanding of multiculturalism and diversity in a global economy.
5. Demonstrate an understanding of the role that ethics plays in socially responsible organizations.
6. Demonstrate an understanding of the financial principles and policies needed to function effectively in a global economy.
7. Will successfully complete a thesis project or waive their thesis for additional education in the form of a certificate.

**DEGREE REQUIREMENTS 33 Credits**

**MBA Core 24 Credits**

MBA-6600	Leadership Fundamentals: Ethical Leadership and Values-Driven Organizations	3
MBA-6620	Decision Making Models and Strategies	3
MBA-6651	Marketing Theory and Data Analysis	3
MBA-6653	Managerial Economics in the Workplace	3
MBA-6666	Financial Principles and Policies	3
MBA-6705	Markets, Globalization and Culture*	3
MBA-6750	The Resilient and Responsive Organization	3
MBA-6800	21st Century Business Practices- Capstone	3

\*\*The Global Study (MGT 6715) may be taken in lieu of MBA 6705

**EMBEDDED CERTIFICATE 12 Credits**

**Healthcare Administration:**

A Certificate in Healthcare Administration is designed to equip students with the knowledge, skills, experiences, attitudes, perspectives, and tools necessary to understand the broad-based concepts associated with leadership in the current health care climate. The courses offer a variety of individual,

organizational, and community settings in an ever changing, pluralistic, global society. Through research, case studies, hands on activities, class discussions, and practice this program with a focus in Healthcare Administration and is designed for healthcare workers who hold non-administrative degrees and for administrative degree holders who have no healthcare experience and wish to seek employment in health care.

**Required Courses 12 Credits**

**Choose four of the courses below:**

HCA-6001	Healthcare Organization and Administration	3
HCA-6002	Economics of Healthcare and Public Policy	3
HCA-6003	Risk Management and Patient Affairs	3
HCA-6005	Psychosocial Aspects of Health	3
HCA-6006	Long-Term Care Administration	3

**Homeland Security and Emergency Management**

**Required Courses 12 Credits**

HLS-3100	Introduction to Homeland Security	3
<b>Choose three of the courses below:</b>		
HLS-3028	Comparative Government for Homeland Security	3
HLS-3210	The Unconventional Threat to Homeland Security	3
HLS-3660	Critical Infrastructure: Vulnerability Analysis and Protection	3
HLS-4133	The Psychology of Terrorism	3
HLS-4156	Intelligence for Homeland Security	3
HLS-4239	Human Rights and Social Justice in the Age of Terrorism	3
HLS-4881	Multi-disciplinary Approaches to Homeland Security	3

## Human Resources Management

### Required Courses 12 Credits

#### Choose four of the courses below:

HRM-6000	Organizational Strategy and Tactical Planning in Human Resources	3
HRM-6010	Strategic Talent Management, Training, and Development	3
HRM-6020	Human Resources Responsibility in Organizational Culture and Change	3
HRM-6030	Legal and Ethical Human Resource Issues	3
HRM-6040	Contemporary Issues in Human Resource Management Practice	3

### Strategic Leadership:

A Certificate in Strategic Leadership is designed to equip students with the knowledge, skills, experiences, attitudes, perspectives, and tools necessary to understand the broad-based concepts associated with leadership in a variety of individual, organizational, and community settings in an ever changing, pluralistic, global society. Through research, case studies, hands on activities, class discussions, and practice the program provides a sound, advanced level grounding in leadership theory, leadership research and the skill sets required to work effectively in multiple contexts.

### Required Courses 12 Credits

MSL-6625	Organizational Psychology and Behavior	3
MSL-6670	Leading Change for Innovation and Alignment	3
MLS-6710	Globalization and Cultural Negotiation	3
MSL-6730	Developing Learning Organization for the Knowledge-Based Economy	3



## COUNSELING

### DEGREES OFFERED

**M.A., Master of Arts degree in Counseling, Clinical Mental Health Counseling**

**M.A., Master of Arts degree in Counseling, School Counseling**

### PROGRAM DIRECTOR

**Kathleen Richardson, Ph.D., LPC, NCC, RPT-S**  
Assistant Professor, Counseling

**Dr. Thomas DeGeorge**

Assistant Professor, Counseling

**Sara Elliott, M.S.**

Assistant Program Director

### PROGRAM DESCRIPTION

The Rosemont College Master of Arts in Counseling Program prepares students with exceptional clinical skills and specialized knowledge to work in diverse settings. Courses are based on a combination of theory and experiential opportunities to provide a deep and holistic view of the different facets of counseling. Aiding students throughout this journey are experienced professional faculty members with various areas of expertise in the field of counseling, including licensed professional counselors, state certified school counselors, and doctoral-level clinical mental health counselors.

The 60-credit graduate-level degree programs in clinical mental health counseling and school counseling provide students with coursework that aligns with national standards in counseling to ensure high-quality academic instruction. With the requirement of 700-hours of supervised field experience through practicum and internship, the program enables students to apply learned material within the classroom to real-life experiences within the field. At the time of graduation, students have an opportunity to apply for certification in school counseling and/or conduct supervised clinical experience towards licensure and certification as a nationally certified counselor.

Throughout the programmatic experience, students will develop meaningful relationships with fellow students for future collegial engagement and among faculty members for future mentorship. The program aims to foster these long-lasting relationships to contribute to the professional

identity of the student and create positive systemic change within the community in accordance with the mission of the institution.

Program options and concentrations:

- *A Master's Degree in Counseling, Clinical Mental Health Counseling* will prepare students to seek Pennsylvania State Professional Counselor Licensure and certification as a Nationally Certified Counselor.
- *A Master's Degree in Counseling, School Counseling* will enable students to obtain Pennsylvania State Department of Education Specialist I Certification and will prepare students to seek Pennsylvania State Professional Counselor Licensure.
- Students may choose to earn graduate credits for professional development, Act 48 credits, or to maintain and update their credentials.

Program graduates have been highly successful in obtaining professional employment as direct service providers and as program administrators in community mental health centers, hospitals, social service agencies, day-treatment centers, geriatric facilities, prisons, drug and alcohol facilities, and the public and private schools. Some graduates continue their studies in a doctoral program.

Students receive a diploma listing their degree, not their concentration (i.e. Clinical Mental Health Counseling or School Counseling). However, concentrations appear on the student's transcript. Please review your transcript prior to graduation to ensure your correct concentration is listed.

### ADMISSION REQUIREMENTS

- Applicants for the Master of Arts in Counseling must hold a bachelor's degree from an accredited four-year college or university, preferably with a major in psychology or a closely related discipline and a GPA of 3.0 or higher (some exceptions may apply).
- All candidates must have received a major or minor in psychology. Those that have not majored or minored in psychology must demonstrate evidence of three

foundational psychology courses during their undergraduate program. Two of those three courses must strongly relate to the following: Introduction to Psychology, and Research and Statistics. The third foundational psychology may connect, but is not limited to, any of the following: Personality Theory, Abnormal Psychology, and Child/Adolescent Psychology.

- Deficiencies at the undergraduate level must be remediated before graduate admission is granted.
- Formal admission to the program is granted only after all admissions materials have been received and reviewed, and all pre-requisites have been met.

To complete the application process for the M.A. in Counseling, Rosemont College requires the following:

- Free Online Application.
- Submission of a **Resume or CV**.
- Request that all previous official transcripts from undergraduate and graduate be sent to Rosemont.
- Two Letters of Recommendation, preferably from someone who can address your academic and/or professional competencies.
- If you are an international applicant, you may need to submit English proficiency scores.
- Please complete a personal statement (450 – 500 words) describing:
  - Your passion(s) for the profession and the population(s) and/or demographic(s) you aspire to help through counseling services.
  - How you intend to develop meaningful relationships with these population(s) and/or demographics within the counseling relationship.
  - What personal biases or multicultural challenges may you encounter when working with these population(s) and/or demographics(s) as well as how you may overcome them to become an effective counseling professional.

- Personal Interview.

#### **PROGRAM GOALS**

The Graduate Counseling Program will support student development by doing the following:

1. Explain the foundational elements of the counseling profession including philosophy, roles, ethics, dispositions, and evidence-based practice to foster a strong professional counseling identity.
2. Communicate the importance of advocacy and social justice with an awareness of the multicultural issues influencing various populations to promote greater equity within the community.
3. Identify the developmental needs and experiences of individuals across the lifespan from early childhood through late adulthood and future generations.
4. Apply developmental practices to highlight the career and lifestyle needs of evolving populations within an ever-changing sociological framework.
5. Model effective counseling skills, techniques, and theoretical approach to establish and maintain the therapeutic alliance and support the needs of multicultural populations within individual and group settings.
6. Instill the ability to administer culturally sensitive assessment strategies that identify potential strengths and areas for improvement to ethically engage in diagnosis and treatment planning during crisis and non-crisis situations.
7. Emphasize the importance of current scholarly research to cultivate the ability to conduct, interpret, evaluate, and report research findings that have the potential to guide evidenced-based practices in counseling.
8. Employ practices and decision-making that aligns with the ethical and legal standards of the professions.
9. Encourage collaborative engagement with other mental health professionals and constituents within counseling to support the needs of individuals seeking therapeutic services.

10. Recognize and explore personal biases and limitations through reflection and supervision to enhance professional competency and development.

CNS-6050	Family Counseling	3
CNS-6055	Substance Use and Addiction	3
CNS-6089	Trauma Studies	3
CNS-6008	Cognitive Behavioral Theory and Strategies	3

**DEGREE REQUIREMENTS**

**M.A., COUNSELING, CLINICAL MENTAL HEALTH COUNSELING**

This option satisfies the course and credit requirements to earn a Master's degree in Counseling and satisfies the educational requirements for licensure for Professional Counseling in Pennsylvania.

**Required Courses 60 Credits**

**Level I Courses (15-credits): These required courses serve as the foundation for the program.**

CNS-6010	Counseling Skills and Techniques*	3
CNS-6002	Group Dynamics and Strategies*	3
CNS-5999	Counseling Theory and Practice*	3
CNS-6021	Clinical Mental Health Counseling*	3
CNS-6040	Legal and Ethical Issues in Professional Practice*	3

**Level II Courses (30-credits): Students may enroll in these required courses after the completion of all Level I Courses or in conjunction with Level 1 Courses.**

CNS-6015	Introduction to Play Therapy	3
CNS-6082	Development across the Lifespan*	3
CNS-6060	Multicultural Counseling*	3
CNS-6025	Assessment and Appraisal in Counseling*	3
CNS-6070	Career and Lifestyle Counseling*	3
CNS-6030	Advanced Research and Evaluation*	3
CNS-6022	Diagnosis and Treatment of Psychopathology	3

**Level II Electives (6-credits) Students may enroll in these elective courses after the completion of all Level 1 Courses or in conjunction with Level II courses. Students only need to take two of the electives below to fulfill the requirement for the program.**

CNS-6090	Mindfulness and Meditation	3
CNS-6340	Strategies for Treating Grief and Bereavement	3
CNS-6330	Victimology	3
CNS-6350	Offender Treatment	3
CNS-6093	Counseling the Exceptional Learner	3
CNS-6220	Counseling ESOL	3

**Level III Courses (9-credits) \* Student must complete the above marked courses prior to enrolling in Clinical Mental Health Practicum.**

CNS-6500	Clinical Mental Health Counseling Practicum (100 Hours)	3
CNS-6501	Clinical Mental Health Counseling Internship 1 (300 Hours)	3
CNS-6502	Clinical Mental Health Counseling Internship 2 (300 Hours)	3

**M.A., COUNSELING, SCHOOL COUNSELING**

This course of study satisfies state requirements for education and field experience, preparing students to seek Pennsylvania State Department of Education Specialist I Certification.

**Required Courses 60 Credits**

**Level I Courses (15-credits): These required courses serve as the foundation for the program.**

CNS-6010	Counseling Skills and Techniques*	3
CNS-6002	Group Dynamics and Strategies*	3
CNS-5999	Counseling Theory and Practice*	3
CNS-6065	School Counseling PK-12*	3
CNS 6043	Legal and Ethical Issues in Schools*	3

**Level II Courses (36-credits): Student may enroll in these required courses after the completion of all Level I Courses or in conjunction with Level 1 Courses**

CNS-6082	Development Across the Lifespan*	3
CNS-6060	Multicultural Counseling*	3
CNS-6025	Assessment & Appraisal in Counseling*	3
CNS-6070	Career and Lifestyle Counseling*	3
CNS-6030	Advanced Research and Evaluation*	3
CNS-6093	Counseling the Exceptional Learner	3
CNS-6220	Counseling ESOL	3
CNS-6089	Trauma Studies	3
CNS-6050	Family Counseling	3
CNS-6021	Clinical Mental Health Counseling	3
CNS-6022	Diagnosis and Treatment of Psychopathology	3
CNS-6055	Substance Use and Addiction	3

**Level III Courses (9-credits) \* Student must complete the above marked courses prior to enrolling in School Counseling Practicum.**

CNS-6600	School Counseling Practicum (100 Hours)	3
CNS-6601	School Counseling Internship 1 (300 Hours)	3
CNS-6602	School Counseling Internship 2 (300 Hours)	3

## CREATIVE WRITING

### DEGREES OFFERED

**M.F.A., Master of Fine Arts degree in Creative Writing**

### PROGRAM DIRECTOR

**Carla Spataro M.F.A. '07**

### PROGRAM DESCRIPTION

The graduate creative writing program at Rosemont College is unique for several reasons. We offer tracks in both poetry and prose, and in prose, students can choose from concentrations in creative nonfiction, short fiction, writing for young adults, novel writing, and dramatic writing. Rosemont publishes the *Rathalla Review*, which is run completely by M.F.A. and Graduate Publishing Students.

All our faculty members are published and continue to gain experience in their respective fields. Other distinctive aspects of our program include the availability of graduate assistantships, a yearlong calendar of writing centered professional development events, and two residencies that are available for credit, one on the Rosemont campus every summer and the other abroad each January.

Together, students and faculty form a dynamic, productive writing community. Students expand the boundaries of their talent, experience new techniques and viewpoints, discover the rich traditions of the literary world, and ground themselves in the practical knowledge of the publishing industry.

Currently the M.F.A. program accepts students into two major genres: Poetry and Prose (either Fiction or Creative Nonfiction). All students who complete the requirements receive degrees in Creative Writing.

Program graduates have been successful in publishing their work and advancing their careers as both writers and teachers of writing and literature. Alumni have won literary prizes and major awards including the John Newbery Medal and the Shirley Jackson Award, in addition to publishing their work with major publishing houses and independent presses. Graduates also find work as agents, editors,

production managers, communications directors, designers, free-lance writers, teachers, and marketing directors.

### ADMISSION REQUIREMENTS

All applicants must hold a bachelor's degree from an accredited 4-year college or university, preferably with a GPA of 3.0 or higher. Most importantly, applicants must demonstrate proficiency and promise in the writing genre of their choice through the submission of a writing sample. Application materials may be obtained from the Office of Admissions or online at [www.rosemont.edu](http://www.rosemont.edu). Formal admission to the program is granted only after all admission materials have been received and reviewed and all standards have been met.

To complete the application process for the M.F.A. in Creative Writing, Rosemont College requires the following:

- Application submission
- Official transcripts from any previous undergraduate and/or graduate institutions
- Two letters of recommendation, preferably from those who can address your academic and/or professional competencies or one letter with an interview
- For applicants whose native language is not English, official copies of TOEFL scores are required
- Statement of Purpose: Please submit an essay (typed, double-spaced, 500 words maximum) describing how you feel you will best contribute to the M.F.A. writing community.
- Writing Sample
  - For fiction/nonfiction, a maximum of 20 pages. The submission may be an excerpt from a longer work, preferably from the opening.
  - For poetry, submit five poems, up to 20 pages.
  - For dramatic writing, submit the opening of a play, screenplay, or television script, up to 20 pages.

## PROGRAM GOALS

### Goal 1: Ability to Structure and Craft Book-length Manuscripts

Upon graduation, students will be able to structure and craft a book-length manuscript according to the dictates and norms of their chosen genre.

#### Objective 1(1)

Students will demonstrate an understanding of the literary marketplace and the student's place in it by producing a manuscript in his or her given literary genre that is polished and marketable.

#### Outcome 1-1(1)

Students will study how to analyze the works of both published writers and that of their peers, in almost all the courses that they will take. For example, students who wish to write a novel are encouraged to take CRW-7435 Novel Craft, which explores in depth the various craft elements that go into writing an effective novel.

#### Objective 2(1)

Students will demonstrate the ability to revise manuscripts in their given literary genre, both working alone and as a participant in a workshop.

#### Outcome 2-1(1)

Students who are working on a short story collection are encouraged to take more than one section of CRW-7100 Fiction Workshop, where they will craft new works as well as critique the work of peers and read and analyze the work of published authors.

### Goal 2: Ability to Think and Write Critically

Upon graduation, students will be able to write critically about structure, craft, and literary traditions regarding their own work, their classmates' work, and the work of published authors.

#### Objective 1(2)

Demonstrate an understanding of both complex literary texts and the work of fellow writers by producing critical writings, including reviews, literary

analyses, craft essays, and reader responses.

#### Outcome 1-1(2)

In courses such as CRW 7443 The Full Range of Experience: Making the Personal Fictional, students will read a variety of texts and respond to those texts by writing both fiction and nonfiction and will analyze the texts through discussion and formal response. Students will then engage in workshop where they will read and respond to each other's work.

#### Outcome 1-2(2)

This objective is addressed in all the Literature courses, which are taught as seminars. In LIT 7045 Self-Portraits in Literature, for example, students will read a variety of memoirs and narrative first-person poetry. Then they will analyze the texts within the framework of how writers shape their experience and try to define themselves in their art through written responses and journaling.

#### Objective 2(2)

Demonstrate the ability to write and verbally provide constructive and critical feedback on basic craft elements for their given literary genre.

#### Outcome 2-1(2)

This is achieved primarily in courses such as CRW 7100-7103 Prose Workshop, CRW 7120-7123 Poetry Workshop, CRW-7165 Novel Workshop, and CRW -7145 Workshop: Creative Nonfiction. In all the workshop classes, as well as the hybrid classes such as LIT-7070 Adaptation of Literature to Film and CRW-7407 Writing for Television and Film, students read and respond to critical texts and other works, but most of the analysis is of the work of peers. Students can specialize in either

poetry or prose (and several subgenres within prose) or to choose a more eclectic course of study.

**Goal 3: Prepare Students for lives as Professional Writers, Teachers, and Members of Diverse Literary Communities**

Upon graduation M.F.A. students will demonstrate the ability to teach creative writing in workshops, classrooms, conferences, writing groups, panels, and online classes, as well as participate in the larger community of writers as members of writing groups, bloggers, interviewers, and interviewees. Students will also be prepared to work as educators, literary journal editors, and authors.

**Objective 1(3)**

Demonstrate the ability to teach creative writing and expository writing on the university level and in a variety of professional and academic venues.

**Outcome 1-1(3)** This outcome is achieved most directly through two courses, although all courses, even workshops, require some academic writing. The first, LIT-7042 Rhetoric and Composition, teaches students composition pedagogies and the compositional and rhetorical practices associated with them. As writers, readers, teachers, and scholars, students develop the skills and experience to teach, develop, and assess critical reading, writing, and research skills in the composition classroom. The second, LIT- 7041 Introduction to Critical Theory: Exploring Meaning teaches students the discipline of critical thought and its use in the study of literature and art.

**Outcome 1-2(3)**

This outcome is achieved primarily through CRW-7440 Workshopping the Workshop, although all workshops help prepare students to run and teach their own. CRW 7440 specifically prepares students for the task of teaching writing workshops in college and graduate settings, as well, prepare students

to run workshops for adults in non-credit community settings. Students read and discuss academic writings on pedagogical theory, group process/dynamics theory, and lead them own writing workshop.

**Objective 2(3)**

Demonstrate information literacy skills and learn to value engagement with literary communities, by evaluating publications and publishers, by presenting creative and critical work for submission using the appropriate formatting and style (MLA, Chicago, APA) and attending and participating in literary events and programs.

**Outcome 2-1(3)**

This outcome is achieved through many of our special topic's courses such as CRW-7425 Surviving as a Writer. In this course students learn how to apply for college adjunct positions, how to evaluate literary journals and submit their work for publication, how to write query letters and find an agent, and how to manage work and a writing life.

**Outcome 2-2(3)**

Students are required to learn and demonstrate a mastery of MLA style for all critical papers written in the program. Knowledge of Chicago style is also emphasized in classes that stress manuscript preparation, and APA style is specifically covered in LIT-7042 for those students who wish to teach English composition on the college level.

**Outcome 2-3(3)**

Students have many opportunities to participate in M.F.A. sponsored literary events and those outside the Rosemont College community. Many of

these events are free or offered to students at a reduced fee. Students are encouraged to serve as readers for literary magazines and to actively submit their work for publication.

**DEGREE REQUIREMENTS**

**MASTER OF FINE ARTS DEGREE IN CREATIVE WRITING**

**Required Courses 36 Credits**

**All courses are 3 credits**

- Four creative writing workshops (12 credits)
- Three literature courses (9 credits)
- Four elective courses (12 credits)
- Thesis (3 credits)

**Creative Writing Workshops**

A strength of the program is the flexibility it offers the student in terms of writing concentration. Students may choose from workshops in Poetry, Flash Fiction, Short Fiction, the Novel, Creative Nonfiction, and Dramatic Writing. Courses are also offered to support generative writing, such as Constructing the Novel, in which students complete a novel within a semester.

**Required Courses 12 Credits**

- CRW-7100 Fiction Workshop I
- CRW-7101 Fiction Workshop II
- CRW-7102 Fiction Workshop III
- CRW-7103 Fiction Workshop IV
- CRW-7111 Freelance Nonfiction
- CRW-7120 Poetry Workshop I
- CRW-7121 Poetry Workshop II
- CRW 7122 Poetry Workshop III
- CRW 7123 Poetry Workshop IV
- CRW-7124 Flash Fiction Workshop
- CRW-7126 Workshop: Screenwriting/Playwrtg I
- CRW-7127 Workshop: Screenwrtg/Playwrtg II
- CRW-7128 Workshop: Screenwrtg/Playwrtg III
- CRW-7129 Workshop: Screenwrtg/Playwrtg IV
- CRW-7132 Workshop: The Poetry of Witness and Resistance
- CRW-7133 Workshop: Poetry Sequence

- CRW-7145 Creative Nonfiction Workshop I
- CRW-7146 Creative Nonfiction Workshop II
- CRW-7148 Creative Nonfiction Workshop III
- CRW-7149 Creative Nonfiction Workshop IV
- CRW-7160 Researching and Writing Historical Fiction and Creative Nonfiction
- CRW-7165 Novel Writing Workshop I
- CRW-7167 Novel Writing Workshop II
- CRW-7255 Pushing Beyond Genre Boundaries
- CRW-7440 Workshopping the Workshop

**Literature & Hybrid Courses**

Students select from a wide range of literature courses, from classical readings to contemporary classics and bestsellers. Some courses, such as Critical Theory or Rhetoric & Composition, fit perfectly into a plan of study for writers whose goal is to teach. The literature courses allow students to read as writers, to explore literary traditions, and to discover where the student, as a writer, fits into these traditions and movements. Hybrid courses combine an expanded reading list and analysis with opportunities for student to workshop their writing.

**Required Courses 9 Credits**

- CRW-7006 Special Topics in Literature
- CRW-7075 Script Analysis
- CRW-7118 Content and Form in Poet
- CRW-7131 Ekphrasis and Mad Artists
- CRW-7142 Creative Nonfiction Craft
- CRW-7143 Content and Form in Creative Nonfiction
- CRW-7150 Mystery/Horror Writing
- CRW-7160 Researching and Writing Historical Fiction and Creative Nonfiction
- CRW-7218 Exploring the Middle Grade Novel
- CRW-7219 Graphic Novel Literature
- CRW-7237 YA Genre Study
- CRW-7405 The World of Film
- CRW-7407 Writing for Television and Film
- CRW-7435 Novel Craft
- CRW-7444 Content and Form in Fiction
- CRW-7445 Constructing the CNF Book
- CRW-7447 Science Fiction and Fantasy: The Literature of Ideas Versus the Literature of Longing
- CRW-7450 Writing for Young Adults



CRW-7455	Texts as Teachers: Critical Writings for Creative Writers
CRW-7465	Magic Realism and the Americas
LIT-7000	Seminar: Contemporary Women Writer
LIT-7002	Seminar in The Short Story
LIT-7007	Poet Laureates
LIT-7031	Seminar: Classical Reading
LIT-7041	Introduction to Critical Theory: Exploring Meaning
LIT-7042	Rhetoric and Composition
LIT-7045	Self-Portraits in Literature
LIT-7052	Shakespeare and Adaption
LIT-7056	Contemporary Plays and Playwrights
LIT-7061	Gothic Literature
LIT-7065	Perceptions of Witchcraft in Literature
LIT 7070	Film: Adaptation of Literature to Film
LIT 7072	Pop Culture in Literature
LIT 7080	Modern Creative Nonfiction

### Electives

Students may choose the following as electives:

- Additional literature courses
- Interdisciplinary courses, which use other facets of the arts to speak to the process of writing
- Hybrid Courses that combine the best of workshops and literature classes
- Special Topics courses that focus on aspects of the writing life not covered in workshops, such as Surviving as a Writer
- Publishing and design courses from Rosemont's acclaimed master's degree program in publishing.

Required Courses	12 Credits
CRW-7185	Winter Writing Seminar Abroad I
CRW-7186	Winter Writing Seminar Abroad II
CRW-7134	Constructing the Novel
CRW-7163	Editing the Literary Magazine
CRW-7175	Summer Writing Seminar I
CRW-7176	Summer Writing Seminar II
CRW-7177	Summer Writing Seminar III
CRW-7178	Summer Writing Seminar IV
CRW-7425	Surviving as a Writer

### Thesis Requirements

The thesis is designed as a culminating experience that allows students to undertake a book-length

original work to reflect and extend the breadth of their graduate program experience. Students must complete a draft of their book before registering. Permission to register is granted once the thesis proposal is approved by the program director and a draft is complete. Open only to matriculated students in good academic standing (GPA of 3.0 or higher) who are within 12 credit hours of graduation. The thesis must be completed within an academic calendar year.

### Required Courses 3 Credits

CRW- 7500 THESIS

\* Note: Double Degree Students must complete a thesis project for each program and will require two calendar years to complete both thesis projects (it is assumed the student will work on each project for one calendar year).

### DEGREE REQUIREMENTS

#### M.F.A. IN CREATIVE WRITING/M.A. IN PUBLISHING DOUBLE DEGREE

The M.F.A. in Creative Writing and M.A. in Publishing Double Degree offers students the opportunity to get the best of both programs in a compressed time frame with fewer credits than needed to complete both degrees separately. Students will leave the double degree program with a full-length creative work to satisfy the M.F.A. requirements, and a thesis/capstone work satisfying the M.A. requirements. These are separate projects, but students are encouraged to find ways to connect them. Students can complete this double degree in as little as three years. All courses are 3 credits.

### Required Courses 60 Credits

M.F.A. in Creative Writing Courses 21 credits

- Four writing workshop classes
- Three Literature Classes

M.A. in Publishing Courses 24 credits

Three electives in a primary focus

Five required core courses

GPP-7200	Publishing Overview
GPP-7005	Mechanics of Editing
GPP-7214	Libraries and K-12 Trade Publishing
GPP-7345	Digital Design

GPP-7380      Practices of the Publishing  
Professional

3 Elective Courses                      9 credits

Two M.F.A. in Creative Writing Courses

One M.A. in Publishing Course

Thesis Projects      6 credits

GPP-7500\*      Publishing Thesis

CRW-7500\*      Thesis

\* Note: Double Degree Students must complete a  
thesis project for each program.

## EDUCATION

### DEGREES OFFERED

**M.A., Master of Arts degree in Education**

**M.A., Master of Arts degree in Education with PK-4 Teacher Certification**

**M.A., Master of Arts degree in Literacy with PK-12 Reading Specialist Certification**

**M.A., Master of Arts degree in Educational Leadership with PK-12 Principal Certification**

### PROGRAM DIRECTOR

**Denise M. Falconi, Ed.D.**

Director of Teacher Education and Certification Officer

### PROGRAM DESCRIPTION

Rosemont College's Master of Arts in Education Degree and Certification Programs will enhance your abilities and effectiveness as an educator and leader in your school, classroom, and community.

Rosemont offers a rigorous and comprehensive curriculum and recognizes the importance of integrating theory with practical experiences in real world settings. Our small classes are taught by outstanding, dedicated, and experienced practitioners in the schools with a genuine commitment to their disciplines and to the success of their students.

Rosemont offers Master of Arts Degrees in Education, Education with a PK-4 Certification, Literacy with a PK-12 Reading Specialist Certification, Educational Leadership with a PK-12 Principal Certification, a fully online PK-12 ESL Program Specialist Certification, as well as ACT 48 Continuing Education Courses. If a Master's Degree is not desired, the certifications can be obtained separately. All Graduate Education Programs are approved by the Pennsylvania Department of Education.

Classes are offered in a traditional semester or accelerated format featuring late afternoon and evening classes.

### ADMISSION REQUIREMENTS

Applicants for the Master of Arts in Education must hold a bachelor's degree from an accredited 4-year college or university and a GPA of 3.0 or higher (some exceptions may apply).

Formal admission to the program is granted only after all admissions materials have been received and reviewed, and all standards have been met.

To complete the application process for the M.A. in Education, Rosemont College requires the following:

- Application submission.
- Official transcripts from any previous undergraduate and/or graduate institutions.
- One letter of recommendation, preferably from those who can address your academic and/or professional competencies
- Informal personal interview
- For applicants whose native language is not English, official copies of TOEFL scores are required
- Statement of Purpose: submit an essay (typed, double-spaced, approximately 250 words explaining your professional goals in applying to the Graduate Education program at Rosemont College. Your essay will be evaluated on content, style, punctuation, grammar, and logic.

### **Pennsylvania Department of Education Requirements for Admission to Certification Programs**

#### MA Literacy with PK-12 Reading Specialist Certification

Candidates must possess an Instructional I or Instructional II Certification for admission to the program.

#### MA Educational Leadership with PK-12 Principal Certification

All candidates for admission into the program must possess an Instructional I or Instructional II Certification with three years of teaching experience or, in some cases, provide verification of three years of relevant professional experience. For the purpose of this statement, relevant professional experience is "professional experience in an educational setting that is related to the instructional process." This will be determined by the Director of Teacher Education in conjunction with PDE.

PK-12 English Language Learners Specialist Certification

All candidates must possess an initial certification (i.e. Instructional I or Instructional II)

**PROGRAM GOALS**

The goals of our programs in education are directly aligned with Pennsylvania Department of Education promulgated competencies specific to each certification program. Therefore, all certification programs are prescribed by PDE.

Program graduates apply the knowledge, skills, and expertise to become reflective educators who are prepared to be successful teachers, education specialists, and administrators in both public and private schools. Students will be assessed using teaching rubrics related to PDE competencies in each area of certification.

**DEGREE REQUIREMENTS**

**M.A., MASTER OF ARTS DEGREE IN EDUCATION\***

This program of studies prepares students to earn a M.A. Degree in Education. The course of study is typically available to teachers but is open to other individuals who desire to earn a graduate degree credential in education.

<b>Required Courses</b>		<b>30 Credits</b>
EDU-4513	Teaching and Technology	3
EDU-4518	Social and Political Issues in Education	3
EDU-4520	Teaching the English Language Learners (ELL)	3
EDU-4524	Teaching Models and Learning Theories	3
EDU-4528	Standards-Aligned Curriculum and Instruction	3
EDU-4540	Special Education Legal Requirements	3
EDU-4561	Writing for the 21st Century	3
EDU-4568	Multicultural and Diverse Classrooms	3
EDU-4590	Classroom Assessment and Analysis	3
EDU-4595	Action Research in Education	3

**M.A., MASTER OF ARTS DEGREE IN EDUCATION WITH THESIS OPTION**

This course of study is available for students who plan to complete a Doctoral Degree in Education.

Students will choose to complete either a qualitative or quantitative thesis.

<b>Required Courses</b>		<b>30 Credits</b>
EDU-4513	Teaching and Technology	3
EDU-4518	Social and Political Issues in Education	3
EDU-4520	Teaching the English Language Learners (ELL)	3
EDU-4524	Teaching Models and Learning Theories	3
EDU-4528	Standards-Aligned Curriculum and Instruction	3
EDU-4540	Special Education Legal Requirements	3
EDU-4568	Multicultural and Diverse Classrooms	3
EDU-4590	Classroom Assessment and Analysis	3
EDU-4595	Action Research in Education	3
EDU-4620	Master's Thesis	3

**M.A., MASTER OF ARTS DEGREE IN EDUCATION WITH PK-4 TEACHER CERTIFICATION**

Rosemont College offers a M.A. with PK-4 certification or post-baccalaureate PK-4 Certification only. This course of study prepares students to earn a master's degree and the Pennsylvania Department of Education (PDE) Instructional I Certification (PK-4) in accordance with the state requirements.

<b>Required Courses</b>		<b>45.75 Credits</b>
EDU-4500	Child Development Learning Theories	3
EDU-4503*	Elements of Effective Instruction (FE)	3
EDU-4506	Historical & Philosophical Foundations	0.75
EDU-4508	Classroom Management Strategies	1.5
EDU-4510	Identity and Development of the Young Child	3
EDU-4512	Technology in the Curriculum	1.5
EDU-4514	Teaching the Fine Arts	1.5
EDU-4516	Motor Development for Children	1.5
EDU 4520	Teaching English Language Learners (ELL)	3
EDU-4530	Introduction to Special Education	3

EDU-4540	Special Education Legal Requirements	3
EDU-4550	Teaching Special Needs Students	3
EDU-4560*	Language Development and Literacy Foundations (FE)	3
EDU-4570*	Literacy Development for Social Studies and Science (FE)	3
EDU-4580*	Instructional Methods for Mathematics (FE)	3
EDU-4590	Classroom Assessment and Analysis	3
EDU-4600	Student Teaching/ Seminar	6

\*(FE) = FIELD EXPERIENCE hours accompany these course requirements.

STUDENT TEACHING is a full-time "position," five days/week, minimally 6 hours/day for fourteen weeks. Student teaching may be scheduled for the fall or spring semester. Timely seminars are scheduled during the Student Teaching assignment and are conducted by the Supervisors of Student Teachers on campus.

**PK-4 Certification Only**

<b>Required Courses</b>		<b>42.75 Credits</b>
EDU-4500	Child Development Learning Theories	3
EDU-4503*	Elements of Effective Instruction (FE)	3
EDU-4506	Historical and Philosophical Foundations	0.75
EDU-4508	Classroom Management Strategies	1.5
EDU-4512	Technology in the Curriculum	1.5
EDU-4514	Teaching the Fine Arts	1.5
EDU-4516	Motor Development for Children	1.5
EDU-4520	Teaching English Language Learners (ELL)	3
EDU-4530	Introduction to Special Education	3
EDU-4540	Special Education Legal Requirements	3
EDU-4550	Teaching Special Needs Students	3
EDU-4560*	Language Development and Literacy Foundations (FE)	3

EDU-4570*	Literacy Development for Social Studies and Science (FE)	3
EDU-4580*	Instructional Methods for Mathematics (FE)	3
EDU-4590	Classroom Assessment and Analysis	3
EDU-4600	Student Teaching/ Seminar	6

\*(FE) = FIELD EXPERIENCE hours accompany these course requirements.

**M.A., MASTER OF ARTS DEGREE IN LITERACY WITH PK-12 READING SPECIALIST CERTIFICATION**

The PK-12 Reading Specialist Certification program addresses the International Literacy Association's Standards for Reading Professionals:

- Foundational Knowledge
- Curriculum and Instruction
- Assessment and Evaluation
- Diversity
- Literate Environment
- Professional Learning and Leadership

The program is designed for teachers who hold a current PA Instructional I or II teaching Certification. Candidates are also required to demonstrate proficiency on the PDE Reading Specialist competencies and take the Praxis Reading Specialist exam at the conclusion of the program to become certified in the Commonwealth of Pennsylvania.

<b>Required Courses</b>		<b>30 Credits</b>
EDU-4520*	Teaching English Language Learners	3
EDU-4550*	Teaching Special Needs Students	3
EDU-4563*	Reading and Writing in the Content Areas	3
EDU-4565*	Multicultural Literature	3
EDU-4575*	Children and Adolescent Literature	3
EDU-4585*	Instructional Strategies for Teaching Reading	3
EDU-4593*	Classroom Assessment and Analysis	3
EDU-4596*	Literacy Practicum & Seminar	3
EDU-4526	Literacy and Society	3
EDU-4513	Teaching and Technology	3

Note: Students who complete the eight (8) courses indicated by an \* above will be eligible for Pennsylvania Department of Education Certification, ten (10) courses are required for the MA in Education with certification.

**M.A., MASTER OF ARTS DEGREE IN EDUCATIONAL LEADERSHIP AND PK-12 PRINCIPAL CERTIFICATION**

The PK-12 Principal Certification Program is designed to prepare candidates to serve as principals or assistant principals; gain the knowledge, expertise and skills that facilitate student achievement and success; and become inspiring and effective educational leaders in their schools and communities.

This program was developed to meet the PDE Pennsylvania Inspired Leadership (PIL) Standards. Candidates are teachers who hold a current PA Instructional I or II teaching Certification with a minimum of 3 years of experience.

Candidates who successfully complete the course requirements, and pass the School Leaders Licensure Assessment Praxis test, will be issued a PK-12 Principal Certification from the PA Department of Education.

<b>A. PK-12 Principal Certification:</b>	<b>24 Credits</b>
EDU-4525	Educational Leadership 3
EDU-4528	Standards-Aligned Curriculum and Instruction 3
EDU-4536	Finance and Resource Management 3
EDU-4537	School Law and Ethics 3
EDU-4540	Special Education Legal Requirements 3
EDU-4545	Supervision and Evaluation 3
EDU 4590	Classroom Assessment and Analysis 3
EDU 4615	Administrative Internships 3
<b>B. M.A. Degree in Educational Leadership</b>	<b>Additional 6 Credits</b>
EDU-4518	Social and Political Issues in Education 3
EDU-4595	Action Research in Education 3

**ONLINE ESL PROGRAM SPECIALIST CERTIFICATION PROGRAM PK-12**

This program of study prepares individuals who have a Level I or Level II instructional certification to teach non-native speakers of English to become proficient in speaking, reading, and writing English.

Teachers and educators are provided the opportunity to expand their knowledge and skills to earn certification as an ESL Program Specialist to support English Language Learners in PK-12 classrooms.

<b>A. English as a Second Language (ESL) Program Specialist Certification:</b>	<b>16 Credits</b>
EDU-4520	Teaching English Language Learners 3
EDU-4562	Applied Linguistics 3
EDU-4564	Program Design and Resources 2
EDU-4566	Current Issues and Trends in Teaching ELL 2
EDU-4568	Multicultural and Diverse Classrooms 3
EDU-4590	Assessment and Analysis 3

Note: The required 60 hours of required field experiences are embedded across the program courses.

- B. **Transfer Credit:**  
Maximum of 3 credits completed within the last 5 years
- C. **Pennsylvania Department of Education Certification Process**
  1. The Rosemont College Certification Officer will recommend the candidate for certification after successful completion of the ESL Program Specialist program and evidence that the applicant has an Instructional I or II certification.
  2. The candidate must complete the required PDE application for certification and pay the appropriate fee to add the ESL Program Specialist PK-12 to their instructional certification

## **GLOBAL CYBERSECURITY**

### **DEGREES OFFERED**

**M.S., Master of Science degree in Global Cybersecurity**

### **PROGRAM DIRECTOR**

**E. Jay Kolick, M.S., M.B.A.**

Interim Dean, School of Graduate and Professional Studies

### **PROGRAM DESCRIPTION**

Our Master's Degree in Global Cybersecurity will prepare you to respond to the increasing need for a practical, solutions-oriented approaches to improving information security. Today, despite a global rise in cybercrime, organizations often lack sophisticated defenses or thorough preparation to stop hackers before their data is exposed. Highly trained experts are needed in this growing and lucrative field, and employers in the public and private sectors are seeking strong leaders who understand the technical, operational, and psychological solutions to cybercrime. In this program, you will develop a strong understanding of where and why breaches originate and how to apply common sense solutions, both technical and human-centered.

This program is built on a foundation of technical expertise, geopolitics, psychology, and sociology, to provide you with a deep understanding that it is impossible to thwart a security breach without seeing the bigger picture surrounding an incident.

The curriculum requires 30 credits of coursework, which includes a 3-credit thesis. This program is only offered online.

Upon completion of the Program students will:

- Have an understanding of the nuances and challenges of the healthcare system including the method for financing services.
- Understand the challenges involved in motivating highly trained technical people.
- Understand how to integrate health administration theory with practical administrative experience.
- Be able to affect ethical decision making for managers in healthcare settings.

The Rosemont MSHCA program is 100% online. All courses will be offered in a 7-week accelerated format, and the program can be completed within 18 to 24 months.

Students are permitted to transfer up to six credits into the program; however, all transfer credits are subject to approval by the Dean of the Schools of Graduate and Professional Studies.

Students may attach a certificate program as part of their MSHCA. The coursework for the MSHCA must be completed in addition to the certificate courses, and the certificate will replace the thesis.

Certificates offered with the MSHCA include:

- Entrepreneurship – three additional courses
- Strategic Leadership – three additional courses
- Business Administration – three additional courses

### **ADMISSION REQUIREMENTS**

All applicants must hold a Bachelor's degree from an accredited 4-year college or university, preferably with a GPA of 3.0 or higher.

Prerequisites:

Applicants to all graduate business programs must have satisfactorily completed one college-level composition course and one college-level math course at the level of algebra or above.

Formal admission to the program is granted only after all admissions materials have been received and reviewed, and all standards have been met.

To complete the application process for the MS in Healthcare Administration, Rosemont College requires the following:

- Online application
- Official transcripts from any previous undergraduate institutions
- Two letters of recommendation, preferably from those who can address your academic and/or professional competencies
- Resume
- For applicants whose native language is not English, official copies of TOEFL scores are required
- Statement of Purpose

## PROGRAM GOALS

### Students will:

1. Help prepare you to seek leadership and management positions in governmental, nonprofit, and private organizations.
2. Demonstrate the rising costs and shifting accessibility of quality healthcare are critical issues to individuals and organizations nationwide.
3. Demonstrate effective leadership in the industry which could help improve management structures and find solutions to unique challenges facing individuals and communities.
4. Elicit an understanding of the nuances and challenges of domestic and international healthcare systems including methods for financing services.
5. Demonstrate the challenges involved in motivating highly trained technical people.
6. Apply understanding as to how to integrate health administration theory with practical administrative experience.
7. Establish effectiveness in ethical decision making for managers in healthcare settings.

## DEGREE REQUIREMENTS

Required Courses	30 Credits
GCC-6000 Foundations of Information Security	3
GCC-6001 The Geopolitical Threat Landscape	3
GCC-6200 Psychology and Sociology of Information Security	3
GCC-6300 Security Organization	3
GCC-6050 Offensive Security	3
GCC-6150 Defensive Security	3
GCC-6250 Incident Response	3
GCC-6075 Programming in Rust	3
GCC-6175 Software Validation	3
GCC-6275 Security Across the Lifecycle	3



## HEALTHCARE ADMINISTRATION

### DEGREES OFFERED

**M.S., Master of Science degree in Healthcare Administration**

### PROGRAM DIRECTOR

**E. Jay Kolick, M.S., M.B.A.**

Interim Dean, School of Graduate and Professional Studies

### PROGRAM DESCRIPTION

In the case of current healthcare workers or those who work in health related fields, exposure to the Master of Science degree in Healthcare Administration courses will increase your skill set and position you for advancement into or within management. This program will genuinely expose the student to the uniqueness of the healthcare field and provide students with the knowledge and skills needed for employment and success in healthcare administration.

Rosemont's Master of Science degree in Healthcare Administration will help prepare you to seek leadership and management positions in governmental, nonprofit, and private organizations. The rising costs and shifting accessibility of quality healthcare are critical issues to individuals and organizations nationwide. Effective leadership in the industry could help improve management structures and find solutions to unique challenges facing individuals and communities.

The curriculum requires 33 credits of coursework, which includes a 3-credit thesis. This program is only offered online.

Upon completion of the Program students will:

- Have an understanding of the nuances and challenges of the healthcare system including the method for financing services.
- Understand the challenges involved in motivating highly trained technical people.
- Understand how to integrate health administration theory with practical administrative experience.
- Be able to affect ethical decision making for managers in healthcare settings.

The Rosemont MSHCA program is 100% online. All courses will be offered in a 7 week accelerated format, and the program can be completed within 18 to 24 months.

Students are permitted to transfer up to six credits into the program; however, all transfer credits are subject to approval by the Dean of the Schools of Graduate and Professional Studies.

Students may attach a certificate program as part of their MSHCA. The coursework for the MSHCA must be completed in addition to the certificate courses, and the certificate will replace the thesis.

Certificates offered with the MSHCA include:

- Entrepreneurship – three additional courses
- Strategic Leadership – three additional courses
- Business Administration – three additional courses

### ADMISSION REQUIREMENTS

All applicants must hold a Bachelor's degree from an accredited 4-year college or university, preferably with a GPA of 3.0 or higher.

Prerequisites:

Applicants to all graduate business programs must have satisfactorily completed one college-level composition course and one college-level math course at the level of algebra or above.

Formal admission to the program is granted only after all admissions materials have been received and reviewed, and all standards have been met.

To complete the application process for the MS in Healthcare Administration, Rosemont College requires the following:

- Online application
- Official transcripts from any previous undergraduate institutions
- Two letters of recommendation, preferably from those who can address your academic and/or professional competencies
- Resume
- For applicants whose native language is not English, official copies of TOEFL scores are required
- Statement of Purpose

**PROGRAM GOALS**

**Students will:**

8. Help prepare you to seek leadership and management positions in governmental, nonprofit, and private organizations.
9. Demonstrate the rising costs and shifting accessibility of quality healthcare are critical issues to individuals and organizations nationwide.
10. Demonstrate effective leadership in the industry which could help improve management structures and find solutions to unique challenges facing individuals and communities.
11. Elicit an understanding of the nuances and challenges of domestic and international healthcare systems including methods for financing services.
12. Demonstrate the challenges involved in motivating highly trained technical people.
13. Apply understanding as to how to integrate health administration theory with practical administrative experience.
14. Establish effectiveness in ethical decision making for managers in healthcare settings.

**DEGREE REQUIREMENTS**

<b>Required Courses</b>		<b>33 Credits</b>
HCA-6000	Information Technology in Healthcare	3
HCA-6001	Healthcare Organization and Administration	3
HCA-6002	Economics of Healthcare and Public Policy	3
HCA-6003	Risk Management and Patient Affairs	3
HCA-6005	Psychosocial Aspects of Health	3
HCA-6006	Long-Term Care Administration	3
HCA-6009	Healthcare Models Across the Globe*	3
HCA-6010	Ethical Issues in the Administration of Healthcare	3
HCA-6011	Community Health Assessment	3
HCA-6012	Leadership in Healthcare Administration	3
HCA-6060	Thesis	3

\*The Global Study (MGT 6715) may be taken in lieu of HCA 6009.

\*Students may attach a certificate program as part of their work toward the MSHCA. The coursework for the MSHCA must be completed in addition to the certificate courses.

**M.S., MASTER OF SCIENCE DEGREE IN HEALTHCARE ADMINISTRATION WITH CERTIFICATE REQUIREMENTS:**

**Entrepreneurship:**

A Certificate in Entrepreneurship is designed to equip you with the skills, knowledge, and background, to craft a detailed business plan. Completion of the program will afford you the tools to make the business a reality. Through research, case studies, hands on activities, class discussions, practice, and a powerful tool for creating the entire business plan, students will not only learn, but produce what the student need to make their entrepreneurial dreams a reality.

<b>Required Courses</b>		<b>9 Credits</b>
MGT-6735	Business Plan I: Overview of the Entrepreneurial Adventure	3
MGT-6740	Business Plan II: Marketing and Financial Planning*	3
MGT-6745	Branding and Social Media	3

\*The Global Study (MGT 6715) may be taken in lieu of Business Plan II: Marketing and Financial Planning

**Strategic Leadership:**

A Certificate in Strategic Leadership is designed to equip students with the knowledge, skills, experiences, attitudes, perspectives, and tools necessary to understand the broad-based concepts associated with leadership in a variety of individual, organizational, and community settings in an ever changing, pluralistic, global society. Through research, case studies, hands on activities, class discussions, and practice the program provides a sound, advanced level grounding in leadership theory, leadership research and the skill sets required to work effectively in multiple contexts.

<b>Required Courses</b>		<b>9 Credits</b>
MSL -6625	Organizational Psychology and Behavior	3
MSL-6670	Leading Change for Innovation and Alignment	3

MSL-6730	Developing Learning Organization for the Knowledge Based Economy	3
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### **Business Administration**

<b>Required Courses</b>		<b>9 Credits</b>
MBA-6631	Managerial Accounting	3
MBA-6700	Competing in a Global Market	3
MGT-6740	Business Plan I: Overview of the Entrepreneurial Adventure	3

Managerial Accounting - This course covers accounting functions, principles, and concepts underlying internal financial reporting and decision making. Primary emphasis is placed on the use of financial reports to evaluate corporate performance and the use of accounting information for internal planning and control, cash flow, and financial analysis

Competing in a Global Market - Building on the Marketing Theory and Data Analysis courses, students examine the types of decisions that marketing manager's make when developing foreign markets. Various economic, political, and legal dimensions of the world will be related to the global marketplace. Special emphasis is placed on how business processes are conducted and how to develop global marketing strategies. (Pre-requisites include Marketing Theory and Data Analysis).

Business Plan I: Overview of the Entrepreneurial Adventure - Overview of the Entrepreneurial Venture is the first of two courses that are designed to teach the student how to research, develop and write a business plan that can be used to create a successful business. The course is based on the business planning process including describing the business idea, analyzing the market, explaining the management structure, describing the products/services, pinpointing marketing and sales strategies, considering logistics, and summarizing the plan.

## HIGHER EDUCATION AND STUDENT AFFAIRS ADMINISTRATION

### DEGREES OFFERED

**M.Ed., Master of Education in Higher Education and Student Affairs Administration**

### PROGRAM DIRECTOR

**Karen Geiger, Ed.D.**

Dean, Student Success and Engagement

### PROGRAM DESCRIPTION

As a Master's student in Higher Education and Student Affairs Administration (HESAA) at Rosemont, you will delve into higher education administration topics, including advocacy, student leadership, legal matters, social justice, college budgeting, data evaluation & assessment to become an effective higher education professional on a college campus.

The M.Ed. in HESAA program at Rosemont helps you craft a professional brand while honing the higher education administrative skills you will need. Through immersive practicum experiences, the program will help you gain professional experience, letters of recommendation, and the confidence needed to create campus communities of belonging.

Focusing on equity and belonging, the course content will broaden your worldview and empower you to be a leader who will make meaningful change on college campuses as you support students on their higher education journeys. You will become familiar with the complexities of fostering a college community that understands, respects, and invests in an environment where students feel seen, heard, and valued.

You will deepen your understanding of systemic bias in higher education, cultural pluralism, and identity development, while learning how to facilitate difficult and emotional conversations about increasingly important topics for college students. Your role will offer the opportunity to have a direct impact on students' lives as you live and work at Rosemont, an intentionally diverse and vibrant campus community.

You will graduate the M.Ed. in HESAA program as an accomplished higher education professional who is prepared to take the next step in your career.

Upon completion of the Master of Education in Higher Education and Student Affairs Administration students will have the ability to:

- Understand the organization, culture, diversity, and history of higher education institutions.
- Create diverse environments that foster student learning and development.
- Gather higher education data, evaluate it, and use it to assess students/program outcomes, and to inform current practice in higher education, with a focus on equity.
- Integrate ethics and social justice into decision-making, practice, and course projects.
- Analyze historical and philosophical development trends in higher education and their impact on current practices in the profession, focusing on dismantling systemic bias.
- Demonstrate knowledge, understanding, and application of law, policy, planning, and finance to guide professional practice.
- Identify and apply governance, leadership, organizational, and administrative practices that assist institutions in accomplishing their missions.
- Present and write effectively, thoughtfully, and with an awareness of the audience.
- Participate in and reflect meaningfully on learning and professional development activities.

### ADMISSION REQUIREMENTS

All applicants must hold a Bachelor's degree from an accredited 4-year college or university. Application materials may be obtained from the Office of Admissions or online at [www.rosemont.edu](http://www.rosemont.edu). Formal admission to the program is granted only after all admissions materials have been received and reviewed, and all standards have been met.

To complete the application process for the Master of Education in Higher Education and Student Affairs Administration (HESAA), Rosemont College requires the following:

- Application submission.
- Undergraduate transcript verifying the conferring of an accredited Bachelor's degree.

- Resume, which includes involvement in campus life as a student and/or professional;
- One letter of recommendation, preferably from those who can address your academic and/or professional competencies;
- Personal statement: "Knowing what you have learned about Rosemont College, and this program in particular, please talk about how your experience has prepared you for this program, at this time, at this institution. Please indicate your interest in 2 to 3 departments where you might like to do your 15-20 hours a week for your fall academic practicum;"
- Interview with the program director.

SSA-6010	Higher Education Administration and Organization	3
SSA-6020	Systemic Bias in Higher Education	3
SSA-6030	Foundations and Functions of Student Affairs	3
SSA-6015	Practicum I	1
SSA-6040	Evaluation and Assessment in Higher Education	3
SSA-6050	Cultural Pluralism in Higher Education	3
SSA-6060	Student Development in Higher Education	3
SSA-6025	Practicum II	1
SSA-6170	Legal Issues in Higher Education	3
SSA-6180	Difficult Conversations	3
SSA-6190	Research in Higher Education	3
SSA-6115	Practicum III	1
SSA-6120	Capstone: Problem Solving in Higher Education	3
SSA-6110	Finance and Budgeting in Higher Education	3
SSA-6025	Practicum IV	3

### PROGRAM GOALS

Among the many goals of this Master’s program, you will graduate from this program being able to accomplish the following five primary goals:

- Gain professional experiences, a network of colleagues, and a professional brand that can launch your job prospects and career in higher education.
- Advance your knowledge around diversity, belonging, and systemic bias while honing skills for creating intentionally inclusive campus environments.
- Enhance essential skills of critically engaging in historical and emerging topics in higher education including scholarly literature and online research.
- Improve effective writing on topics related to higher education and student affairs administration.
- Impact the lives of individual students while influencing a larger collective campus culture.

### DEGREE REQUIREMENTS

#### M.Ed., HIGHER EDUCATION AND STUDENT AFFAIRS ADMINISTRATION

Students are required to complete the following courses in order to earn the Master’s degree in Higher Education and Student Affairs Administration.

**Required Courses**

**39 Credits**

## **HOMELAND SECURITY & EMERGENCY MANAGEMENT**

### **DEGREE OFFERED**

### **M.A., MASTER OF ARTS IN HOMELAND SECURITY & EMERGENCY MANAGEMENT**

### **PROGRAM DIRECTOR**

**E. Jay Kolick, M.S., M.B.A.**

Interim Dean, School of Graduate and Professional Studies

### **PROGRAM DESCRIPTION**

The School of Graduate and Professional Studies has updated the curriculum of the Master of Arts in Homeland Security and Emergency Management (MA HLS-EM) degree program to include additional course options and embedded professional career certificates outlined below which will provide a greater learning of specialized skillsets for the multidisciplinary Homeland Security and Emergency Management practitioner of today.

The MA HLS-EM degree program provides a unique graduate level learning environment for advancing leaders from complex and diverse homeland security disciplines that protect our society from natural and human-made disasters including but not limited to law enforcement, fire, emergency management, military, public health, and other first responders. The diversity of expertise that each participant brings to the classroom facilitates the exploration of homeland security issues from different perspectives and strengthens participants' professional network.

This program uses an interdisciplinary curriculum with a Cornelian perspective on the all-hazards approach to homeland security and emergency management that will enhance the student's leadership and management skills, emergency planning abilities, intelligence gathering and analysis skills, critical infrastructure protection, homeland security jurist prudence, technology in homeland security, and social psychology of terrorism.

Upon completion of the master's degree in Homeland Security students will have the ability to:

- Apply a solid foundation of knowledge and skills to assume leadership roles in emergency management homeland security and/or public policy.
- Balance the relationship between security

and personal and societal freedom.

- Understand how political, socioeconomic, historical occurrences and various cultural norms affect marginalized groups in Homeland Security and Emergency Management discipline.
- Utilize intelligence from humans, technology, and other networks to gather and analyze data in order to protect security interests while maintaining an approach that safeguards individual freedom and dignity.
- Interpret the civil liberties, ethical, and legal issues that impact homeland security.
- Develop specific tools to evaluate, prevent, mitigate, and respond to 21st century security challenges that face the United States and other nations.
- Undertake the process of building arrangements needed to strengthen local, state, federal, civil (non-government agencies) and military organizations.
- Complete a capstone project that demonstrates an understanding of the intricacies of protecting both the civil rights of the individual as well as the over welfare of society.

Students will continue to be able to complete the 36 credit, accelerated Master of Arts degree program in as little as one-year full-time (two 7-week accelerated courses at a time) or two years part-time (one 7-week accelerated course at a time) with four embedded certificates: Cyber Security Operations, Software Security, Information Security Essentials, Forensic Psychology, and Strategic Leadership.

This program delivered via distance learning on the Canvas Learning Management System and in an accelerated format provides students with the flexibility to complete their academic work while meeting their personal and professional obligations.

All of these programs will be affiliated with the Naval Postgraduate School's University and Agency Partnership Program (UAPP) and the FEMA Higher Education Program, and listed on each program's websites:

NPS UAPP: <https://www.chds.us/uapp/>

FEMA Higher Education Program: <https://training.fema.gov/hiedu/collegelist/>

### **ADMISSION REQUIREMENTS**

All applicants must hold a Bachelor's degree from an accredited 4-year college or university, preferably with a GPA of 3.0 or higher in a closely related field, or in addition to their 4-year degree must have credible work experience in a closely related field. Most importantly, applicants must demonstrate proficiency and understanding in the Criminal Justice, Homeland Security, Emergency Management, Public Safety fields through their statement of purpose. Application materials may be obtained from the Office of Admissions or online at [www.rosemont.edu](http://www.rosemont.edu). Formal admission to the program is granted only after all admissions materials have been received and reviewed, and all standards have been met.

To complete the application process for the Master of Arts in Homeland Security and Emergency Management (MA-HLS), Rosemont College requires the following:

- Application submission.
- Undergraduate transcript verifying the conferring of an accredited bachelor degree and graduate transcript (graduate transcripts are required only for graduate level transfer credits that are determined to be applicable).

**Note:** *An applicant's undergraduate degree must be in a course of study relevant to Homeland Security, Emergency Management, Public Safety, Criminal Justice, Public Administration, or a closely related discipline with relevant work experience as determined to be appropriate by the Program Director;*

- Submission of your professional resume or curriculum vitae;
- Two letters of recommendation, preferably from those who can address your academic and/or professional competencies;
- Statement of Purpose: Please submit an essay (typed, double-spaced, 500 words maximum) detailing your goals in earning the Master of Arts in Homeland Security.

### **DEGREE REQUIREMENTS**

#### **M.A., HOMELAND SECURITY & EMERGENCY MANAGEMENT**

Students are required to complete the following courses in order to earn the Master's degree in Homeland Security and Emergency Management.

<b>Required Courses</b>		<b>36 Credits</b>
HLS-3100	Introduction to Homeland Security	3
HLS-2013	Research and Writing for Homeland Security	3
HLS-3028	Comparative Government for Homeland Security	3
HLS-3210	The Unconventional Threat to Homeland Security	3
HLS-3660	Critical Infrastructure: Vulnerability Analysis and Protection	3
HLS-4133	The Psychology of Terrorism	3
HLS-4156	Intelligence for Homeland Security	3
HLS-4239	Human Rights and Social Justice in the Age of Terrorism	3
HLS-4881	Multi-disciplinary Approaches to Homeland Security	3
GCC-6100	Geopolitical Threat Landscape	3
GCC-6300	Security Organization	3
HLS-4232	Homeland Security Capstone	3

#### **Master of Arts in Homeland Security & Emergency Management with Certificate in Information Security Essentials**

Students are required to complete the following courses for the Master of Arts in Homeland Security and Emergency Management with Certificate in Information Security Essentials:

<b>Homeland Security – Emergency Management Core</b>		<b>24 Credits</b>
HLS-3100	Introduction to Homeland Security	3
HLS-2013	Research and Writing for HLS	3
HLS-3660	Critical Infrastructure: Vulnerability Analysis and Protection	3
HLS-4133	The Psychology of Terrorism	3
HLS-4156	Intelligence for Homeland Security	3

HLS-4239	Human Rights and Social Justice in the Age of Terrorism*	3
HLS-4881	Multi-disciplinary Approaches to HLS	3
HLS-4232	Homeland Security Capstone	3

**Certificate in Information Security Essentials Core: 12 Credits**

GCC-6000	Foundations of Information Security	3
GCC-6100	Geopolitical Threat Landscape	3
GCC-6200	Psychology and Sociology of Information Security	3
GCC-6300	Security Organization	3

**Master of Arts in Homeland Security & Emergency Management with Certificate in Cyber Security Operations**

Students are required to complete the following courses for the Master of Arts in Homeland Security and Emergency Management with Certificate in Global Cyber Security Operations:

**Homeland Security – Emergency Management Core: 24 Credits**

HLS-3100	Introduction to Homeland Security	3
HLS-2013	Research and Writing for HLS	3
HLS-3660	Critical Infrastructure: Vulnerability Analysis and Protection	3
HLS-4133	The Psychology of Terrorism	3
HLS-4156	Intelligence for Homeland Security	3
HLS-4239	Human Rights and Social Justice in the Age of Terrorism*	3
HLS-4881	Multi-disciplinary Approaches to HLS	3
HLS-4232	Homeland Security Capstone	3

**Certificate in Global Cyber Security Operations Core: 12 Credits**

GCC-6100	Geopolitical Threat Landscape	3
GCC-6050	Offensive Security	3

GCC-6150	Defensive Security	3
GCC-6250	Incident Response	3

**Master of Arts in Homeland Security & Emergency Management with Certificate in Software Security**

Students are required to complete the following courses for the Master of Arts in Homeland Security and Emergency Management with Certificate in Software Security:

**Homeland Security – Emergency Management Core: 24 Credits**

HLS-3100	Introduction to Homeland Security	3
HLS-2013	Research and Writing for HLS	3
HLS-3660	Critical Infrastructure: Vulnerability Analysis and Protection	3
HLS-4133	The Psychology of Terrorism	3
HLS-4156	Intelligence for Homeland Security	3
HLS-4239	Human Rights and Social Justice in the Age of Terrorism*	3
HLS-4881	Multi-disciplinary Approaches to HLS	3
HLS-4232	Homeland Security Capstone	3

**Certificate in Software Security 12 Credits Core:**

GCC-6100	Geopolitical Threat Landscape	3
GCC-6075	Programing in Robust	3
GCC-6175	Software Validation	3
GCC-6275	Security Across the Lifestyle	3

**Master of Arts in Homeland Security & Emergency Management with Certificate in Forensic Psychology**

Students are required to complete the following courses for the Master of Arts in Homeland Security and Emergency Management with Certificate in Forensic Psychology:

**Homeland Security – Emergency Management Core: 24 Credits**

HLS-3100	Introduction to Homeland Security	3
HLS-2013	Research and Writing for HLS	3



HLS-3660	Critical Infrastructure: Vulnerability Analysis and Protection	3	MSL-6625	Organizational Psychology & Behavior	3
HLS-4133	The Psychology of Terrorism	3	MSL-6640	Ethics, Integrity & Social Responsibility	3
HLS-4156	Intelligence for Homeland Security	3	MSL-6715	Decision Making Methods	3
HLS-4239	Human Rights and Social Justice in the Age of Terrorism*	3			
HLS-4881	Multi-disciplinary Approaches to HLS	3			
HLS-4232	Homeland Security Capstone	3			
<b>Certificate in Forensic Psychology</b>		<b>12 Credits</b>			
<b>Core</b>					
PSY-6300	Contemporary Issues in Forensic Psychology	3			
<b>Choose from three of the following:</b>					
PSY-6330	Victimology	3			
PSY-6345	Juvenile Delinquency	3			
PSY-6350	Offender Treatment	3			
GCC-6200	Psychology and Sociology of Information Security	3			

**Master of Arts in Homeland Security & Emergency  
Management with Certificate in Strategic  
Leadership**

Students are required to complete the following courses for the Master of Arts in Homeland Security and Emergency Management with Certificate in Forensic Psychology:

<b>Homeland Security – Emergency Management Core:</b>		<b>24 Credits</b>			
HLS-3100	Introduction to Homeland Security	3			
HLS-2013	Research and Writing for HLS	3			
HLS-3660	Critical Infrastructure: Vulnerability Analysis and Protection	3			
HLS-4133	The Psychology of Terrorism	3			
HLS-4156	Intelligence for Homeland Security	3			
HLS-4239	Human Rights and Social Justice in the Age of Terrorism*	3			
HLS-4881	Multi-disciplinary Approaches to HLS	3			
HLS-4232	Homeland Security Capstone	3			
<b>Certificate in Strategic Leadership</b>		<b>12 Credits</b>			
<b>Core:</b>					
MSL-6600	Leadership Fundamentals: Ethical Leadership & Values Driven Organization	3			

## PUBLISHING

### DEGREES OFFERED

**M.A., Master of Arts in Publishing**  
**Double Degree, M.F.A. in Creative Writing and MA**  
**in Publishing (with the Creative Writing program)**

### PROGRAM DIRECTOR

**Carla Spataro, MFA '07**

### PROGRAM DESCRIPTION

The *fully online* Publishing Program at Rosemont College aims to make the publishing industry more accessible to students, professionals, and the public, while also teaching the skills one will use to succeed in publishing or publishing related field. It offers educational opportunities that allow for real-world experience, in-depth research, knowledge of current practices, and interaction with industry professionals.

As a student, you will experience a program that improves your ability to work in publishing, whether you want to meet the needs of an organization or pursue your own publishing endeavors. You may already be working in the industry and wish to improve your job growth prospects, switch to another segment of the industry, or enter publishing for the first time. The program provides educational opportunities to help you achieve your goals.

Our faculty members have the practical, hands-on expertise you need to gain a competitive edge. As a student, you will enjoy the opportunity to study your craft with experts in the publishing industry. As you take courses in this 36- credit program, you will also have areas of elective focus:

- Children's (including MG and YA)
- Digital
- Editorial

You will also work on a year-long thesis or capstone project, working with a faculty member 1-on-1, as you explore a contemporary problem in the publishing industry. After consulting with the program director and a faculty advisor, you will register for the thesis project as a course. Once your project is underway, you will connect with professionals in the industry as you conduct your research. This critically important experience for students is open only to matriculated students in

good academic standing (GPA of 3.0 or higher) who are within 18 credit hours of graduation.

You will also be able to take advantage of the program's close affiliation with Rosemont's graduate programs in Creative Writing and Education. These affiliations allow students more options. For example, by successfully applying for the Double Degree option, you can earn both an M.A. in Publishing (36 credits) and an M.F.A. in Creative Writing (36 credits) at 60 credits rather than 72. The Creative Writing Program's Certificate in Novel Writing is also a popular option.

Internships are also an important part of the program, and students pursuing the M.A. in Publishing degree often begin or advance their careers by interning or working while they study, adding to their academics with hands-on experience and practical workplace knowledge.

Program graduates have been highly successful in launching or advancing their careers. They work as magazine and book editors, business owners, columnists, designers, literary agents, marketing directors, production managers, proofreaders, sales representatives, teachers, writers, and more.

Our fully online program welcomes students from everywhere, yet many of our students choose to be in the Philadelphia area. Our physical location provides you with access to additional educational opportunities at Rosemont and exciting employment and networking opportunities in the Philadelphia region and along the East Coast.

### ADMISSION REQUIREMENTS

All applicants must hold a bachelor's degree from an accredited 4-year college or university, preferably with a GPA of 3.0 or higher. Formal admission to the program is granted only after all admissions materials have been received and reviewed, and all standards have been met.

To complete the application process for the M.A. in Publishing, Rosemont College requires the following:

- Application
- Official transcripts from any previous undergraduate (and graduate) institutions.
- 2 letters of recommendation preferably from those who can address your academic and/or

professional competencies, or 1 letter of recommendation and an interview with the Program Director

- For applicants whose native language is not English, official copies of TOEFL scores are required
- Statement of Purpose: Please submit an essay (typed, double-spaced, 500 words maximum) describing how you feel you will best contribute to M.A. in Publishing program
- Submit a current resume.
- Submit a Writing Sample. Choose one category from the following, and please submit as pdf:
  1. Nonfiction articles published in print or online: 3-5 articles (5-20 pages total)
  2. Papers written for courses: 1term paper (roughly 15 -30 pages)
  3. Professional Writing (reports, proposals, manuals, presentations, etc.) 1-2 examples, excerpts fine (no more than 20 pages)

If your writing sample doesn't fit these examples, contact the Program Director.

### **PROGRAM GOALS AND OUTCOMES**

By offering educational opportunities that allow for real-world experience, research, knowledge of current practices, and interaction with industry professionals, the Graduate Publishing Program at Rosemont College aims to make the publishing industry more accessible to everyone.

#### **GOAL 1: Ability to Take a Leading Role in the Publishing Industry**

Students will be knowledgeable and engaged leaders in the Publishing Industry.

Objective 1: Students will demonstrate literacy in Publishing Industry specific vernacular, topics, and concepts.

Outcome 1: Students will demonstrate an ability to accurately use industry terms in written form and in verbal presentations.

Objective 2: Students will analyze and assess past and current practices in the Publishing Industry.

Outcome 2: Students will demonstrate an ability to make

informed decisions benefiting the industry as a whole

#### **GOAL 2: Ability to Think and Write Critically**

Upon graduation, students will be able to write critically about the Publishing Industry and their particular place in that industry.

Objective 1: Students will demonstrate an understanding of both historical and current issues facing the publishing industry.

Outcome 1: Students will write and reflect on their own research into Publishing Industry practices

Objective 2: Graduates will analyze and create effective communication across various publics and audiences

Outcome 2: Students will synthesize their research into various projects and communications relevant to the Publishing Industry

#### **GOAL 3: Translate Knowledge to the Marketplace and Facilitate Change in a Diverse Literary Landscape**

Upon graduation, Publishing students will demonstrate the ability to work in any number of specific fields within the Publishing Industry including, Marketing, Sales, Editorial, Communications, and Digital.

Objective 1: Students will synthesize information learned in the classroom setting into actionable skills for application in publishing marketplaces.

Outcome 1: Students will demonstrate this synthesized knowledge in their thesis or capstone work by critically reflecting on publishing issues and trends that have meaning for them.

Objective 2: Students will adapt and grow their skillsets and information literacy to remain marketable in the publishing industry.

Outcome 2: Students will reflect upon firsthand experiences in the Publishing Industry by participating in internships and working with publishing mentors.

**DEGREE REQUIREMENTS**  
**M.A., MASTER OF ARTS DEGREE IN PUBLISHING**

All courses are three credits

**Requirements Overview**                      **36 Credits**  
Six "Core" courses

Five required courses (15 credits)  
One required thesis course (3 credits)

- Six elective courses                      (18 credits)
- Three courses tagged with a primary area of elective focus (9 credits)
  - Two courses tagged with a secondary area of elective focus (6 credits)
  - One elective course from a remaining area of focus (3 credits)

**CORE REQUIREMENTS:**

**Required Courses**

**18 CREDITS**

GPP-7200 Publishing Overview	3
GPP-7005 Mechanics of Editing	3
GPP-7214 Libraries & K-12 Trade Publishing	3
GPP-7345 Design I: Digital Foundations	3
GPP-7380 Practices of the Publishing Professional	3
GPP-7500 Publishing Thesis	3

**Electives tagged as Editorial**

**AREAS OF ELECTIVE FOCUS REQUIREMENTS:18 CREDITS**

Students will choose six courses (each 3-credits) tagged with areas of focus: Children's (including MG and VA), Digital, and Editorial. Students will select 3 courses tagged with a primary area of focus, 2 courses tagged with a secondary area of focus, and 1 elective from the remaining area of focus. Please note that these areas of elective focus differ from traditional, rigid concentrations in that they are not part of the transcript record, but part of an overall more flexible plan of study. As indicated, some courses are tagged to multiple areas.

**Electives**

Students must choose a primary, secondary, and single elective area and take courses accordingly.

**Electives tagged as Children's (including MG and YA)**

Students will select 3 courses from this list if this is their primary area of elective focus. Students will select 2 courses from this list if this is their secondary area of elective focus. Students will select 1course from this list if this is their third area of elective focus. All courses are 3 credits.

- GPP-7203 Illustrated Books: Children's
- GPP-7213 Promoting Children's Books
- GPP-7228 Editorial Roles in Publishing
- GPP-7275 Publishing Internship\*\*

**Electives tagged as Digital**

Students will select 3 courses from this list if this is their primary area of elective focus. Students will select 2 courses from this list if this is their secondary area of elective focus. Students will select 1course from this list if this is their third area of elective focus. All courses are 3 credits.

- GPP-7203 Illustrated Books: Children's
- GPP-7213 Promoting Children's Books
- GPP-7217 Branding and Social Media
- GPP-7243 Academic Journal Publishing
- GPP-7275 Publishing Internship\*\*

**Electives tagged as Editorial**

Students will select 3 courses from this list if this is their primary area of elective focus. Students will select 2 courses from this list if this is their secondary area of elective focus. Students will select 1course from this list if this is their third area of elective focus. All courses are 3 credits.

- GPP-7210 Role of the Literary Agent
- GPP-7228 Editorial Roles in Publishing
- GPP-7243 Academic Journal Publishing
- GPP-7165 Editing Book Length Fiction
- GPP-7275 Publishing Internship\*\*

\*Students may only register for thesis after the submission of a thesis proposal and the approval of the program's director, and the thesis course is only open to matriculated students in good academic standing (GPA of 3.0 or higher) who are within 18 credit hours of graduation.

\*\*Students may obtain internships at any point during their academic career; however, only those students who have successfully completed (3.0 GPA) 18 credits are eligible to receive academic credit for an internship. Students may ONLY receive a total of 3 credits for an internship.

## **Degree Requirements**

### **M.F.A. IN CREATIVE WRITING/M.A. IN PUBLISHING DOUBLE DEGREE**

The M.F.A. in Creative Writing and M.A. in Publishing Double Degree offers students the opportunity to get the best of both programs in a compressed time frame with fewer credits than needed to complete both degrees separately. Students will leave the double degree program with a full -length creative work to satisfy the M.F.A. requirements, and a thesis/capstone work satisfying the M.A. requirements. These are separate projects, but students are encouraged to find ways to connect them. Students can complete this double degree in as little as three years. All courses are 3 credits.

<b>Required Courses</b>	<b>60</b>
<b>Credits</b>	
M.F.A. in Creative Writing Courses	21 credits
Four writing workshop classes	
Three Literature Classes	
M.A. in Publishing Courses	24 credits
Three electives in a primary focus	
Five required core courses	
GPP-7200 Publishing Overview	
GPP-7005 Mechanics of Editing	
GPP-7214 Libraries and K-12 Trade Publishing	
GPP-7345 Design I: Digital Foundations	
GPP-7380 Practices of the Publishing Professional	
Three Elective Courses	9 credits
Two M.F.A. in Creative Writing Courses	
One M.A. in Publishing Course	
Thesis Projects	6 credits
GPP-7500*      Publishing Thesis	
CRW-7500*      Thesis	

\* Note: Double Degree Students must complete a thesis project for each program.

## **STRATEGIC LEADERSHIP**

### **DEGREES OFFERED**

**M.S., Master of Science degree in Strategic Leadership**

### **PROGRAM DIRECTOR**

**E. Jay Kolick, M.S., M.B.A.**

Interim Dean, School of Graduate and Professional Studies

### **PROGRAM DESCRIPTION**

Rosemont's Master of Science in Strategic Leadership degree is designed for current and aspiring leaders who want to be at the forefront of organizational and societal change. The program focuses on innovation, change management and leadership development, with coursework that emphasizes the practical application of ethical leadership concepts and skills, critical thinking, organization innovation, decision-making and creative problem-solving. The Rosemont MSSSL degree gives you a competitive edge by ensuring your education and skills are relevant and up to date with innovative leadership practices.

Students in the Master of Science in Strategic Leadership (MSSL) program will learn the fundamentals of ethical leadership and decision-making, along with how to communicate and lead in a culturally diverse environment at the organizational level. Our program teaches you how to lead change for innovation and alignment and gives you access to best practices for communicating across cultures and generations. You will learn how to best use technology to improve organizational effectiveness, along with the fundamentals of operating a business in a global economy. The MSSSL curriculum provides you with the skills you need to leverage human capital as a tool to foster knowledge transfer and develop and implement strategist planning models.

Rosemont's MSSSL Program takes great pride in meeting the needs of our students by allowing them to choose from a mostly online or on ground delivery format. Our faculty is made up of expert practitioners who share their real world experiences with students in a collaborative learning environment.

The MSSSL is in an accelerated format, meaning that each course last seven weeks. The program is comprised of 33 credits in total, and students can complete the degree requirement in less than 24 months (18 months on average). There are generally no prerequisites to course selection except that the thesis is completed at the end of the program. In addition, the 33 credits are made up of 11 defined courses, so there are no electives within the program.

The Rosemont MSSSL program is designed to enable graduates to:

- Acquire fundamental leadership skills to become more effective within an organization.
- Learn multiple facets of organization behavior in the context of leadership theory and practice.
- Learn theories of leadership within personal and professional contexts.
- Learn management theory through leadership and the human application within organizations.
- Acquire knowledge specific to your area of business interest.
- Learn from instructors who have real-world business experience in a supportive and personal learning environment.
- Attend an institution whose core values — trust in and reverence for the dignity of each person; diversity in human culture and experience; and persistence and courage in promoting justice with compassion — are central to all of our classroom methodologies.

### **ADMISSION REQUIREMENTS**

All applicants must hold a Bachelor's degree from an accredited 4-year college or university, preferably with a GPA of 3.0 or higher.

Prerequisites:

Applicants to all graduate business programs must have satisfactorily completed one college-level composition course and one college-level math course at the level of algebra or above.

Formal admission to the program is granted only after all admissions materials have been received and reviewed, and all standards have been met.

To complete the application process for the MS in Strategic Leadership, Rosemont College requires the following:

- Online application
- Official transcripts from any previous undergraduate institutions
- Two letters of recommendation, preferably from those who can address your academic and/or professional competencies
- Resume
- For applicants whose native language is not English, official copies of TOEFL scores are required
- Statement of Purpose

MSL-6625	Organizational Psychology & Behavior	3
MSL-6630	Power & Politics of Communication	3
MSL-6640	Ethics, Integrity & Social Responsibility	3
MSL-6653	Economics in the Workplace	3
MSL-6670	Leading Change for Innovation and Alignment	3
MSL-6710	Globalization & Cultural Negotiation*	3
MSL-6730	Developing A Learning Organization for the Knowledge Based Economy	3
MSL-6760	Thesis	3

**PROGRAM GOALS**

Students will:

1. Demonstrate an in-depth knowledge of Action Research.
2. Demonstrate the ability to provide and integrate organizational development interventions into the change management process.
3. Be able to articulate a leadership philosophy informed by ethical constructs, scholarly research, readings, self-assessment, and the integration of course material.
4. Demonstrate an understanding of how to lead in an ever changing global environment.
5. Demonstrate knowledge of the seminal research and current theories and practices in the field of ethical leadership, organizational behavior, organizational development, cross cultural/generational leadership, and change management.
6. Demonstrate an ability to apply their personal leadership philosophy to a case study format.
7. Demonstrate an ability to make connections among ideas and experiences through the successful completion of the MSL thesis project and the formal presentation of their work to a thesis committee.

\*The Global Study (MGT 6715) may be taken in lieu of MSL 6710.

Students may attach a certificate program as part of their work toward the MSHCA. The coursework for the MSHCA must be completed in addition to the Certification courses, and the Certification will replace the thesis.

**DEGREE REQUIREMENTS**

Required Courses	33 Credits
MSL-6600 Leadership Fundamentals: Ethical Leadership and Values Driven Organizations	3
MSL-6610 Information Systems	3
MSL-6620 Decision Making Methods	3

## **GRADUATE STUDIES CERTIFICATE PROGRAMS**

- Cybersecurity
  - Cybersecurity: Information Security Essentials
  - Cybersecurity: Security Operations
  - Cybersecurity: Software Security
- Entrepreneurship
- Forensic Psychology (Non-clinical)
- Healthcare Administration
- Homeland Security and Emergency Management
- Human Resources Management
- Novel Writing
- Strategic Leadership



## CYBERSECURITY

### CERTIFICATES OFFERED

Cybersecurity: Information Security Essentials

Cybersecurity: Security Operations

Cybersecurity: Software Security

### PROGRAM DIRECTOR

E. Jay Kolick, M.S., M.B.A.

Interim Dean, School of Graduate and Professional Studies

### PROGRAM DESCRIPTION

Rosemont's graduate certificates in cybersecurity, and the related master's degree program, are designed to respond to the increasing need for a practical, solutions-oriented approach to the question of how to improve information security. The program is predicated on the understanding that "security" resides in understanding where and why breaches originate and applying common sense solutions, whether technical, procedural, or otherwise to resolve them. Information security is at least as much about people and processes as it is about technical solutions, so you'll learn both proactive and reactive strategies to combat threats that go beyond technology.

Choose from Three Different Certificates

The three certificates are designed to be taken independently, or as a whole to complete the master's degree in Global Cybersecurity curriculum. This stackable approach allows you to choose the level of time you invest in advancing your knowledge in this growing field.

### CYBERSECURITY: INFORMATION SECURITY ESSENTIALS

#### CERTIFICATE REQUIREMENTS

Required Courses		15 Credits
GCC-6000	Foundations of Information Security	3
GCC-6001	The Geopolitical Threat Landscape	3
GCC-6200	Psychology and Sociology of Information Security	3
GCC-6300	Security Organization	3

### CYBERSECURITY: SECURITY OPERATIONS

#### CERTIFICATE REQUIREMENTS

Required Courses		15 Credits
GCC-6050	Offensive Security	3
GCC-6150	Defensive Security	3
GCC-6250	Incident Response	3

### CYBERSECURITY: SOFTWARE SECURITY

#### CERTIFICATE REQUIREMENTS

Required Courses		15 Credits
GCC-6075	Programming in Rust	3
GCC-6175	Software Validation	3
GCC-6275	Security Across the Lifecycle	3

## ENTREPRENEURSHIP

### CERTIFICATES OFFERED

#### Entrepreneurship

### PROGRAM DIRECTOR

**E. Jay Kolick, M.S., M.B.A.**

Interim Dean, School of Graduate and Professional Studies

### ENTREPRENEURSHIP:

The graduate Certificate in Entrepreneurship is for those intrigued by the venture of starting their own business. The program offers students course material that will not only contribute to their career success as a businessperson and entrepreneur, but also provides the tools to assist in the development of a business plan. The graduate certificate in Entrepreneurship will equip students with the skills, knowledge and background to make entrepreneurial goals a success. The five courses in the program explore case studies, hands-on activities, class discussions, research practice and powerful tools to develop a business plan.

<b>Required Courses</b>		<b>12 Credits</b>
MGT-6735	Business Plan I: Overview of the Entrepreneurial Adventure	3
MGT-6740	Business Plan II: Marketing and Financial Planning	3
<b>Choose two of the courses below:</b>		
MBA-6620	Decision Making Methods	3
MBA-6631	Managerial Accounting	3
MBA-6705	Markets, Globalization, and Culture	3
MGT-6745	Branding and Social Media	3

## FORENSIC PSYCHOLOGY (Non-Clinical)

### CERTIFICATES OFFERED

#### Forensic Psychology

### PROGRAM DIRECTOR

**E. Jay Kolick, M.S., M.B.A.**

Interim Dean, School of Graduate and Professional Studies

### FORENSIC PSYCHOLOGY:

Forensic Psychology is a rapidly emerging multidisciplinary field where legal system and mental health practitioners intersect to examine human behavior as it applies to the law. Offered by the Criminal Justice- Homeland Security & Emergency Management Program, in coalition with the Graduate Counseling Psychology Program, this 15-credit curriculum places special emphasis on victimology, offender treatment, mental health law, trauma, terrorism, juvenile justice and delinquency, and criminal justice system dynamics. The accelerated online format and as well as the non-clinical curriculum provides a unique and flexible opportunity for working professionals balance graduate studies with career and family responsibilities.

The graduate Certificate in Forensic Psychology is designed to train professionals to work with people within the criminal and civil justice systems, including civil, criminal and family court system. Professionals who will benefit from this program including law enforcement, intelligence analysts, first responders, social workers, corrections officers, probation/ parole agents, mental health workers, nurses, disaster relief workers, CISM Teams members, public health and emergency management personnel.

Students explore the following concepts in the Graduate Certificate in Forensic Psychology Program:

- Forensic Assessment
- Victimology
- Traumatology
- Offender Treatment
- Psychology of Terrorism
- Expert Witness Testimony & Standards

Upon completion of the program, students are qualified to be employed in settings where expertise in forensics is necessary. Such settings include child welfare agencies, fusion centers, crime centers, mental health facilities, and prisons, community mental health centers, juvenile correction facilities, government agencies, family courts, disaster relief teams, law firms, and private practice.

This program can be completed as a standalone graduate certificate, or as an add on or supplemental credential.

Required Courses		12 Credits
PSY-6300	Contemporary Issues in Forensic Psychology	3
<b>Choose three of the following courses:</b>		
PSY-6330	Victimology	3
PSY-6345	Juvenile Justice: Delinquency and Development	3
PSY-6350	Offender Treatment	3
HLS-4133	The Psychology of Terrorism	3
GCC-6200	Psychology and Sociology of Information Security	3

## HEALTHCARE ADMINISTRATION

### CERTIFICATES OFFERED

#### Healthcare Administration

### PROGRAM DIRECTOR

**E. Jay Kolick, M.S., M.B.A.**

Interim Dean, School of Graduate and Professional Studies

### HEALTHCARE ADMINISTRATION:

The graduate Certificate in Healthcare Administration is designed for healthcare workers who hold non-administrative degrees and for administrative degree holders who have no healthcare experience and wish to seek employment in health care.

#### **Required Courses** **12 Credits**

#### **Choose four of the courses below:**

HCA-6001	Healthcare Organization and Administration*	3
HCA-6002	Economics of Health Care and Public Policy	3
HCA-6003	Risk Management and Patient Affairs	3
HCA-6005	Psychosocial Aspects of Health	3
HCA-6006	Long-Term Care Administration	3

## **HOMELAND SECURITY AND EMERGENCY MANAGEMENT**

### **CERTIFICATES OFFERED**

#### **Homeland Security and Emergency Management**

### **PROGRAM DIRECTOR**

**E. Jay Kolick, M.S., M.B.A.**

Interim Dean, School of Graduate and Professional  
Studies

### **HOMELAND SECURITY AND EMERGENCY MANAGEMENT:**

The certificate in Homeland Security and Emergency Management is designed to provide an overview of the complex issues related to natural and human-made disasters in an accelerated and student-centered environment.

<b>Required Courses</b>	<b>12 Credits</b>
HLS-3100 Introduction to Homeland Security	3
<b>Choose three from the following courses:</b>	
HLS-3028 Comparative Government for Homeland Security	3
HLS-3210 The Unconventional Threat to Homeland Security	3
HLS-3660 Critical Infrastructure: Vulnerability Analysis and Protection	3
HLS-4133 The Psychology of Terrorism	3
HLS-4156 Intelligence for Homeland Security	3
HLS-4239 Human Rights and Social Justice in the Age of Terrorism	3
HLS-4881 Multi-disciplinary Approaches to Homeland Security	3

## HUMAN RESOURCES MANAGEMENT

### CERTIFICATES OFFERED

#### Human Resources Management

#### PROGRAM DIRECTOR

**E. Jay Kolick, M.S., M.B.A.**

Interim Dean, School of Graduate and Professional Studies

In today's competitive corporate world, the ability to market yourself in a unique way helps you stand out to employers. With a graduate-level certificate in Human Resource Management you'll gain the specialized understanding and skills needed to be a strong organizational leader who is well-positioned to help your company attain its goals.

#### A Well-Rounded Curriculum

The Human Resource Management certificate can be completed in less than nine months on the basis of completing four courses (12 total credit hours), offered in a seven-week, accelerated format.

<b>Required Courses</b>	<b>12 Credits</b>
<b>Choose Four of the Following:</b>	
HRM-6000 Organizational Strategy and Tactical Planning in Human Resources	3
HRM-6010 Strategic Talent Management, Training, and Development	3
HRM 6020 Human Resources Responsibility in Organizational Culture and Change	3
HRM 6030 Legal and Ethical Human Resource Issues	3
HRM 6040 Contemporary Issues in Human Resource Management Practice	3

## **NOVEL WRITING**

### **CERTIFICATES OFFERED**

#### **Novel Writing**

### **PROGRAM DIRECTOR**

**Carla Spataro, M.F.A**

Program Director, MFA in Creative Writing

### **NOVEL WRITING:**

The certificate in Novel Writing is designed to help writers from novel idea to completion. Each course is designed to address a separate aspect of the creative process.

<b>Required Courses</b>	<b>15 Credits</b>
CRW-7435 Novel Craft	3
CRW-7134 Constructing the Novel	3
CRW-7165 Novel Writing Workshop	3
CRW-7350 Manuscript Mentorship	3
One Elective course	3

## STRATEGIC LEADERSHIP

### CERTIFICATES OFFERED

#### Strategic Leadership

### PROGRAM DIRECTOR

**E. Jay Kolick, M.S., M.B.A.**

Interim Dean, School of Graduate and Professional Studies

### STRATEGIC LEADERSHIP:

The graduate Certificate in Strategic Leadership equips students with the knowledge, skills, experiences, attitudes, perspectives, and tools necessary to understand the broad-based concepts associated with leadership in a variety of individual, organizational, and community settings in an ever changing, pluralistic, global society.

<b>Required Courses</b>		<b>12 Credits</b>
<b>Choose four of the courses below:</b>		
MSL-6600	Leadership Fundamentals: Ethical Leadership and Values Drive Organizations	3
MSL-6625	Organizational Psychology and Behavior	3
MSL-6670	Leading Change for Innovation and Alignment	3
MSL-6710	Globalization and Cultural Negotiation*	3
MSL-6730	Developing a Learning Organization for the Knowledge Based Economy	3

\* The Global Study may be taken in lieu of Global Awareness courses.



**UNDERGRADUATE COLLEGE COURSE**  
**DISCRIPTIONS**

**ACC-0100 - FINANCIAL ACCOUNTING I****3 credits**

An introduction to the theory and fundamental concepts of the financial reporting process in modern business organizations. The course focuses on the accrual method of accounting and an introduction to GAAP theory. Topics covered include analyzing and recording business transactions, periodic determination of income and financial position, and preparation and understanding of financial statements. Offered fall semester.

**ACC-0101 - FINANCIAL ACCOUNTING II****3 credits**

A continuation of Financial Accounting I with a more detailed study of the components of financial statements with greater emphasis on the presentation of financial information to external users in the framework of the corporate form of entity. Prerequisite: ACC-0100. Offered spring semester.

**ACC-0200 - MANAGERIAL ACCOUNTING****3 credits**

A course that focuses on providing information to managers through the use of internal applications of accounting. Topics include job-order costing, process costing, cost-volume-profit relationships, variable costing, profit planning, standard costing, flexible budgets, and overhead analysis. Prerequisite: ACC-0101. Offered fall semester.

**ACC-0210 - INTERMEDIATE ACCOUNTING I****3 credits**

An in-depth analysis and study of generally accepted accounting principles and their application. Students are exposed to the components of and relationships among the balance sheet, income statement, and statement of cash flows. There is a strong emphasis on current professional pronouncements and topical issues. Prerequisite: ACC-0101. Offered fall semester.

**ACC-0220 - INTERMEDIATE ACCOUNTING****II****3 credits**

A continuation of the in-depth study of accounting principles and practices (begun in ACC-0210) with emphasis on profit determination and valuation of capital, intangible assets, liabilities, and stockholders' equity. Emphasis on the statement of cash flows, equity measurement, and financial

statement analysis. Prerequisites: ACC-0210. Offered spring semester.

**ACC-0350 - AUDITING****3 credits**

A study of the Generally Accepted Auditing Standards employed in the audit of financial statements. Internal control procedures and applications are examined as a foundation for the evaluation of a company's reporting process. Topics covered include the professional standards governing the profession, the auditor's legal responsibilities, fraud and applicable case law, and government regulation. Auditing techniques including use of statistical sampling, technology and procedural testing, and components of audit risk and testing. Prerequisite: ACC-0220. Offered spring semester.

**ACC-0410 - FEDERAL INCOME TAXES****3 credits**

An introduction to the income tax theory, law, and application. Study includes determination of gross income, taxable income, deductions, gains and losses, and tax liability. Emphasis is on individual tax planning and preparation of tax returns. Business and accounting majors, juniors, and seniors. Offered every other year, spring semester. Prerequisite: ACC-0210.

**ACC-0450 - ADVANCED ACCOUNTING I****3 credits**

A study of the theories and methodologies used in specialized areas of accounting. Topics to be covered include the role of the SEC, accounting theory updates, partnership accounting, accounting for leases, pension accounting, fund accounting concepts for both governmental units and not-for-profit institutions, and an introduction to consolidation theory. Prerequisites: ACC-0210 and ACC-0220. Required for accounting majors. Offered fall semester.

**ACC-0460 - INDEPENDENT STUDY****1 credit**

Eligible students may submit, for review and approval, a written plan for Independent Study. Independent Study plans may not substantially duplicate the content of an existing course, and students must obtain the cooperation of an appropriate faculty supervisor.

**AFR-0100 – INTRODUCTION TO AFRICANA STUDIES****3 credits**

This course introduces students to the interdisciplinary field of Africana Studies and to the foundational concepts and institutional experience upon which the field is built. Intro to Africana Studies provides a basic understanding of the history of the field and how various American interest groups fought to establish and develop academic programs that focused on the study of Africa and its diaspora populations. People of African descent have played a central role at every stage of development and expansion of what became the United States. Class sessions will be composed of lectures, discussions, exercises, film screenings, media, and textual analysis.

**ARH-0161 – NEW WOMAN BEHIND THE CAMERA****3 credits**

This course will investigate the global phenomenon of the “new woman” of the 1920’s and how powerfully she expresses modernity, embodying an ideal of female empowerment. Featuring more than 120 photographers from over 20 countries, the Metropolitan’s exhibit, “The New Woman behind the Camera”, the first to take an international approach to the subject and which this course will thoroughly examine, explores the work of the diverse “new” woman – from the 1920’s through the 1950’s who embraced photography as modes of professional and artistic expression and who stood at the forefront of social transformation.

**ARH-0175 - HISTORY OF ART I****3 credits**

A survey of western visual culture from prehistory through the Middle Ages, in architecture, sculpture, painting, and minor arts. Class lecture and discussion will be integrated with visits to area museums, such as the University of Pennsylvania Museum of Archeology and Anthropology, the Philadelphia Museum of Art, and/or New York’s Metropolitan Museum of Art, to view art of the ancient through medieval world. Offered fall semester. No prerequisites. This course fulfills a Global Awareness/Culture requirement in the UC General Education program

**ARH-0176 - HISTORY OF ART II****3 credits**

A survey of architecture, painting, sculpture, and minor arts, from the 12th century Gothic through the mid-to late nineteenth century. Class lecture and

discussion will be integrated with visits to museums, such as: Glencairn Museum and Bryn Athyn’s New Church, the Philadelphia Museum of Art, and/or New York’s Metropolitan Museum of Art, Museum of Modern Art and The Cloisters. No prerequisites. Offered spring semester. This course fulfills a Global Awareness/Culture requirement in the UC General Education program. During designated semesters, this course will have a travel/study component, featuring an eight-day experience in Florence, Rome, and Paris, to trace the visual culture of the fifteenth through nineteenth centuries in architecture, painting, sculpture, and minor arts. Visits to the major monuments and museums in these cities will accompany lecture/discussion on site.

**ARH-0177 - HISTORY OF ART I ENRICHMENT****1 credit**

This experiential 1-credit component is part and parcel of “History of Art, I.” It features 14 hours per semester of on-site, first-hand museum and gallery exposure and enjoyment. A day-long visit to New York’s Metropolitan Museum of Art is usually offered.

**ARH-0178 - HISTORY OF ART II ENRICHMENT****1 credit**

This experiential 1-credit component is part and parcel of “History of Art, II.” It features 14 hours per semester of on-site, first-hand museum and gallery exposure and enjoyment. A day-long visit to New York’s Metropolitan Museum of Art or Washington’s National Gallery is usually offered.

**ARH-0190 - BEASTS: ANIMALS IN ART AND SOCIETY****3 credits**

We will examine the various roles of animals in art and society across time, from the caves of the Paleolithic era through our present relationship with domestic, disposable, and working animals. Art is continually haunted by animals; they are good to kill and eat, ride, hunt, train for battle, keep as companions, paint, and ritualize. What would Thanksgiving be without our national turkey, Easter without our rabbits and chicks? Proceeding chronologically, students will investigate and analyze key issues and themes in man’s attitudes and relationships to animals—often paradoxical—and the role of animals in art and society as manifest in visual culture and social studies, for example: the symbolism of animals; social constructions of animals and the human/animal boundary; animals in commerce, scientific research, pet-keeping, and

therapy; the animal soul; abuse of animals and the animal protection movement; animal emotions, intelligence, and reflexivity; the human-animal bond. Offered on rotation with other survey courses in History of Art.

**ARH-0215 – TRAVEL STUDY IN IRELAND—IRELAND’S PAINTED VOICES, NORTHERN IRELAND’S MURALS**  
**3 credits**

This course will focus on the murals of Northern Ireland, some of the most famous political murals in the world, which have altered and determined the environment of Northern Ireland. Almost 2,000 murals have been documented in Northern Ireland (County Derry) since the 1970’s. These murals have become symbols of Northern Ireland, depicting the region’s past and present political and religious divisions and strife, with subject matter like: Republican or Loyalist politics, the Catholic Church of the Republic vs. the Protestant faiths of the North, freedom of speech and religion, the great Irish famine (1845-49), Irish history, Irish mythology, women’s rights, peace and tolerance, political struggle and death in Ireland. Join us in this exciting study of art, power, and politics. This course may have a travel/study component in Ireland.

**ARH-0218 – TRAVEL/STUDY: LOST and FOUND--MIEVEALISM AND POPULAR CULTURE**  
**3 credits**

This travel/study course will focus on the roll of significant English medieval buildings and other arts of the Middle Ages—painting, sculpture, architectural sculpture, and decorative arts—in sculpting the popular Medieval Revival in mid- to late-twentieth century London and Oxford. Students will spend 8 to 10 days exploring, first-hand, selected sites in these 2 medieval cities in order to understand the impact, grip, and tenacity medieval forms have in continuing to formulate modern thinking about the Middle Ages. No prerequisites. Offered on rotation with other travel/study courses. This course is co-listed and co-taught with SOC-0218, “Travel/Study: Lost and Found—Medievalism and Popular Culture.”

**ARH-0231 - PAINTED LADIES: WOMEN OF ANCIENT WORLD**  
**3 credits**

An interdisciplinary exploration of the art of the Ancient World--Egypt, the Near East, Greece, and Rome—with particular attention to images of women. Topics covered include: gender roles,

women’s participation and importance in ritual and religion, the female body and the question of beauty, and modes of female dress and ornamentation. This course satisfies the Ancient requirement for the major/minor. No prerequisites. Offered upon rotation with other courses in Ancient Art. This course fulfills a Gender requirement in the UC General Education program.

**ARH-0232 - AGE OF DRAGONS: ART OF THE MIDDLE AGES**  
**3 credits**

A study of painting, sculpture, architecture, and minor arts from the second through the thirteenth centuries, including Early Christian, Byzantine, Carolingian, Ottonian, Romanesque, and Gothic art and architecture—through the lens of the imaginary medieval creature, the Dragon. ARH-0175 or ARH-0230 are preparatory but not required courses. Offered regularly upon rotation with other courses in medieval art.

**ARH-0255 - ART OF THE ITALIAN RENAISSANCE**  
**3 credits**

**An investigation of Italian painting, sculpture, and architecture from circa 1280 to 1520.** Masters of Italian Renaissance painting and sculpture are treated in detail. Significant work at Philadelphia’s or New York’s museums of art will be integral to course. ARH-0175, ARH-0176, or ARH-0230 are preparatory but not required courses. Offered upon rotation with ARH-0256 and ARH-0260.

**ARH-0275 - AMERICAN ART**  
**3 credits**

A study of the architecture, painting, and sculpture of the U. S. from the seventeenth century through the 1913 Armory Show and the introduction of major contemporary Paris-based art movements to the American art world. Integrated museum study and monument visitation are integral to course. ARH-0176 is a preparatory but not required course. Offered upon rotation.

**ARH-0278 - daDa & sURreALisM: Art of Social Pandemic**  
**3 credits**

daDa & sURreALisM were international art and literary movements which bracketed World War II. These artists delighted in: the absurd, the unpredictable, rebellion, nonsense, and anarchy. They rejected: the pandemic of war, reason, logic, the status quo, the values of the middle class, and

capitalism. We will examine the many media these Dadaist and Surrealist artists created: film, painting, typography, sound media and poetry, collage, cut-up writing, sculpture, public art happenings, and more. We will visit much of the Dada and Surrealist art housed in our richly-populated local museums. No prerequisite. Offered upon rotation with other courses in modern art.

### **ARH-0279 - BODY ART: TATTOOING,PIERCING, AND THEIR RITUAL MEANINGS**

#### **3 credits**

This course responds to the recent tattoo renaissance across Europe and the U.S. in which bodily inscription, piercing, scarification, cicatrization, and other bodily decorations have migrated from the margins of Western culture to the center of popular, commercial, bourgeois culture. We will excavate the meaning—art historical, cultural, historical, and psychological—of the tattoo from its beginning in the Ice Age through its development in tribal ritual, through its facile, modern translation. Some themes for discussion are: the typology of tattoos—penal, religious, patriotic, etc; gender relationships within tattoo art; the migration of the tattoo as symbols of working-class male rebellion to middle-class, female expressions of status, self-expression, and transgression; the body as canvas. Offered upon rotation with other courses modern History of Art courses.

### **ARH-0282 - THE ART OF ASIA: INDIA AND ISLAM**

#### **3 credits**

A survey of the art and architecture of Islamic countries and India from the Neolithic to the nineteenth century. A course in Asian history or Oriental religions is good preparation but not required. Area museum work/research is integral to this course. No prerequisite. Offered upon rotation with other non-western History of Art courses.

### **ARH-0284 - #selfie: THE ART OF SELF-REFERENCE**

#### **3 credits**

This course will examine a selected historical body of some of the first self-portraits from the Italian and Northern Renaissance, to the development of the painted and photographed death portraits of the nineteenth century, to the assembly-line produced Pop Art celebrity portraits of artists like Andy Warhol, to the explosion of self-portraits with the camera and cell phone in the twentieth and twenty-first centuries. Some themes to be investigated are self-reference in art; social media and art; the artist

and the camera; the emergence of the individual in art; narcissism and art. Offered upon rotation with other topics in modern art. No prerequisites.

### **ARH-0288 - ART AND THE AFRICAN AMERICAN WOMAN**

#### **3 credits**

African American art forms an important and integral but overlooked piece of our cultural heritage. This interdisciplinary course traces and investigates the role of African American women in art, as both the objects and makers of representation, from their roots in slavery to the present-day. We will examine painting, sculpture, pottery, woodcarving, architecture, photography, and filmmaking from the colonial era through the nineteenth century, the Harlem movement of the early twentieth century, the Civil Rights movement of the 1960's, and the contemporary art scene. Themes for discussion are the objectification of the black female body, the gendered portrayal of African American women in art, the devaluation of the African American woman's artistic contribution, and the role of this art in political struggles. No prerequisites. Offered upon rotation with other non-Western History of Art courses.

### **ARH-0289 - IMAGING RACE IN WESTERN ART: THE EXOTIC OTHER**

#### **3 credits**

This course will examine the representation of the non-Western body in Western art and culture from roughly the eighteenth century to the present. It will encompass a wide range of visual imagery, including nineteenth century depictions of Africa and the Orient, scientific illustrations, "primitivism" in the works of Picasso and Gauguin, bringing in as well examples from contemporary popular culture. The course is framed around the following questions: How are race and identity constructed in visual imagery? How do race and gender intersect? And more broadly, how does power operate in representation? This course is cross-listed with WST-0289. No prerequisites. Offered upon rotation with other modern art history and women studies courses.

### **ARH-0299 - ART OF IRELAND: PREHISTORY THROUGH THE TWELFTH CENTURY**

#### **3 credits**

A study of the history of the art of Ireland, from the Old Stone Age with its dolmens and passage graves, through its Romanesque architectural efflorescence

in the twelfth century. Particular attention will be paid to the Golden Age of Ireland with its treasures of richly illuminated manuscripts, precious metalwork, and austere monastic settlements. A short field trip to Ireland (for two academic credits) is an optional feature, at student's additional expense. No prerequisite. Offered regularly. 3 credits, with the opportunity for travel/study to Ireland, for 3 additional credits.

**ARH-0331 – “SCREAM QUEENS”: WOMEN, VIOLENCE & THE HOLLYWOOD HORROR FILM**

**3 credits**

Exploring art historical and contemporary feminist film theory, students in this interdisciplinary history of art and women's studies course will discover the roles of women in the horror film genre and its role in popular visual culture. Themes to be examined: women and violence; horror versus sadism; recreational terror and its broader cultural implications. NO prerequisites. Offered upon rotation with other film and women studies courses. This course fulfills a Gender requirement in the UC General Education program.

**ARH-0332 - BLOODSUCKERS: VAMPIRES IN FILM AND ART**

**3 credits**

This course deals with the evolution of the vampire in art and film, after vampire folklore was spawned in the mid-1700s in the Serbian countryside. The vampire is at the center of many crucial mythologies and gender constructions. This un-dead creature exists on the vital essence of other living creatures. The vampire has become a flexible symbol for: colonialism and/or nationalism; for gender relations/sexuality; for sexual repression; for perversion of dissidence; for class relations; for the embodiment of aristocracy; for the blood-sucking process of capitalism; for exploitative human relationships. And, since the advent of the first silents (“Nosferatu,” 1922), the vampire has been a mainstay of film monsters. This course will puzzle out this topos—the rich and tangled role of the vampire, male and female, in the history of film and how the vampire derives from and builds on cultural norms of gender in popular culture. The vampire provides an excellent lens through which to examine cultural fears and anxieties about gender roles. No prerequisites. Offered upon rotation with other History of Art courses. This course fulfills a Gender requirement in the UC General Education program.

**ARH-0336 - DISORDERLY DAMES/GOOD LITTLE GIRLS: WOMEN IN FILM**

**3 credits**

The issues raised by the successive waves of feminism have created new contexts through which to understand the changing roles of men, women, pangendered or third-gendered in society. And, since the 1990s, women—young and old—have assumed new visibility in western culture. Through the examination of selected films, we will have a look at current issues in narrative structure and the female subject and object in film. Some themes for discussion will be: the female gaze; post-feminism and the third wave; #me too movement; girls of color. No prerequisites. Offered upon rotation with other film courses and courses in Women's Studies. This course fulfills a Gender requirement in the UC General Education program.

**ARH-0352 - GUERRILLA GIRLS: FEMINIST ART SINCE 1970**

**3 credits**

Feminist art emerged within the context of the Women's Liberation Movement of the late 1960's and early 1970's. Nearly two generations later, this movement calls for reintegration into art's mainstream. This course will examine the works of well-known women artists such as Judy Chicago, Miriam Schapiro, Alice Neel, Ana Mendieta, and many others, who have changed the shape of the art world. Political activist groups such as the world-renowned, international “Guerrilla Girls” will be studied and interviewed, when possible. No prerequisites. Offered upon rotation with other courses in modern art and Women's Studies.

**ARH-0355 - SLEEPING BEAUTIES: THE NUDE IN MODERN VISUAL CULTURE**

**3 credits**

This course analyzes the multi-dimensional role of the nude in nineteenth, twentieth, and twenty-first century art—historically, critically, thematically, and aesthetically. Students critically examine questions such as gender and power, the body as battleground, the body as landscape, art versus pornography, and the objectification and politicization of the nude. Extra-curricular work with local women's groups may be included. ARH-0176 and/or ARH-0176 are preparatory but not required. Offered upon rotation with other History of Art and Women's Studies courses.

**ARH-0390 - IN YOUR FACE: CONTEMPORARY ART FROM 1945 TO TODAY**

**3 credits**

A study of the dramatic shift in the form and content of visual art from the end of World War II to the present. Within a lecture/discussion format, this course investigates issues of significant artistic and cultural concern beginning with the rise of Abstract Expressionism in the U.S. The course also explores the art of women and other traditionally marginalized cultural groups and the return to figuration in art in the avant-garde of the eighties and nineties. ARH-0175, ARH-0176, or ARH-0308 are preparatory but not required courses. Gallery and museum work/research are integral to this course. Offered upon rotation with other History of Art courses in modern art.

**ARH-0460 - SEMINAR: SPECIAL TOPICS**

**1 credit**

Advanced topics of special interest selected by instructor. Intended for history of art majors/minors but open to others with interest and permission of instructor. Selected course topics will feature travel/study components. Offered upon rotation.

**ARH-0465 - INDEPENDENT STUDY**

**1 credit**

Area of study to be selected by student and instructor relative to a student's special interests and needs. Must be arranged in advance with the discipline coordinator and requires approval of the Academic Dean. Offered as needed.

**ARH-0480 - INTERNSHIP**

**0 credits**

Applications of the study of the History of Art and studio art for majors, minors, and interested students through work in the marketplace. Students may intern at museums, galleries, historical societies, stained glass window studios, architectural firms, graphic arts firms, and other art-related institutions to gain insight into the job market, to practice skills, and to learn the discipline from other practical and professional points of view. Students are advised to discuss possibilities and arrangements with the Discipline Coordinator. Contract required. Offered each semester, upon request.

**ARS-0100 - DRAWING I**

**3 credits**

This course is an introduction to the basic techniques and exercises used in drawing. In order

to develop and enhance perceptual and manual skills, direct observation of the subject and visual problem solving will be stressed. Students considering an art major take this course in the fall semester of their first year. Prerequisite: None.

**ARS-0101 - VISUAL FUNDAMENTALS I**

**3 credits**

A foundation course intended to emphasize the basic principles of two-dimensional space; objective analysis; systems of experimental manipulation; problem solving; and consideration and use of materials. Students considering an art major should take this course in the fall semester of their first year. Prerequisite: None.

**ARS-0110 - INTRODUCTION TO STUDIO TECHNIQUES**

**3 credits**

This course is an introduction to various two-dimensional media with emphasis on combinations of materials and processes. Prerequisite: None.

**ARS-0120 - DIGITAL PHOTOGRAPHY**

**3 credits**

This course will provide students with opportunities to explore the technology of digital picture making, camera controls, printing, and presentation with emphasis on using computer software such as Adobe Photoshop to correct tonal range, crop images, and correctly resize an image. Course Fee: \$75. Prerequisites: None.

**ARS-0125 - TRAVEL DIGITAL PHOTOGRAPHY**

**3 credits**

An opportunity to combine photography, culture and travel, students will participate in cultural activities while actively exploring the technology of digital picture making with an emphasis on travel photography. Students will perform tasks under the supervision of program professor both on campus and on-site. Activities will include; cultural experiences, digital Journaling, blogging with the use of the written word and imagery, photography and webpage creation. This is a travel course with a travel component. This course will take place in various countries working with Travel and Education.

**ARS-0130 - INTRODUCTION TO WATERCOLOR**

**3 credits**

This course is intended to introduce students to the techniques in traditional and non-traditional watercolor media. In addition to studio practice,

course work will include weekly demonstrations of techniques and lectures by the instructor. Emphasis will be placed upon direct observation of the subject, including figure, still life and landscape.

Prerequisite: None.

#### **ARS-0140 - GEOMETRY IN ART**

##### **3 credits**

This course concentrates on discovering geometry in nature and art. Students will work with geometrical constructs such as lines, angles, triangles, and circles, and explore in depth polygons and three dimensional polyhedra. Students will evaluate geometry in art through artists that incorporate circle and knot designs, optical art, and symmetry such as that found in Islamic tile designs or in nature. For the final project students will produce an art piece with a strong geometrical foundation.

Prerequisite: None. This course is cross-listed with MAT-0140.

#### **ARS-0170 - PUBLISHING DESIGN**

##### **3 credits**

Students are taught general concepts of publication design and specific skills for designing and producing newsletters, literary magazines, and other publications. The course will provide students with a complete overview of print publication production from start to finish. They will be taught various software applications for page layout and graphic design functions utilized in the workplace. Course Fee: \$75. Offered every other year. Prerequisite: ARS 0100, 0101

#### **ARS-0200 - DRAWING II**

##### **3 credits**

A continuation of Drawing I with special emphasis on developing perceptual awareness of spatial relationships and conceptual exploration using traditional and non-traditional materials. Art majors should take this course in their first or second year. Prerequisite: ARS-0100.

#### **ARS-0201 - VISUAL FUNDAMENTALS II**

##### **3 credits**

A continuation of Visual Fundamentals I, emphasizing the investigation of the physical and visual elements of three-dimensional form and structure. Safe use of hand and power tools and equipment will be stressed. Students considering an art major should take this course in the spring semester of their first year. Prerequisite: ARS-0101.

#### **ARS-0205 - PAINTING I**

##### **3 credits**

The basic techniques of oil painting, its form and craft will be introduced using the human figure, still life, and landscape as subject. Students considering an art major should take this course in the spring semester of their first year. Prerequisite: ARS-0100.

#### **ARS-0209 - DIGITAL HUMANITIES SEMINAR**

##### **3 credits**

Students will engage theoretical readings about, as well as practice of, the digital humanities. Students will collaborate in the production of a major digital humanities project that involves digital humanities theory and practice through work that incorporates web development, and interface design.

#### **ARS-0215 - CERAMICS I**

##### **3 credits**

An introduction to the basic techniques needed to use clay as a medium of creative expression. Students will explore form and content while developing skills through class assignments and individual projects. Prerequisite: None.

#### **ARS-0235 - INTRODUCTION TO ART THERAPY**

##### **3 credits**

This course is intended as an introduction to the field of art therapy. Ongoing clinical presentations, in class activities, and keeping of an art journal will assist students in obtaining an enhanced awareness of the therapeutic potentials of a variety of art media, techniques and tasks. Studio projects, class discussions, and readings will focus on the use of studio art methods, materials, and practices relevant to the profession of art. Prerequisite: ARS-0100 or ARS-0101 and PSY-0100.

#### **ARS-0245 - WATERCOLOR II**

##### **3 credits**

Watercolor II

#### **ARS-0250 - COMPUTER GRAPHICS I**

##### **3 credits**

This course is an introduction to the electronic tools necessary to function in the graphic design field. Students will be introduced to the latest versions of industry standard software. Students will learn the benefits of different file formats and their applications in print and electronic media. Emphasis will be placed on work created as well as the mechanics of software. Course Fee: \$75. Prerequisites: ARS-0100 ARS 0101



**ARS-0255 - TYPOGRAPHY****3 credits**

This course will focus on typography as a functional and aesthetic tool. Typographical language, structure, and usage as it relates to graphic design and visual communication will be stressed.

Prerequisite: ARS-0200. Course Fee: \$75. Offered every other year.

**ARS-0260 - PRINTMAKING I****3 credits**

Basic techniques and processes used in relief and intaglio printmaking will be surveyed. Among the processes introduced will be dry point, etching, aquatint, surface, and color printing. Health and studio safety will be stressed. Prerequisite: ARS-0100, ARS-0101.

**ARS-0270 - SCULPTURE I****3 credits**

This course is intended as an introduction to the materials, methods and processes associated with safely creating works of art in three dimensions. The development of a personal approach to expression will be emphasized. Prerequisite: ARS 0101

**ARS-0275 - GRAPHIC DESIGN I****3 credits**

This course will survey the principles and theories of graphic design with emphasis on the techniques and materials used by the graphic designer. Course Fee: \$75. Prerequisite: ARS-0101

**ARS-0282 - ILLUSTRATION****3 credits**

Using the image as a vehicle of communication, emphasis will be placed on exploration of various media and techniques of the illustrator. Prerequisite: ARS-0100, ARS-0101. Offered every other year, fall semester.

**ARS-0295 - OPTIONS IN ART****3 credits**

This course is intended to survey the various career options available to the studio art major. Through exposure to a diversity of art professionals, students will become familiar with the strategies to manage and facilitate a successful career in art. Prerequisite: None.

**ARS-0300 - DRAWING III****3 credits**

Using direct observation of a subject as a point of departure, students will experiment with various media and techniques in order to develop and enhance perceptual and conceptual skills.

Prerequisite: ARS-0200. Offered as needed.

**ARS-0305 - PAINTING II****3 credits**

This course is a continuation of Painting I with emphasis on developing a personal approach to form and content. Prerequisite: ARS-0205. Offered every other year.

**ARS-0315 - CERAMICS II****3 credits**

Demonstrations and hands-on experiences will introduce students to advanced techniques such as alternative firing, glazing processes, colored clays, and mold making for multiple work. Prerequisite: ARS-0215. Offered every other year.

**ARS-0340 – INTERACTIVE DESIGN****3 credits**

This course is an introduction to the fundamental principles of animation. Projects will focus on movement in time, developing sequential compositions, editing, integrating images in sequence as well as sound. Conceptual skills relating to timing, rhythm and motion will be developed through exercises in drawn animation, with a progression to digital animation tools.

Prerequisite: ARS 0250

**ARS-0350 - COMPUTER GRAPHICS II****3 credits**

This course is a continuation of the study of the mechanics of graphic design software as well as projects as introduced in Computer Graphics I. Also included will be how ideas can be expressed through a manipulation of images using the computer as a creative tool. Course Fee: \$75. Prerequisite: ARS 0250

**ARS-0360 - PRINTMAKING II: SURFACE DSGN & PRT****3 credits**

This course is an introduction to silkscreen printing as an applied and fine art printmaking medium. Both hand drawn and photo transparencies will be used to create stencils for printing on paper, cloth, or other surfaces. Prerequisite: ARS-0260.

**ARS-0375 - GRAPHIC DESIGN II****3 credits**

This course is a continuation of the study of design and layout introduced in Graphic Design I. Emphasis will be placed on the development of text and image as it relates to mass communication. Course Fee: \$75. Prerequisite: ARS-0275.

**ARS-0400 - DRAWING IV****3 credits**

Intended as advanced work in drawing media, this course provides students with the opportunity to explore individual projects in the context of contemporary art trends and practices. Prerequisite: ARS-0300. Offered as needed.

**ARS-0405 - PAINTING III****3 credits**

Individual painting projects are developed and discussed in conjunction with contemporary and art historical contexts. Emphasis is placed on the student's personal direction. Prerequisite: ARS-0305. Offered as needed.

**ARS-0415 - CERAMICS III****3 credits**

Advanced individual projects in ceramics are developed and discussed within the context of contemporary art theory. Emphasis is placed on the student's personal direction. Prerequisite: ARS-0315. Offered as needed.

**ARS-0440 – INTERACTIVE DESIGN II****3 credits**

Building on skills taught in Animation I, this course will focus on hand drawn and digitally produced animation techniques. Students will work with time, rhythm and motion to create animations. An emphasis will be placed on the development of a personal style and craftsmanship. Prerequisites: ARS 0330

**ARS-0450 - COMPUTER GRAPHICS III****3 credits**

Advanced individual projects in computer graphics are developed and discussed within the context of recent developments in software and technology, trends and practices. Emphasis is placed on the student's personal direction. Course Fee: \$75. Prerequisite: ARS-0350. Offered as needed.

**ARS-0460 - PRINTMAKING III****3 credits**

Advanced individual projects in printmaking media are developed and discussed within the context of contemporary art theory and practice. Emphasis is placed on the student's personal direction. Prerequisite: ARS-0360. Offered as needed.

**ARS-0475 - GRAPHIC DESIGN III****3 credits**

Advanced individual projects in graphic design are developed and discussed within the context of current graphic design, techniques, trends, and professional and business practice. Emphasis is placed on the student's personal direction. Course Fee: \$75. Prerequisite: ARS-0375. Offered as needed.

**ARS-0476 - WEB DESIGN****3credits**

This professional course includes the technical and theoretical foundation for contemporary web design. Students will learn how to design, create and maintain webpages. Prerequisite: ARS 0250

**ARS-0480 - SENIOR GRAPHIC DESIGN PORTFOLIO****3 credits**

Students will prepare a professional design portfolio geared to their area of interest. Graphic design faculty will review individual projects within the portfolio. Prerequisite: senior status. Offered every other year.

**ARS-0491 - INDEPENDENT STUDY IN STUDIO ART****1 credit**

Advanced individual projects in any medium or combination are developed and discussed in consultation with studio art faculty. Prerequisite: permission of instructor.

**ARS-0492 - STUDIO ART SENIOR PROJ. SEMINAR I****3 credits**

Special topics seminar required for all senior art majors (B.A. and B.F.A.) that focuses on individual projects. Additional emphasis will be placed on the research of historical and/or contemporary issues or models related to the student's project. Prerequisite: Senior Status.

**ARS-0493 - ART METHODS K THROUGH 12****3 credits**

This is a course for students seeking teacher certification in art. It is a workshop course in a

variety of media, as well as specific emphasis on Art curriculum at every grade level. The development of appropriate and effective lesson planning skills is also stressed. Students build on their observation of diverse student populations in area schools. Prerequisite: ARS-0101.

#### **ARS-0496 - INTERNSHIP**

##### **1 credit**

Internships are required for all students following the BFA Graphic Design, or the Interior Design Track. It is an opportunity to gain exposure to a professional work environment. Credit to be awarded based on internship contract and criteria.

#### **ARS-0497 - SENIOR PROJECT SEMINAR II**

##### **3 credits**

Senior Projects Seminar is the second part of a two-semester seminar that focuses on individual senior projects. In addition to research of historical and/or contemporary issues or models that are related to the student's project, emphasis will be placed on the studio activity and the subsequent exhibition of the senior project. Prerequisite: ARS-0492.

#### **ARS-0499 - STUDIO ART COMPREHENSIVE EXAM**

##### **0 credit**

#### **ASL-0150 - AMERICAN SIGN LANGUAGE I**

##### **3 credits**

An introduction to American Sign Language, covering the relationship between manual and oral language systems, the implications of deafness on communication, and the philosophy of total communication. Offered as needed.

#### **ASL-0151 - AMERICAN SIGN LANGUAGE II**

##### **3 credits**

A continued study of American Sign Language that emphasizes conversational skills and deaf culture. Prerequisite: ASL-0150. Offered as needed.

#### **ASL-0201 - ADVANCED SIGN LANGUAGE**

##### **3 credits**

In this course students will develop and practice conversational skills in ASL by continuing to expand their knowledge of deaf culture with emphasis on conversation and storytelling. The advance course includes receptive and expressive activities, fingerspelling, sign vocabulary grammatical structure and facial expressions along with body language.

Students will continue to foster knowledge and understanding of Deaf Culture and Deaf Community in the USA. Offered in the Fall.

#### **BIO-0115 - SCIENCE FOR LIFE**

##### **3 credits**

A non-majors scientific literacy course that explores the science behind important issues facing society today. Discover "your inner scientist" by reading and understanding science articles in the popular press and learn how to make informed decisions about everyday situations. Prerequisites: None.

#### **BIO-0130 - GENERAL BIOLOGY FUNDAMENTALS LECTURE**

##### **3 credits**

In this course, you will gain the fundamental knowledge and skills that are necessary to advance in the biology major. You will develop the ability to study biology effectively and to think critically about relevant biological concepts. You will study cells & cellular processes, physiology, molecular biology and genetics, ecology and evolution. Students who do not place into College Algebra, MAT- 0115 or a higher-level math course must first take this course and its associated one-credit laboratory before enrolling in BIO 150 General Biology I. Prerequisite: none.

#### **BIO-0131 – GENERAL BIOLOGY FUNDAMENTALS LABORATORY**

##### **1 credit**

Laboratory that accompanies and is a corequisite to the General Biology Fundamentals Lecture (BIO-0130). In this course, you will develop laboratory skills necessary for advancement in the biology major. You will practice microscopy, measuring with laboratory tools, dissection, and data analysis and interpretation. You will investigate important biological concepts presented in lecture by doing inquiry-based laboratory exercises.

#### **BIO-0150 - GENERAL BIOLOGY I (CELL)**

##### **3 credits**

Introductory course into the cellular structure with emphasis on the cell cycle, genetics, and cellular metabolism. Prerequisites: High school biology and high school chemistry and placement into MAT 0115 or a level higher math class, or a grade of C- or higher in BIO 0130, BIO 0131, CHE-0130, and CHE-0131.

**BIO-0151 - GENERAL BIOLOGY I (CELL) LAB****1 credit**

An introductory laboratory, to accompany BIO 0150, examining cellular structure with emphasis on the cell cycle, genetics, and cellular metabolism.

**BIO-0155 - GENERAL BIOLOGY II (ORGANISMAL)****3 credits**

Insights into the diversity of life by comparing the biology of organisms on different branches of the tree of life. Emphasis is on understanding evolutionary relationships among plants and animals by focusing on comparative anatomy, physiology, and ecology. Prerequisites: AP biology score of 4, BIO 0150 and BIO 0151 with a minimum grade of C-

**BIO-0156 - GENERAL BIOLOGY II LABORATORY (ORG)****1 credit**

An introductory laboratory, to accompany BIO 0155, examining the diversity of life. Emphasis is on understanding plant and animal biology, ecology and evolution.

**BIO-0200 - MICROBIOLOGY****3 credits**

A study of the structure, life cycles, physiology, nutrition, metabolism and genetics of the major groups of microorganisms, as well as microbe-human interactions, infection, disease, and immunity. Prerequisites: AP biology or BIO 0150, BIO 0155, and BIO 0220 or POI

**BIO-0201 - MICROBIOLOGY LABORATORY****1 credit**

Laboratory experience, to accompany BIO 0200, Microbiology. The laboratory component emphasizes methods in culturing, staining, and determining physiological reactions of representative organisms.

**BIO-0220 - GENETICS****3 credits**

A study of elementary principles governing Mendelian and non-Mendelian inheritance as they pertain to chromosomes, mapping, recombination, and mutation in eukaryotic organisms. Prerequisites: AP biology or BIO-0150 and BIO-0151.

**BIO-0222 - GENETICS LAB****1 credit**

Lab experience, to accompany BIO-0220, Genetics. The laboratory component includes experiments

dealing with Mendelian and non-Mendelian inheritance, probability, Chi-square testing, mutation, karyotyping, and molecular genetics.

**BIO-0230 - ECOLOGY****3 credits**

A study of the fundamental inter-relationships between plants and animals and their living and non-living environment. Includes laboratory and field experience.

**BIO-0231 - ECOLOGY LABORATORY****1 credit**

Laboratory experience, to accompany BIO 0230, Ecology.

**BIO-0235 - NUTRITION****3 credits**

This course is a study of food and its importance for sustaining life as well as its impact on health. Students will develop an understanding of the various nutrient classes and their actions within the human body for the maintenance of homeostasis. Case study analysis of diseased states resulting from nutritional imbalances will be employed to further emphasize the role of nutrition in normal physiological functioning. Students will use their newly acquired nutritional knowledge to evaluate their own diets as well as physical activity levels and then make recommendations for improvement. Additional topics to be covered include; nutrition throughout the life cycle, food safety and global nutrition. Offered spring semester. Prerequisites: BIO-0150 General Biology I; BIO-0155 General Biology II is not a prerequisite but is highly recommended; POI

**BIO-0240 - EVOLUTION****3 credits**

An introduction to modern evolutionary theory, emphasizing speciation in general and in humans in particular. Supporting evidence derived from paleontology, biogeography, taxonomy, embryology, comparative anatomy, physiology, biochemistry, and genetics. Offered every other year, spring semester. Prerequisites: AP biology or BIO-0150 and BIO-0151

**BIO-0241 - EVOLUTION LAB****1 credit**

The laboratory accompanies the lecture course Evolution (BIO 0240). Laboratory studies include modeling and experiments of evolutionary processes, systematics and classification of

organisms, observations of structural and functional adaptations important to diverse groups of organisms, and deducing patterns of descent from morphological and molecular data.

#### **BIO-0243 - FORENSIC ANTHROPOLOGY**

##### **3 credits**

Theories, research and methods/practices of Forensic Anthropology. Topics include crime detection; forensic context and recovery methods; initial treatment and examination of evidence; forensic attributions (ancestry, age and sex); trauma study; pathological conditions and skeletal malies; post-mortem analysis and other aspects of individualization; record keeping and utilization; forensic ethics; testimony (preparation/presentation of evidence in legal and other settings).

#### **BIO-0245 - ANATOMY & PHYSIOLOGY I**

##### **3 credits**

A systematic study of human anatomy and physiology with laboratory focusing on form through individual gross dissection of major anatomical systems in representative specimens and lecture emphasizing integration and function of body systems. Includes laboratory experience. Prerequisites: AP biology or BIO 0150, BIO 0155, or POI; AP chemistry or CHE 0142 and CHE 0145"

#### **BIO-0247 - ANATOMY & PHYSIOLOGY LAB I**

##### **1 credit**

Laboratory experience, to accompany BIO 0245, Anatomy and Physiology I. It includes gross dissection, histology and multimedia.

#### **BIO-0250 - ANATOMY & PHYSIOLOGY II**

##### **3 credits**

A continuation of Anatomy and Physiology I. This course is a systematic study of the following anatomy and physiology organ systems: endocrine system, cardiovascular system, lymphatic system, immune system, respiratory system, digestive system and the urinary system. Prerequisites: BIO 0245 or POI; AP chemistry or CHE 0142 and CHE 0145

#### **BIO-0251 - ANATOMY & PHYSIOLOGY LAB II**

##### **1 credit**

Laboratory experience, to accompany BIO 0250, Anatomy & Physiology II.

#### **BIO-0335 - IMMUNOLOGY**

##### **3 credits**

A course providing a basic understanding of cellular and humoral immunity, theories of the structure and the function of antibodies, antibody formation, antibody specificity, active and passive immunity, and hypersensitivity. Prerequisites: AP biology or BIO-0150, BIO-0155, BIO-0200, BIO-0220 or POI; AP chemistry or CHE-0142, CHE-0143. Offered every other year, fall semester.

#### **BIO-0340 - VIROLOGY**

##### **3 credits**

An examination of the structure and replication of viruses and the epidemiology and pathogenesis of viral infections and their diagnosis and control. Prerequisites: AP biology or BIO-0150, BIO-0155, BIO-0200, BIO-0220 or POI; AP chemistry or CHE-0142, CHE-0143. Offered every other year, fall semester.

#### **BIO-0400 - MOLECULAR GENETICS**

##### **3 credits**

A review of the history, scientific methodology, and principles of molecular genetics. Topics will include DNA (replication, mutation, and recombination), RNA (transcription, translation, genetic code, and protein-synthesizing apparatus), gene regulation, and molecular evolution. Prerequisites: AP biology or BIO-0150, BIO-0155, BIO-0220 or POI; AP chemistry or CHE-0142 and CHE-0143. Offered spring semester.

#### **BIO-0401 - MOLECULAR GENETICS LABORATORY**

##### **1 credit**

Laboratory experience, to accompany BIO 0400, Molecular Genetics.

#### **BIO-0421 - SENIOR SEMINAR I**

##### **3 credits**

A seminar based on the presentation of papers on current biological topics followed by discussion. Prerequisite: senior biology major status. Offered spring semester.

#### **BIO-0450 - RESEARCH**

##### **3 credits**

This course provides an opportunity to participate in various research projects under the direction of a member of the biology faculty. 1, 2 or 3 credits. Prerequisites: Open to junior and senior biology majors and permission of Discipline Chair.

**BIO-0455 - INDEPENDENT STUDY****1 credit**

This course provides an opportunity for students to study current topics in biology under the direction of a member of the biology faculty. Prerequisites: Open to junior and senior biology majors and permission of Discipline Coordinator. 1, 2 or 3 credits.

**BIO-0460 - INTERNSHIP****0 credit**

This course involves supervised work experience, usually at a research site or university research laboratory. The type and period of work as well as the means of evaluation will be arranged by the on-site research supervisor in consultation with the student's advisor. Open to junior and senior biology majors. 1-3 credits. Graded pass/fail.

**BIO-0499 - BIOLOGY COMPREHENSIVE EXAMINATION****0 credit****BUS-0110 INTRO TO MANAGEMENT, LEADERSHIP AND BUSINESS IN THE ART WORLD****3 credits**

An introduction to the fundamentals and principles related to leading and managing in organizations within the art world. Emphasis on developing students' awareness of the relationship between management, the artist's creative output and the organizational mission. Topics include management theory and practice, organizational behavior, leadership and group dynamics, motivation, use of technology, legal and ethical considerations, risk management and compliance. Prerequisites: none. Offered as needed.

**BUS-0120 - YOUTH SPORTS MANAGEMENT****3 credits**

Exploration and examination of youth sport philosophy, administration and programming for youth, and current issues and events necessary to deliver youth sport activities within a variety of organizations. Youth sports is set apart from other recreational programs by the amount of learning that occurs during childhood and adolescence through the youth sport experience. This course will also address youth sport coaching, risk management and the role of the parent in youth sports. Prerequisites: none, Offered spring semester.

**BUS-0180 - INTRO. TO INTERNATIONAL BUSINESS****3 credits**

The course provides an introduction to the environment of international business; an examination of the international organizations, the international monetary system and their impact on business; a focus on the uncontrollable forces within the foreign environment; and illustrations and examples of their effects on business practice. No prerequisite. Offered fall semester.

**BUS - 0190 INTRO TO FORENSIC ACCT & FRAUD DETECTION****3 credits**

This course is an overview of forensic accounting and fraud examination as a discipline. Included will be a review of the ways in which serious fraud and abuse occur, examination of characteristics of employees who commit fraud and determination of the kinds of organizations that are victims of fraud. This course will introduce students to guiding legal principles and standards of care related to litigation support services. Accounting majors may not use this course as an accounting elective, only a free elective. Prerequisites: none Offered spring semester

**BUS-0200 - PERSONAL FINANCE****3 credits**

An introduction to the management and planning of personal finance. Topics include the personal financial planning process, the management of personal financial assets, which includes credit and debt management, purchasing decisions and insurance, investment of financial resources, and controlling future resources. No prerequisite. Offered spring semester.

**BUS-0205 - ORGANIZATIONAL THEORY OF MANAGEMENT****3 credits**

A course providing a conceptual framework for planning, organizing, leading, and controlling through an examination of the theories and principles of management. Emphasis will be on group dynamics, motivation, communication, leadership, and conflict resolution and their application in the work environment. Prerequisite: Sophomore Status. Offered fall semester.

**BUS-0220 - STATISTICS I****3 credits**

An introduction to statistics, including descriptive statistics (measures of central tendency, dispersion, and frequency distributions) graphic presentations, Probability Theory, Sampling Theory, normal curve applications and the use of computers. Emphasis given to interpretation and application of descriptive statistics. Offered fall semester. Prerequisite: MAT 0115

**BUS 0221 - STATISTICS II****3 credits**

A statistics course concentrates on inferential statistical methods. Inferential statistics is a formalized body of methods for solving a general class of problems involves attempts to infer the properties of a large collection of data from inspection of a sample of observations. This includes, one and two-sample hypothesis testing, chi-square testing, analysis of variance, regression and multiple regression. Prerequisites: BUS-0220 STATISTICS I. Offered spring semester.

**BUS-0240 - MANAGEMENT INFORMATION SYSTEMS****3 credits**

This course provides a brief overview of the history of microcomputers and a comprehensive coverage of basic computer concepts. It is designed to help students to learn to use information technology to improve management process. The course introduces the student to computer hardware and software, database technology, networking, system security, and the use of Microsoft Excel to manipulate and analyze data. Students will learn techniques for effectively managing data stored on PCs, smart phones, and in The Cloud. Upon successful completion of the course, students will have a working mastery of Excel and a working knowledge of digital systems. The course illustrates how an information system can capture, transmit, and utilize information from diverse locations, different departments, and in various formats to lead to better decision making for solving business problems. Offered as needed.

**BUS-0250 - SPORT MANAGEMENT****3 credits**

This course is an analysis of effective management strategies and the body of knowledge associated with pursuing a career in sport management. The course introduces the student to sport management

career opportunities in the sport industry and to sport principles as they apply to management, leadership style, communication, and motivation in the context of the global sports industry.

Prerequisites: none. Offered as needed fall and spring semesters.

**BUS-0260 - INTRODUCTION TO NON-PROFITS****3 credits**

This course is designed to introduce students to the nonprofit sector and provide them with the foundational knowledge they need to understand the role and purpose of non-profit organizations in contemporary American Society. Prerequisites: none. Offered fall semester.

**BUS-0305 - INTRODUCTION TO FINANCE****3 credits**

A survey of corporate, international and personal finance that provides a foundation in the field. The course covers the role that financial institutions and markets play in the creation and management of capital. Basic concepts of finance are introduced including, but not limited to, the time value of money, risk and return, security valuation and financial statement analysis. Prerequisites: ECO 0105 or 0106 and ACC-0100. Offered fall semester.

**BUS-0320 - LEGAL ENVIRONMENT OF BUSINESS****3 credits**

This course provides a basic overview of the sources and nature of American law and regulations that influence business decisions and how organizations operate. Topics include the study of contracts, including elements of contracts and the rights, remedies, and obligations of contract enforcement. No prerequisite. (Course previously numbered BUS 0100). Offered fall semester.

**BUS-325 - SPORT EVENT MANAGEMENT****3 credits**

This course provides the student with exposure to comprehensive event planning, funding, and managing of sports events including those for professional, amateur, and collegiate sports events, and commercial, recreational and club sports. Offered spring semester

**BUS-0330 - REAL ESTATE FINANCE & INVESTMENT****3 credits**

This course provides an introduction to real estate with focus on investment and financing issues. Prerequisite: BUS-0305. Offered as needed.

**BUS-0333 - SUSTAINABILITY FOR BUSINESS: GREEN INVESTING****3 credits**

This course will focus on best practices in sustainable business operations. You will be engaged in discussions on how environmental issues shape competitive strategy, government regulation, investor relations, marketing and financial business functions. You will learn to apply tools for implementing sustainable practices such as Leadership in Energy and Environmental Design (LEED) and thus, be equipped to make investment decisions that take sustainability into view.

Prerequisites: BUS-0305 Intro to Finance AND BUS 240 Management Information Systems or permission of Business Discipline Coordinator. Offered spring semester.

**BUS-0335 - CONSUMER BEHAVIOR****3 credits**

This course will provide students with psychological models about consumer cognitive and emotional processes and the social influences (e.g., reference groups, competition, and tipping points) within a business context. The course also explores how to manage practical business problems such as customer selection, customer complaints, loyalty problems, and advertising. Prerequisites: BUS 0350. Offered spring semester.

**BUS-0340 - ORGANIZATIONAL BEHAVIOR****3 credits**

A study of the behavioral aspects of organizations at both individual and management levels and of the decision-making process, the role of stress, of leadership styles, conflict resolutions, and communications. Prerequisite: BUS-0205. Offered spring semester.

**BUS-0345 - INTERMEDIATE CORPORATE FINANCE****3 credits**

The objective of this course is to develop greater depth of financial skills and logical thought processes necessary to formulate and implement business decisions in a global environment. Upon successful completion of this course, students will have developed deeper understanding on issues related to firm valuation, capital structure and security issuances, payout policies, and decisions facing financial managers. We will analyze how financial managers make decisions within a framework that emphasizes information asymmetry and uncertainty

simulating real world decisions making. Prerequisite: BUS-0305. Offered spring semester.

**BUS-0347 - SPORT LEADERSHIP AND COACHING****3 credits**

This course will introduce Coaching Leadership on a sports level but show how leadership relates to personal, business and everyday successes for individuals. Creating success in the sports arena, a leader has to communicate, in a way, to bring a set of individuals together to accomplish one common goal. To be a good leader and coach, one must motivate teamwork and reveal the powerful characteristics of success. Leadership can be universal and used in any walk of life. The best coaches are able to work through these barriers and develop systems that bring teammates together with a common purpose. Prerequisite: BUS 0250 or POI. Offered fall semester.

**BUS-0350 - MARKETING****3 credits**

An introduction to the basic marketing theories and practices used to create and build profitable business relationships. These include analyses of marketing planning, segmentation, consumer behavior, product policies, pricing, promotion, and channels of distribution strategies. The course emphasizes the application of these concepts in a socially responsible environment, in addition to including the use of marketing technology in a digital age. Prerequisite: Sophomore status or above. Offered fall semester.

**BUS-0355 - MARKETING RESEARCH****3 credits**

The course provides a framework to be able to understand the commonly used research methods used in marketing, showing how to conduct marketing research, how to analyze data and showing methods used in the evaluation of data. Prerequisite: BUS-0350. Offered spring semester.

**BUS-0360 - INTERNATIONAL FINANCE****3 credits**

The course addresses the key issues facing companies operating in foreign countries. The two broad themes are risks created by currency exchange rates and the sources, costs and risks of obtaining financing in the foreign capital markets. Other topics include changes in government policies, economic and political risks and the role of



international banks. Prerequisite: BUS-0305.  
Offered fall semester.

### **BUS-0362 - ETHICS AND LAW IN SPORT MANAGEMENT**

#### **3 credits**

This course provides a basic overview of the legal / moral/ ethical environment in that influences sports industry decisions. Topics include the examination of the roles of contracts, obligations, enforcement, judgements about right and wrong behavior among athletes, coaches, agents, owners, spectators, sponsors and others. Uses a case study model to examine the application of legal and ethical principles to a variety of sports industry matters. Prerequisites: Sophomore status or above. Offered fall semester.

### **BUS-0365 - INTERNATIONAL MARKETING**

#### **3 credits**

The course provides an introduction to the challenges and scope of international marketing. Students will learn how to assess international marketing opportunities and avoid threats by studying the cultural, political and economic environment of global markets; and finally learn to develop international marketing strategies. Prerequisite: BUS-0350. Offered spring semester.

### **BUS-0367 - SPORT MARKETING**

#### **3 credits**

The course is an application of Marketing Principles to sports products and services. Covered will be all topics in the sports marketing curriculum, including consumer behavior, market research, promotions, products, pricing, sponsorship and e-marketing. Prerequisite: BUS-0350 Offered spring semester.

### **BUS-0380 - STRATEGIC POLICY**

#### **3 credits**

A study of the functions and responsibilities of management in the area of strategic planning. The focus will be on the analytical and creative thought process whereby company, customer, and environment merge in achieving competitive advantage. Prerequisite: BUS-0205. Offered fall semester

### **BUS-0395 - ADVERTISING**

#### **3 credits**

An introduction to the theories and principles of advertising with a focus on current practice in advertising agencies. Topics include advertising

foundations, planning and strategy, advertising media, advertising campaign strategy and an evaluation of commercials (print, television, radio, and Internet). Prerequisites: none Offered fall semester.

### **BUS-0420 - INVESTMENTS**

#### **3 credits**

A course designed to provide and expand students' knowledge of the different investments (stocks, bonds, money market securities and mutual funds), stock and bond markets, and the implementation and management of an investment portfolio. Emphasis is on the use of investment information in setting up and managing a portfolio using current stock, bond, and money market examples). Prerequisite: BUS-0305. Offered spring semester.

### **BUS-0422 - SPORT GOVERNANCE**

#### **3 credits**

This course introduces the student to the power and politics of sport organizations in the U.S. and internationally. The basics of managerial activities necessary for governance in sport organizations and the structure and function of sport bodies will be explored. Current policy issues and the ethical questions they raise are investigated. This course provides an overview of the sport industry and will help the student understand their place in this exciting profession. Prerequisites: Sophomore status or above. Offered spring semester.

### **BUS-0425 - EXPORT-IMPORT OPERATIONS**

#### **3 credits**

Fundamentals of Export-Import Operations is designed to provide students with practical knowledge and skills for a career in international business operations. The course will focus on the nature of export-import businesses, international trade regulations, and international trade strategies.

### **BUS-0445 - SUPPLY CHAIN MANAGEMENT**

#### **3 credits**

Every organization makes a product or provides a service. Most organizations work together with a network of other manufacturers and service providers through supply chains. Supply Chain management involves managing organizations' supply chains to achieve a sustainable competitive advantage by providing quality products, outstanding customer service, and effective cost control. Prerequisites: BUS 0180 and BUS 205. Offered spring semester.

**BUS-0455 - INTERNSHIP AND APPLIED EXPERIENTIAL LEARNINGP****3 credits**

This course is structured as a companion to a student's internship with asynchronous online activities such as required Reflections, Projects, and Discussions. Students interact with other interns using Discussion Forums where they share and support one another in these practical learning experiences. This course is designed to help students maximize the experiential learning that will happen as a result of this internship. The idea here is to make sure this internship serves as a meaningful step in one's educational and career development journey. Business Chairperson Approval Required. Offered every semester.

**BUS-0460 - INDEPENDENT STUDY****1 credit**

Advanced work in a business area relative to a student's own personal direction and development. The topic selected will be determined in consultation with the instructor. 1-3 credits. Prerequisites: Based on topic of study. Business Chairperson Approval Required.

**BUS-0485 - QUANTITATIVE BUSINESS ANALYSIS****3 credit**

This course provides a comprehensive introduction to developing predictive and descriptive analyses and visualizations of large data sets utilizing Microsoft Excel and data mining techniques. Data-driven Excel functionality is used to analyze market data; build pricing, revenue, and cost models; evaluate dataset correlation; and perform forecasts. By the end of the course, students will have developed an integrated set of Excel-based financial reports and an accompanying set of modeling tools for use in evaluating the impacts of various changes in financial and operating environments on those reports. Prerequisites: BUS 240 and BUS 305 Offered as needed.

**BUS-0490 SENIOR SEMINAR FOR BUSINESS MAJORS****3 credits**

This course which is a capstone experience designed so that each student builds a unique, meaningful prototype that advances their knowledge and credibility in their intended profession. This course is an opportunity for each student to defend their conscious competency in their academic major. To this experience, students are called upon to apply the Business and General Education Core Curriculum

skills and knowledge that they have developed over the course of their study toward the baccalaureate degree. This course, based on the principles of design thinking, also offers the final academic container that gives each student exposure to their peer-group's breadth of interest and expertise. While understanding the strengths and weaknesses of one's own academic competency as a scholar (but not necessarily a practitioner of management), the student in this course will draw upon design thinking tools. This experience allows students to grow their academic understanding into true leadership skills. Students enroll in this course during the senior year and this is offered each fall. Senior standing required. Offered spring semester.

**CHE-0115 - CHEMISTRY IN EVERYDAY LIFE****3 credits**

This course is designed for non-science majors. Students who successfully complete the course will understand basic chemistry principles and how these principles relate to the world around them. Topics covered include chemical elements in portable electronics, chemistry aspects in air pollution, sun radiation, energy sources, polymers and plastics, nutrition, health and medicine. Prerequisites: none.

**CHE-0120 - STEM IN THE MEDIA****3 credits**

This general elective course explores the use of STEM throughout media by exploring a number of Media Clips which will include; movie segments, news articles and internet postings dealing with scientific issues. We will explore how the selected segments portray science and the fundamental science behind the Media Clip. Movies often present greatly exaggerated extensions of scientific concepts resulting from the script writer's poetic license altering these concepts beyond the realms of reality to make the movies even more exciting. Some Media Clips will be preceded by a guest lecture from a suitable expert in the scientific field featured in the specific clip. Part of your final exam will be an online assignment in which you will use the skills and the science concepts taught in the course to independently delve even deeper into both the science and its dramatized representation in a particular Media Clip of your choice. Course offered occasionally.

**CHE-0125 - PHYSICAL SCIENCE****3 credits**

This course is designed for the non-science majors who are interested in developing a basic understanding and overview of physics and chemistry, and those who wish to develop an appreciation for the nature of the universe. Topics covered include forces and motion, energy, heat, sound, light, electricity, and magnetism, chemical elements, chemical bonding, chemical reactions, the solar system and the universe, the atmosphere, atmospheric effects and the other earth's systems. Prerequisites: MAT 0112 or MAT 0115 or Placement Exam

**CHE0130 – General Chemistry Fundamentals****3 credits**

This chemistry survey course presents an overview of the fundamentals of general, organic, and biological chemistry. Students are expected to develop a basic understanding of core models used in chemistry to describe, explain and predict properties of matter in qualitative and quantitative manners. Students who do not place into College Algebra, MAT- 0115 or a higher level math course must first take this course and its associated one-credit laboratory before enrolling in CHE-0142 General Chemistry I.

**CHE0131 – General Chemistry Fundamentals Lab****1 credit**

The course is the laboratory to accompany General Chemistry Fundamentals lecture, CHE 0130. It enhances students learning of chemical concepts through hands-on experiments. Emphasis is placed on matter, measurement, energy and chemical reactions.

**CHE-0135 - GLOBAL ENVIRONMENTAL ISSUES****3 credits**

The study of selected current environmental issues and their scientific, social, economic and philosophical origin and implications for the global community as it works toward a sustainable future.

**CHE-0142 - GENERAL CHEMISTRY I****3 credits**

A study of the foundational concepts in chemistry and the basis of the physical and chemical properties of matter. Topics covered include atomic structure, the Periodic Table, physical and chemical properties, and reaction stoichiometry. Prerequisite: Placement into College Algebra MAT-0115 or a level

higher math course. Students should enroll concurrently in lecture and lab. Permission of the instructor is needed just to take the lecture course.

**CHE-0143 - GENERAL CHEMISTRY I LAB****1 credit**

Laboratory experience, General Chemistry I

**CHE-0145 - GENERAL CHEMISTRY II****3 credits**

An in-depth study of intermolecular forces, solutions, colligative properties, chemical kinetics, equilibrium, acids and bases, thermodynamics and electrochemistry. Prerequisites: AP Chemistry credit or CHE 0142.

**CHE-0146 - GENERAL CHEMISTRY II LAB****1 credit**

Laboratory experience, General Chemistry II.

**CHE-0230 - ORGANIC CHEMISTRY I****3 credits**

A systematic study of the structure, properties, and reactions of aliphatic compounds, including reaction mechanisms, stereochemistry, and synthetic applications. Prerequisites: AP chemistry credit or CHE-0145. Offered fall semester.

**CHE-0231 - ORGANIC CHEMISTRY I LAB****1 credit**

Laboratory experience, Organic Chemistry I.

**CHE-0235 - ORGANIC CHEMISTRY II****3 credits**

A further study of organic molecules including aromatic as well as aliphatic compounds. Emphasis is on reaction mechanisms and synthetic applications. Prerequisite: CHE-0230. Offered spring semester.

**CHE-0236 - ORGANIC CHEMISTRY II LABORATORY****1 credit**

Laboratory experience, Organic Chemistry II.

**CHE-0250 - DESCRIPTIVE INORGANIC CHEMISTRY****3 credits**

This course is an introduction to the structure, bonding and reactivity of elements and compounds, focusing primarily on transition metal complexes. Standard theories and applications of inorganic chemistry as well as aspects of current research will also be covered in this course. Prerequisite: CHE 0230

**CHE-0300 - ANALYTICAL CHEMISTRY****3 credits**

The study of the quantitative applications of chemical analysis as it applies to chemical equilibrium, acid/base chemistry, electrochemistry. It includes the theory and interpretation of UV-Visible, IR, NMR and mass spectroscopy. Spreadsheet application to problem solving and the use of computer-assisted statistical analysis of data and data presentation will be an integrated part of the course. Classical analysis techniques and modern separation methods (GC and HPLC) are included as well. Prerequisites: CHE 0235 and CHE 0250

**CHE-0301 - ANALYTICAL CHEMISTRY LAB****1 credit**

Laboratory experience, Analytical Chemistry.

**CHE-0320 - PHYSICAL CHEMISTRY I****3 credits**

Taken at a SEPCHE school. This course looks at the first, second, and third laws of thermodynamics; phase equilibria and chemical equilibria; gases; and electrochemistry will be covered in this course. Prerequisite: MAT 0121

**CHE-0321 - PHYSICAL CHEMISTRY I LAB****1 credit**

Laboratory experience, Physical Chemistry I.

**CHE-0400 - BIOCHEMISTRY I****3 credits**

A study of the structure and function of proteins, lipids, nucleic acids, and carbohydrates. Emphasis is placed on the relationship between macromolecular conformation and function. Membrane structure and transport will be covered as well as basic bioenergetics and enzyme catalysis. Clinical correlations will be made where appropriate. Enzyme and binding kinetics will be examined as well as the use of the computer to collect, analyze, tabulate, and graph experimental results. The course has a writing component designed to develop the student's literature research skills. Prerequisites: CHE-0235. Offered spring semester.

**CHE-0415 - BIOCHEMISTRY II****3 credits**

A study of the mechanisms and regulation of intermediary metabolism with a human focus. Signal transduction, protein translocation, nuclear structure and transport, and cell cycle regulation will

be covered. Emphasis will be placed on the physiological implications of biomolecular function and the relationship to metabolic, hormonal, and carcinogenic disease. The course contains a significant writing component to further develop the student's literature searching and technical writing skills. Prerequisite: CHE-0400. Offered fall semester.

**CHE-0440 - RESEARCH****1-6 credits**

Participation in a research project under the direct supervision of a faculty member or at an off-campus research center. Offered every other year as needed.

**CHE-0445 - SENIOR SEMINAR****3 credits**

A seminar based on the presentation of papers on current topics in chemistry followed by discussion. Prerequisite: senior chemistry major status. Offered spring semester.

**CHE-0450 - INDEPENDENT STUDY****1-3 credits**

Topic selected by the student under the direction of a faculty member. Open to senior chemistry majors. Prerequisite: Senior chemistry major status

**CHE-0460 - INTERNSHIP****0 credits**

Supervised work experience usually at an industrial or research site. The type of work, period of work, and means of evaluation will be arranged by the work supervisor in consultation with the student's major advisor. Open to junior and senior chemistry majors.

**CHE-0499 - CHEMISTRY COMPREHENSIVE EXAMINATION****0 credit****COM- 0120 - INTRODUCTION TO NEW MEDIA COMMUNICATIONS****3 credits**

An introduction to the "New" in New media Communications. It introduces students to the primary focus of digital media in all platforms such as newspapers, television, and radio. It also examines the theories and principles of written and nonverbal communication.

**COM-0170 - PUBLISHING DESIGN****3 credits**

Students are taught general concepts of publication design and specific skills for designing and producing newsletters, literary magazines, and other publications. The course will provide students with a complete overview of print publication production from start to finish. They will be taught various software applications for page layout and graphic design functions utilized in the workplace. Course Fee: \$75. Offered every other year.

**COM-0180 – Theory of Mass Communication**

This course will be an overview of mass communication theories emphasizing their development and application in practicum and research. The course will also cover mass communication theory from its inception as a field of study, to major trends, followed by current applications of previous paradigms, and finally into the development of new media and how it applies to storytelling in all aspects of media.

**COM-0215 - INTERCULTURAL COMMUNICATION****3 credits**

This course serves as an introduction to the field of intercultural communication. Students will develop an understanding of the intercultural communication process, learn to appreciate diverse ways of communicating in different cultures, and increase their understanding of cultural issues – both at home and abroad – that influence communication effectiveness. Prerequisite: None.

**COM-0205 PRINCIPLES OF JOURNALISM****3 credits**

This course covers basic principles of journalism, including its history and culture, reporting, ethics and professional standards, news writing, interviewing, sourcing, public access and records, and digital journalism, among other topics. Students learn about the nature of a journalism career and gather information that will serve as a foundation for their future journalism skills.

**COM-0222- Black Femininities & Masculinities in the Media****3 credits**

This course will address the role the media has played in creating images and understandings of “Blackness” in the United States, particularly where it converges with popular ideologies about gender.

**COM-0228 - PROFESSIONAL BUSINESS COMMUNICATION WRITING****3 Credits**

Professional Business Comm is designed to introduce students to skills and practices that will help them communicate and develop communication strategies for themselves in a business setting and/or with business clients/stakeholders. Students will learn how to communicate in oral and written form. We will explore standard practices on how to communicate effectively across all media business sectors. Assignments will include but not limited to business letters, memos, reports, proposals, emails, social media writing and collaborative projects.

**COM-02XX- NEW MEDIA PUBLIC RELATIONS****3 Credits**

This course is an introductory course to the idea of new media and its relationship with public relations through multimedia and emerging new technologies in the field of PR. Explores the effects of new media on the fundamental theories, models, and practices of public relations. Studies how websites, blogs, citizen journalism, social media, direct-to-consumer communication, podcasting, viral marketing, and other technology-enabled changes are affecting interpersonal, small group, and mass media relationships.

**COM-02XX-WRITING FOR PUBLIC RELATIONS****3 Credits**

This course is designed to help students develop professional writing skills expected of PR practitioners. The course covers the strategy and style of many forms of public relations writing, including press releases, media correspondence, media advisories, fact sheets and talking points. Students will learn to organize and plan their writing both with and without deadline pressure.

**COM-0242 - CELL PHONE PHOTOGRAPHY****3credits**

This class revolves around the camera phone as a contemporary cultural ideal and the deeply invested interrelationship many people have with it. Picture taking is a key element addressed. However, also addressed is the ethical residuals of such an embedded technology. Course Fee: \$75.

**COM-0263 – NEW MEDIA WRITING****3 credits**

This course will introduce students to the form, style, and content found in written forms of

multimedia. Students will learn the basics of writing for print, broadcast journalism, advertising, new media and basis of storytelling.

Prerequisite: COM 0120

### **COM 0272 -NEW MEDIA RESEARCH METHODS**

#### **3 credits**

This course provides students with essential knowledge of theoretical and methodological research principles, techniques, and applications required and found in New Media. Students will also be introduced to the elements of diffusion research and how it applies to New Media. Students will have a hands-on experience utilizing digital tools for both quantitative and qualitative research.

### **COM 0279 – MEDIA ETHICS AND LAW**

#### **3 credits**

An examination of the ethical challenges that confront communication professionals, whether in print, broadcast or Internet journalism, public relations or advertising. Students learn to discern a wide variety of ethical issues concerning communication behavior, apply systematic ethical analysis to various communication situations and explain their analyses clearly. Prerequisite: COM 0120

### **COM-0286 - DIGITAL STORYTELLING**

#### **3 credits**

This course will follow the basis of journalism and introduce students to the fundamentals of news judgment, reporting and writing with a purpose of gaining a deeper understanding of the art of multimedia storytelling. By using a combination of text, still photos, video, audio, graphics, mobile apps, social media and other emerging digital storytelling tools, students will build on the storytelling medium with research and analysis of current and evolving industry trends while producing multi-dimensional stories for a digital environment.

### **COM-0287 - DIGITAL MEDIA ANALYTICS**

#### **3 credits**

Analysis of audience data for traditional and new media. Learn basic fundamentals of digital metrics for television advertising, content marketing, broadcast, and other digital platforms. For media practitioners in this new environment, a familiarity with audience data, metrics and dimensions is essential. This course is an introduction to the methods for collecting, analyzing and utilizing audience data for traditional and new media.

### **COM-0310- NEW MEDIA AS A TOOL FOR SOCIAL AND POLITICAL CHANGE**

#### **3 Credits**

This course is an exploration of how new media plays a pivotal role in community and social justice, and positive change. We will take a critical, theoretical, and practical approach to the examination of new media as a tool for challenging inequality and working toward goals of meaningful change. Prerequisite: WRT 110, COM 0120

### **COM-0325 - SPORTS JOURNALISM**

#### **3 credits**

In this course, you will learn how to write a sports story. Students will examine how to report and write about various sports while examining issues from race and gender to hero worship and sportsmanship. Students will also examine the ethics of what sports journalists do and why they do it.

### **COM-0412 - SPECIAL TOPICS IN COMMUNICATION**

#### **1 - 3 credits**

This course provides an opportunity for students to study current topics in Communication under the direction of a member of the faculty. Prerequisites: Open to junior and senior communication majors. Prerequisite: Permission of instructor.

### **COM-0480 - SENIOR SEMINAR**

#### **3 credits**

The Senior Project in Communication combines a particular academic interest of the student and adds a practical component to it, as a bridge to a post-college career in communications. It will involve research about a particular area of interest, production of a magazine prototype, film, public relations campaign, extended piece of journalism or nonfiction in any variety of media (print, audio, video.) Students in the Senior Project course will meet as a group and individually throughout the semester to work on their projects. Offered spring semester.

### **COM-0495 - COMMUNICATION INTERNSHIP**

#### **3 credits**

Practical application of the theory. Requires approval of the instructor and the student's advisor. Offered fall and spring semesters. Prerequisite: instructor and advisor consent

**COM-0496 - INDEPENDENT STUDY IN COMMUNICATION**

**3 credits**

Arranged on an individual basis with credits and requirements determined in consultation with communication faculty advisor.

**CSC-0140 – INTRODUCTION TO COMPUTER PROGRAMMING**

**3 credits**

Introduction to programming basics (what it is and how it works), binary computation, problem-solving methods and algorithm development. The course includes procedural and data abstractions, program design, debugging, testing, and documentation. Material covered includes data types, control structures, functions, parameter passing, library functions, arrays, inheritance, and object-oriented design. The course includes laboratory exercises using the Python programming language. Prerequisites MAT-0115 or equivalent. Offered spring semester.

**ECO-0105 - INTRODUCTION TO MACROECONOMICS**

**3 credits**

An introduction to the economic theories which explain national economic conditions in the United States. Topics include unemployment, inflation, economic fluctuations, productivity, and economic growth in the context of a global economy. Offered fall semester.

**ECO-0106 - INTRODUCTION TO MICROECONOMICS**

**3 credits**

An introduction to the economic theories which explain the workings of the marketplace in a capitalist system. Topics include the behavior of consumers, businesses, the public sector, labor market, discrimination, poverty, and pollution. Course emphasizes techniques of analysis that will continue to be useful in comprehending a changing economic world. Offered spring semester.

**EDU-0110 PRE-SERVICE TEACHER ACADEMIC PERFORMANCE ASSESSMENT PREPARATION**

**1.5 Credits**

This course will take the student through the testing procedure and will focus on review sessions in the following areas in mathematics: Pre-Algebra, Algebra, Geometry, and Statistics and Probability concepts. Additionally, review sessions will be conducted on strategies to improve reading comprehension and enhanced refinement of the

writing process. Test-taking skills will also be incorporated into the course materials. Prerequisite: limited to Education majors

**EDU-0200 DEVELOPMENT OF EDUCATION IN THE U.S**

**3 Credits**

Core Course: A study of the historical and sociological development of the American system of education and an exploration of current issues in educational theory and practice. Offered fall and spring semesters. IDEA/ADA/504 legal aspects will be addressed. Prerequisites: None

**EDU-0201 OBSERVATION AND ANALYSIS OF TEACHING AND LEARNING IN THE CONTEMPORARY CLASSROOM**

**3 Credits**

Core Course: A study of models, techniques, and skills of teaching and learning through observation and analysis of the inclusive, regular, and diverse classroom and related settings. Topics include management, motivation, and instruction and The Danielson Model. Competencies for the inclusive classroom are addressed. Prerequisite: Limited to Education majors.

**EDU-0220 EFFECTIVE TEACHING STRATEGIES/ K-12 CLASSROOM**

**3 Credits:**

A course designed to acquaint the student with the basic concepts and principles of elementary and middle grades curriculum. Emphasis is on methods, planning for diversity, inclusion, and differentiation of instruction. Competencies for the inclusive classroom are addressed. Prerequisites: Limited to Education majors; EDU 0201.

**EDU-0230 THE SCHOOL, THE FAMILY, & THE COMMUNITY**

**3 Credits**

There are three primary foci: students will learn about the role, both educational and social, of the school in modern society, the fundamentals and diversity of family structure in America today, and the dynamics of family/school interaction. In addition, they will learn about the myriad social service resources available to support schools and children in America. Emphasis will be placed on ways in which teachers and schools can foster community partnerships which benefit students and their families. Prerequisites: None

**EDU-0240 TOPICS IN LEARNING****3 Credits**

An examination of current educational research as it applies to all learners in the K-12 classroom. Topics include; learning styles, formative and summative assessment, inclusion, motivation, and strategies of effective instruction. Competencies for the inclusive classroom are addressed. Prerequisites: None.

**EDU-0250 EARLY CHILDHOOD CURRICULUM & INSTRUCTION****3 Credits**

An overview of current program models and learning theories in early childhood education, with emphasis given to how social, cultural, and political issues impact practice. A key component of this course is developing in students and understanding of how child development relates to effective early childhood education. Competencies for the inclusive classroom are addressed. Prerequisites: limited to Education majors.

**EDU-0260 CHILDREN'S LITERATURE****3 Credits**

A consideration of literature for children and adolescents as a communication between authors, adult readers, and child readers. Prerequisites: None.

**EDU-0270 CLASSROOM AND BEHAVIOR MANAGEMENT****3 Credits**

This course will provide students with a foundation in the organization and management of an effective classroom. Students will learn how to create and maintain a positive learning environment at every level, as well as specific techniques for managing a variety of student behavioral issues. Issues of respect, cultural diversity, and appropriate behavioral expectations will also be covered. Competencies for the inclusive classroom are addressed. Prerequisites: limited to Education majors.

**EDU-0280 FUNDAMENTALS OF SPECIAL EDUCATION****3 Credits**

This is an introductory survey course. Students will learn about the development of special education in the United States. Key laws (e.g. 94-142 and ADA/504) as well as major litigation will be covered in detail. In addition, students will be introduced to the various categories of disability. Students will learn introductory material about educational

accommodation for these disabilities and will learn how to write an IEP. Prerequisites: limited to Education majors; EDU-0201

**EDU-0322 Principles and Practices of Secondary Special Education and Transition Services.****3 Credits**

The purpose of this course is to provide best instructional practices-development and implementation of teaching strategies across all content areas (English, Mathematics, Science and Social Studies) for students with mild/moderate disabilities at the secondary level. This course will integrate approaches for instruction, classroom management, accommodations and modifications of curriculum, along with the development of Individualized Education Program as it relates to the secondary level of education and transition from school to community. The will also provide discussion on life skills curriculum, social skills and transition from school to community. Prerequisites: EDU-0280.

**EDU-0325 SURVEY OF AUTISM SPECTRUM DISORDERS****3 Credits**

This is a required course for Education students who are pursuing K-12 certification in Special Education. The course provides a comprehensive foundation of knowledge and skills necessary in order to understand and work effectively with children at all levels of the autism spectrum from pervasive developmental disorder to Asperger's syndrome. The course will include significant opportunities for supervised observation in area programs serving autistic children. Prerequisites: limited to Education majors; EDU 0201

**EDU-0340 TEACHING FOREIGN LANGUAGES IN THE CONTEMPORARY CLASSROOM****3 Credits**

Investigation of various theories of effective classroom instruction utilizing emergent technologies and methods. Competencies for the inclusive classroom are addressed. Prerequisite: Permission of the instructor

**EDU-0350 PRINCIPLES AND PRACTICES FOR SECONDARY EDUCATION****3 Credits**

This is a study of the history of secondary education and an assessment of current practices, classroom management, academic diversity, and adolescent



behavior, both typical and atypical. Emphasis will be placed on development of the skills necessary to teach Culturally Diverse Students, Regular Education Students, Special Needs Students, and Gifted Students. Competencies for the inclusive classroom are addressed. Prerequisites: limited to Education majors; EDU-0201.

**EDU-0355 PRINCIPLES AND PRACTICES FOR WORKING WITH ENGLISH LANGUAGE LEARNERS**

**3 Credits**

This is a basic course intended to provide students with the fundamentals of providing effective classroom instruction to students who are not native English speakers. It will examine the controversy over bilingual education vs., English for Speakers of other Languages (ESL). Students will acquire an understanding of immersion instruction, the various levels of resource room instruction, and how the classroom teacher can support such programs. Significant time will also be devoted to exploring cultural diversity and ways for the classroom teacher to foster a classroom environment which is both respectful and inclusive Prerequisites: limited to Education majors; EDU-0201."

**EDU-0360 METHODS CLINIC: SECONDARY SCIENCE - WORKING WITH CULTURALLY DIVERSE, REGULAR EDUCATION STUDENTS, LEARNING DISABLED STUDENTS, AND GIFTED STUDENTS**

**3 Credits**

This course is intended to prepare pre-service secondary science students in the development of instructional strategies based upon an understanding of adolescent behavior and PA Academic Standards. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy, classroom managements and safety. Competencies for the inclusive classroom are addressed. Prerequisite: Permission of instructor.

**EDU-0361 METHODS CLINIC: SECONDARY ENGLISH -WORKING WITH CULTURALLY DIVERSE, REGULAR EDUCATION STUDENTS, LEARNING DISABLED STUDENTS, AND GIFTED STUDENTS**

**3 Credits**

This course is designed to introduce pre-service secondary English students to instructional processes, strategies, assessment practices, and classroom management. Students will be placed in two settings to plan units and lessons to meet the needs of all types of learners. Competencies for the

inclusive classroom are addressed. Prerequisite: Permission of instructor

**EDU-0362 METHODS CLINIC: SECONDARY MATHEMATICS -WORKING WITH CULTURALLY DIVERSE, REGULAR EDUCATION STUDENTS, LEARNING DISABLED STUDENTS, AND GIFTED STUDENTS**

**3 Credits**

This course is designed to assist pre-service secondary mathematic students in the development of instructional strategies. Emphasis will be placed on current research and best practices that impact student learning and classroom instruction. Students will develop unit and lesson plan highlighting NCTM Standards and PA Academic Standards. Students will be place in a secondary math classroom where they will study issues related to instruction and management. Competencies for the inclusive classroom are addressed. Prerequisite: Permission of instructor"

**EDU-0363 METHODS CLINIC: SECONDARY SOCIAL STUDIES --WORKING WITH CULTURALLY DIVERSE, REGULAR EDUCATION STUDENTS, LEARNING DISABLED STUDENTS, AND GIFTED STUDENTS**

**3 Credits**

This course introduces pre-service secondary social studies and/or citizenship students to instructional strategies based upon an understanding of adolescent behavior and PA Academic Standards. Students will be placed in a secondary classroom where they will create lesson plans related to the PA Academic Standard. Competencies for the inclusive classroom are addressed. Prerequisite: Permission of instructor

**EDU-0365 PRACTICUM IN HIGH INCIDENCE DISABILITIES**

**3 Credits**

This as an upper level course specifically intended for students who are in the later stages of preparation for certification as special education teachers. The course has two primary components: classroom sessions devoted to relevant areas in special education (e. g. student assessment, IEP creation and implementation, etc.) and participation in a true practicum with regularly scheduled time in a special education class during the entire semester. Prerequisites; limited to Education majors; EDU0201 and EDU-0280.

**EDU-0380 PRINCIPLES AND PRACTICES OF EDUCATING GIFTED STUDENTS AND STUDENTS WITH DISABILITIES**

**3 Credits**

This course will build on the learnings acquired in the Special Education foundation course described above. The various disabilities will be covered in greater detail with heavy emphasis on accommodating instruction and the classroom environment to the needs of disabled students. A significant portion of the course will also be devoted to strategies for providing appropriate enrichment in the regular classroom to students identified as gifted and talented. Prerequisites: limited to Education majors; EDU-0201 and EDU-0280.

**EDU-0383 DIAGNOSTIC AND PRESCRIPTIVE READING INSTRUCTION IN SPECIAL EDUCATION**

**3 Credits**

This is a required course for Education majors enrolled in the special education certification track. It will provide students with a thorough understanding of the manifestations of learning disabilities affecting student performance and achievement in reading and language arts. Strong emphasis will be placed on techniques using differentiation of instruction for the LD student and on effective instructional interventions for both individuals and the entire class. Appropriate use of assessment tools will also be a key component of the course. Students will do a minimum of 10 hours of classroom observation in appropriate special education settings as a part of this course. Prerequisites: limited to Education majors; EDU 0201 and EDU 0280.

**EDU-0385 EDUCATIONAL ASSESSMENT & STATISTICS**

**3 Credits**

This course will include an examination of the various forms of group testing, both standardized and classroom. Students will also learn how to read and interpret test results and how to apply that knowledge to classroom and individual instruction. Basic statistical concepts such as median, mode, standard deviation, etc. will be covered, as will the ways in which statistics may be used appropriately and ethically in the educational setting. Competencies for the inclusive classroom are addressed. Prerequisite: EDU 0201

**EDU-0386 DIAGNOSTIC/PRESCRIPTIVE MATHEMATICS INSTRUCTION IN SPECIAL EDUCATION**

**3 Credits**

This course is a required course for Education majors enrolled in the Special Education certification track. It will provide students with a thorough understanding of the manifestations of learning disabilities affecting student performance and achievement in Mathematics. Strong emphasis will be placed on techniques using differentiation of instruction for the LD student and on effective instructional interventions for both individuals and the entire class. Appropriate use of assessment tools will also be a key component of the course. Students will do a minimum of 10 hours of classroom observation in appropriate special education settings as a part of this course. Prerequisites: limited to Education majors; EDU-0201 and EDU-0280.

**EDU-0395 TEACHING PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS**

**1.5 Credits**

Study of methods of teaching elementary school health, safety, and physical education and their relationship to the classroom and to the development of the whole child in accordance with the Pennsylvania Academic Standards. Prerequisites: limited to Education majors; EDU-0201.

**EDU-0403 TEACHING SCIENCE IN ELEMENTARY SCHOOLS**

**3 Credits**

An introduction to the materials, activities, and experiences of teaching science to elementary children with or without disabilities in accordance with the Pennsylvania Academic Standards including accommodation for children with physical disabilities. Competencies for the inclusive classroom are addressed. Prerequisites: limited to Education majors; EDU 0201.

**EDU-0404 TEACHING SOCIAL STUDIES IN ELEMENTARY SCHOOLS**

**3 Credits:**

Emphasizes methods and materials appropriate for teaching social studies and citizenship to elementary school children in accordance with the Pennsylvania Academic Standards. Competencies for the inclusive classroom are addressed. Prerequisites: limited to Education majors; EDU-0201.

**EDU-0405 TEACHING THE ARTS IN ELEMENTARY SCHOOLS****3 Credits**

A study of methods of teaching the arts in the elementary school in accordance with the Pennsylvania Academic Standards. This course integrates fine art, music, dance, and drama. Inclusionary topics are addressed. Prerequisites: limited to Education majors; EDU-0201; lab fee.

**EDU-0420 TEACHING READING AND LANGUAGE ARTS IN THE PRE K-4 CLASSROOM****3 Credits**

An exploration of methods used to promote early literacy, reading, and writing to children in accordance with the Pennsylvania Academic Standards. Emphasis is also placed on the various ways in which children actually learn to read. Competencies for the inclusive classroom are addressed. Prerequisites: limited to Education majors; EDU-0201.

**EDU-0425 TEACHING MATHEMATICS IN THE PRE K-4 CLASSROOM****3 Credits**

A field-based approach to applying mathematical principles and content, methods, and theories of instruction and authentic assessment to students with or without disabilities in the N-4 classroom. This course covers the Pennsylvania Academic Standards as well as the National Council of Teachers of Mathematics standards. Competencies for the inclusive classroom are addressed. Prerequisites: limited to Education majors; EDU 0201.

**EDU-0427 TECHNOLOGY IN THE CURRICULUM****1.5 Credits**

A lecture and hands-on approach to understanding the computer and its application in the classroom. No prior computer knowledge or skill is necessary. Prerequisites: limited to Education majors; EDU-0201

**EDU-0450 INDEPENDENT STUDY****1-3 Credits**

Offered as needed Prerequisites: None

**EDU-0455 STUDENT TEACHING/SEMINAR****12 Credits**

Directed classroom participation. Teaching completed in suburban or urban schools; conferences and/or seminars with supervising teacher and college faculty member. The seminar

also includes exploration of current issues in American education and their relevance for the classroom teacher. Professional conduct and ethical standards are emphasized as well. This course may only be taken during one of a student's final two semesters in the Undergraduate College. Students taking this course in their final semester, must have completed all but two required courses.

Competencies for the inclusive classroom are addressed. Prerequisites: Limited to Education majors; permission of the instructor.

**EDU-0493 ART METHODS PK THROUGH 12****3 Credits**

This is a course for students seeking teacher certification in art. It is a workshop course in a variety of media, as well as specific emphasis on Art curriculum at every grade level. The development of appropriate and effective lesson planning skills is also stressed. Students build on their observation of diverse student populations in area schools. Prerequisites: limited to Education majors; EDU 0201 and permission of instructor.

**ELP-0100 - FOUNDATIONS OF LEADERSHIP****3 credits**

Students will analyze various leadership theories and identify the major perspectives, strengths, and areas of weakness. The course will provide students an opportunity to become more self-aware of their own personality characteristics, current leadership strengths, and areas of challenge. Students will develop an authentic personal theory of leadership and use leadership theories and models to address contemporary problems in current and actual leadership settings. Prerequisite: None. Offered fall semester.

**ELP-0200 - LEADERSHIP ETHICS****3 credits**

This course is an examination of the moral foundations of leadership. Topics studied include hindrances to ethical leadership, the temptations of power, the relation between ethics and effectiveness, the moral obligations of leaders and followers, the moral influence of leaders on institutions and society, and leadership and the common good. Methods for ethical decision making and for contributing to the development of ethical groups and organizations are also covered, and students will discuss case studies in which they will apply philosophical concepts of ethics to practical

problems and stories of real leaders. Offered every other fall semester. Prerequisite: WRT 0110

**ENC-0105 - PRACTICAL TECHNOLOGY FOR TODAY**  
**3 credits**

This course will give students a comprehensive overview of computer hardware, operating systems, Microsoft's Office Suite software and technology in today's workforce. No prerequisites.

**ENC-0109 - PEER MENTORING**  
**1 – 3 credits**

In this course students will serve as FYCS Peer Mentors by working with a specific FYCS class, conducting FYCS-based research, or coordinating co-curricular events for the FYCS Program. Responsibilities can include, but are not limited to, serving as a peer leader in FYCS classes, attending and running FYCS events, research, and collaboration with FYCS faculty. Under the guidance of the Director(s) of FYCS and the Instructors, students will develop their mentorship and leadership skills through their training and meetings with faculty and through their roles working with first-year students in the classroom and through programming and research. Prerequisite: POI.

**ENC-0115 - PRACTICAL TECHNOLOGY FOR TODAY**  
**LAB**  
**1 credit**

This lab gives students hand-on experience with the technology introduced in ENC-0105 and is taken concurrently with the lecture course.

**ENC-0120 - LEADERSHIP SKILL**  
**1 credit**

This course is designed to provide opportunities for self-exploration and personal leadership development for participants. By utilizing personal style inventories, current readings and interactive class activities, participants begin to build a personal foundation in leadership. Offered fall semester. Prerequisites: Permission of Instructor.

**ENC-0125 - SIGNFCNT CNTRIBTNS BY WOMEN IN**  
**SCI**  
**1 credit**

This course is designed to investigate the role of women throughout history in what educational policy makers call STEM fields (Science, Technology, Engineering, and Mathematics). Students will develop a solid foundation for understanding the significant and sometimes overlooked contributions

that women have made in science. We will investigate and analyze the many barriers that women face in pursuing careers in science.

**ENC-0130 - RAVEN PEER LEADER (RPL)**  
**PROGRAM**

**1 credit**

The Raven Peer Leader (RPL) Program at Rosemont College is designed to proactively build community at Rosemont by actualizing students' potential through leadership development and guided peer mentoring during the Fall semester. The program provides an opportunity for RPLs to build community through mentor relationships with first year students using guidance from Rosemont staff as well as their knowledge and experience as successful Rosemont students. RPLs will acquire a specific body of knowledge about the College acquired through training. The RPLs training and experience will also provide their mentees the information needed to navigate their first year attending Rosemont College. Prerequisite: POI.

**ENC-0135 - LDRSHP, ENGAGEMENT, ACTION &**  
**DEVELP**

**1 credit**

LEADERSHIP, ENGAGEMENT, ACTION, AND DEVELOPMENT (L.E.A.D.) PROGRAM

In this course students will serve as facilitators for the Leadership, Engagement, Action, and Development (LEAD) program typically as an extension of the requirements of the Raven Peer Leader (RPL) program but not exclusively as such. During the Fall and Spring semesters, students participating in LEAD will facilitate presentations targeting all undergraduate students with particular emphasis on first year students to attend. Additionally, students will assist in participating and facilitating the Freshman ENGAGE Retreat, which is a retreat solely dedicated to first year students and offered during the Spring semester. Prerequisite: POI.

**ENC-0136 - ORGANIC CHEMISTRY EXAM DESIGN**  
**1 credit**

Organic chemistry exam design

**ENC-0200 - SISTER STORY PROJ: ORAL HISTORIES**  
**1 credit**

Students in Sister Story Project: Oral Histories will be paired with a Sister of the Holy Child Jesus and will spend the semester developing a relationship that will culminate in a videotaped interview of their

partner sister. Students will also create a final transcript of the recorded interview.

### **ENC-0300 - STUDENT LEADERSHIP**

#### **1 credit**

This course provides students the opportunity to seek out leadership opportunities on campus and to put to use communication, problem solving and decision-making skills. This course will not replace the experiential learning requirement that is part of the GE curriculum in the Undergraduate College  
Prerequisite: ENC 0120 or POI

### **ENC-0305 - PUBLICATION**

#### **3 credits**

This course provides academic credit for students responsible for the development and production of Rosemont College's major publications, including the Thorn, Yearbook, and Rambler Newspaper.  
Prerequisites: One year of previous work on a student publication, appointment to the position of editor, asst. editor or managing production officer for one of Rosemont's student publications and permission of instructor.

### **ENC-0310 - MCAT REVIEW**

#### **1 credit**

The course will take the student through the testing procedure and will have intense focused review sessions in Chemistry, Organic Chemistry, Physics and Biology. Supplemental Material: Presentations provided to the student, on-line testing and timed formatted tests will be provided. Prerequisites: BIO-0150 & 0151 (LS I), BIO-0155 & 0156 (LS II), BIO-0245(A+P I), CHE 0142 & 0143(Gen Chem I), CHE 0145 & 0146 (Gen Chem II) and CHE-0230(Org I). Co-requisites: BIO-0250 (A+P II) and CHE 0235 (Org II). Optional: A year of Physics. Offered occasionally.

### **ENG-0200 - STUDIES IN POETRY**

#### **3 credits**

A study of the techniques and types of poetry and how to read them. The course concentrates on the intricacies of this art form by examining large quantities of traditional and contemporary verse.

### **ENG-0200 H – Studies in Poetry**

#### **3 credits**

A study of the techniques and types of poetry and how to read them. The course concentrates on the intricacies of this art form by examining large quantities of traditional and contemporary verse.

Prerequisite: Students must meet the UC qualifications for the Honors Program.

### **ENG-0201 - STUDIES IN FICTION**

#### **3 credits**

The techniques and types of fiction taught by close reading and analysis of a variety of short stories, novels, and film. Studies in Fiction is a Multicultural Course that predominantly focuses on American and British texts from the nineteenth- and twentieth centuries.

### **ENG-0201 H Studies in Fiction**

#### **3 credits**

The techniques and types of fiction taught by close reading and analysis of a variety of short stories, novels, and film. Studies in Fiction is a Multicultural Course that predominantly focuses on American and British texts from the nineteenth- and twentieth centuries. Prerequisite: Students must meet the UC qualifications for the Honors Program.

### **ENG-0203 - HISTORY OF THE ENGLISH LANGUAGE**

#### **3 credits**

A survey of the ever-changing English language, from Old English to contemporary English. In addition to readings in literature and history, this course covers some technical aspects of language study, such as linguistics and grammar. Accordingly, we will also attend to oral aspects of English. The aim is greater critical awareness of the complexities of the history of the English language. Offered occasionally.  
Prerequisites: None.

### **ENG-0204 - SUR OF BRIT LIT I: MEDIEVAL-1798**

#### **3 credits**

An examination of significant literary works from Beowulf to early Romanticism. Offered fall semester.

### **ENG-0205- SURVEY BRIT. LIT. II: 1798 TO 1920**

#### **3 credits**

An examination of significant literary works from the Romantic poets through James Joyce and Virginia Woolf. Offered spring semester.

### **ENG-0206 – OUR HUMAN CONDITION: WORLD LITERATURE: ANCIENT TO MEDIEVAL**

#### **3 credits**

This course is a survey of world literature (poetry, drama, and fiction) from ancient to medieval writers. We will consider our collective inheritance from these earlier thinkers. Discussions and papers may

cover enduring themes such as love, nature, and spirituality. All readings will be translations into English. Fulfills the Global Awareness – Culture General Education requirement.

**ENG-0207 - OUR HUMAN CONDITION: WORLD LITERATURE: RENAISSANCE TO CONTEMPORARY**  
**3 credits**

This course is a survey of world literature (poetry, drama, and fiction) from renaissance to contemporary writers. We will consider our collective inheritance from these thinkers. Discussions and papers may cover enduring themes such as love, nature, and spirituality. Fulfills the Global Awareness – Culture General Education requirement.

**ENG-0209 - DIGITAL HUMANITIES SEMINAR**  
**3 credits**

Students will engage theoretical readings about, as well as practice of, the digital humanities. Students will collaborate in the production of a major digital humanities project that involves digital humanities theory and practice through work that incorporates web development, and interface design.

**ENG-0211 - CLASSICAL MYTH IN LITERATURE**  
**3 credits**

A study of the classical themes and figures of mythology traced through their literary manifestations. Offered every third year.

**ENG-0220 - DEVELOPMENT OF THE NOVEL IN ENGLISH**  
**3 credits**

A study of the novel as a form in English from its eighteenth-century origins to its nineteenth-century flowering. Offered every third year.

**ENG-0221 - DEVELOPMENT OF THE AMERICAN NOVEL**  
**3 credits**

A study of selected American novels from Susannah Rowson's *Charlotte Temple* to Zora Neale Hurston's *Their Eyes Were Watching God*.

**ENG-0222 - MAJOR AMERICAN WRITERS TO 1890**  
**3 credits**

A survey of Colonial, Romantic, and Regional American writing with an emphasis on Franklin, Hawthorne, Emerson, Thoreau, Poe, Whitman, Dickinson, Twain, Jewett, Freeman among others. Offered every third year.

**ENG- 0223 - MAJOR AMERICAN WRITERS 1890-1940**  
**3 credits**

A survey of Realism, Naturalism, and Modernism in fiction, especially James, Gilman, Chopin, Stephen Crane, Robinson, Fitzgerald, and Eliot. Offered every third year.

**ENG-0226 - INTRO. IRISH/ANGLO-IRISH LITERATURE**  
**3 credits**

A survey of readings in Irish myths (in translation) and in literature by Irish and Anglo-Irish writers from Swift to Heaney. This class focuses upon twentieth-century literature and on colonial and postcolonial experiences. Offered every third year.

**ENG-0229 - ARTHURIAN LITERATURE & THEREAFTER**  
**3 credits**

We will examine the tradition of King Arthur, beginning with Medieval titles -- such as "The Mabinogion" and "Le Morte Darthur". From this foundation, we will consider later works of literature that build upon the Arthurian tradition. Our study will also consider representations of the Arthur legend through art and film. Offered occasionally. Prerequisites: None.

**ENG-0232 - SUR. AFRICAN AMERICAN LIT. TO 1900**  
**3 credits**

Survey of African American Literature to 1900  
A study of the writers who have enriched and illuminated the American literary experience from the perspective of African American writers from its earliest inception to 1900. Poetry, slave narratives, autobiographies, speeches, short and long fiction, and the vernacular tradition in its myriad forms will be studied in conjunction with social, political, and religious movements of the time. Representative authors will include Olaudah Equiana, Phyllis Wheatley, Sojourner Truth, Frederick Douglas, Booker T. Washington among others. Prerequisites: None. Offered every other fall.

**ENG-0235 - SURVEY AFRICAN AMERICAN LITERATURE 1900 TO PRESENT**  
**3 credits**

In this course, there will be an examination of significant texts by African American authors reflective of the major literary movements of Realism, Naturalism, Modernism, and Post-Modernism. Poetry, prose, drama, literary and social criticism, speeches, autobiographies by varied authors such as Nella Larsen, Langston Hughes,

Ralph Ellison, Malcolm X, Martin Luther King, Jr., Toni Morrison, and Rita Dove, among others will be studied in conjunction with contemporary newspapers, journals, music, and other representations of popular culture. Prerequisites: None. Offered every other spring.

**ENG-0237 - LITERARY PIONEERS OF NEW ENGLAND: A STUDY OF AMERICAN WOMEN WRITERS, THEN AND NOW**

**3 credits**

A survey of the origins, rebirth, and resurgence of American Women Writers, past and present, from New England. This course will examine the interactions between these writers and their texts--how each shaped American history, contemporary culture, ethnicity, gender issues, religion, and through language. We will explore their contributions to our understanding of socioeconomic and cultural issues today by reading fiction, poetry, autobiography, essays, diaries, and other written and digital materials.

**ENG-0255 - FABLES, FOLKTALES AND FAIRY TALES**

**3 credits**

A survey of fables, folktales, and fairy tales. Readings may range from ancient to contemporary times. Our study will examine these works through additional media: examples may include film, cartoons, and music.

**ENG-0270 - SOCIAL JUSTICE IN MODRN & CONTEMP LIT**

**3 credits**

In Social Justice and Contemporary Literature, students will explore literary representations of some of the most challenging and important cultural, historical, and moral issues of our time. Students will study and debate the role of literature in recording and challenging issues in social justice, as well as tensions surrounding inequalities due to race, class, gender, citizenship, war, genocide, (post) colonialism, and/or environmental concerns. The thematic focus will vary. Prerequisite: WRT-0110 or equivalent. Offered spring semester.

**ENG-0302 - SHAKESPEARE**

**3 credits**

A close and comprehensive study of the artistry and continuing vitality of William Shakespeare through the consideration of his literature, literary celebrity, modern and contemporary interpretations, and marketing through performance and film. Cross-listed as THE-0302. Offered every other year. Prerequisites: ENG 0204, ENG 0205, or POI

**ENG-0304 - MEDIEVAL LITERATURE**

**3 credits**

The course focuses on readings from the so-called "Middle Ages" from Boethius to Chaucer. Includes a component on the translation of Old English. Prerequisite: ENG 0204 or POI

**ENG-0310 - CHAUCER**

**3 credits**

A reading of the Canterbury Tales and Troilus and Criseyde with some attention to the minor poems. Prerequisite: ENG 0204 or POI

**ENG-0319 - ENGLISH ROMANTIC POETRY AND PROSE**

**3 credits**

We will study the works of English Romantic poetry -- such as odes, conversation poems, sonnets, and the long poem -- and prose -- such as criticism, journals, and letters. Prose may also include novels. Offered occasionally. Prerequisite: ENG 0204, ENG 0205, or Permission of Instructor.

**ENG-0343 - 18TH CENTURY BRITISH NOVEL**

**3 credits**

An examination of the development of the novel in the eighteenth century as seen through major novelists (Richardson, Fielding, Sterne) and some of their successors. Offered every third year.

**ENG-0344 - 19TH CENTURY BRITISH NOVEL**

**3 credits**

A reading of the novels of Walter Scott, Charlotte Bronte, Emily Bronte, Charles Dickens, George Eliot, William Thackeray, Anthony Trollope, and Thomas Hardy. Offered every third year.

**ENG-0355 - MODERN BRITISH LITERATURE**

**3 credits**

An examination of modernism and modernity in British literature, focusing upon innovations in fiction, film, media, and technology. This class considers novels, short stories, essays, poetry, and periodicals. Offered every other year.

**ENG-0360 - CONTEMPORARY LITERATURE**

**3 credits**

This course considers British, American, and Postcolonial literature and films from 1950 through today. The texts are selected in relation to readings in contemporary literary theory and culture. Offered every third year.

**ENG-0362 - BLUES AND JAZZ LITERATURE****3 credits**

This course will read, listen, reflect on blues and jazz, attending to lyrics, literature influenced by the music, context (such as history and performance), and criticism (of both the music and literature). Our primary focus will be on African American literature and culture. Prerequisites: None.

**ENG-0370 - CRITICAL APPROACHES TO LIT/  
CULTURE****3 credits**

This course is designed to be an introduction to advanced literary and cultural studies and research; it is thus intended for students majoring in English, Communication, and related disciplines. Students will analyze a variety of critical, historical, and theoretical perspectives; they will thus develop sophisticated research, analytical and writing skills to use in future upper-level English courses. This course is offered every other fall semester. Prerequisites: ENG 0204, ENG 0205 or POI.

**ENG 0395 - MODERN AMERICAN LITERATURE****3 credits**

This seminar will survey American writing between the wars, considering the works but not limited to Frost, Cummings, Stevens, Williams, Fitzgerald, Hemingway, and Faulkner. We will aim to identify and study key literary movements and the texts within these movements which help to define "American literature" for years to come. More so, students will critically read and discuss these texts and authors to research the major roles each has played in shaping modern American literature to our current day. In addition, the course attempts to place these writers and their works within the context of the most important literary movements of the time. Students will be able to pinpoint similarities in style, technique, as well as trace literary themes.

**ENG-0410 - INDEPENDENT STUDY****1 -3 credits**

A student pursues a particular literary subject by agreement with a faculty member. Offered as needed.

**ENG-0420 - INTERNSHIP****3 credits****ENG-0425 - THE BEAT GENERATION****3 credits**

This course will focus on the literature of the Beat Generation Writers – the writers who first emerged on the literary scene during the late 1940s through the 1950s and 1960s. By examining multiple literary genres including fiction, poetry, nonfiction, memoir, as well as criticism and film, this course seeks to examine cultural conformity, experimental writing strategies, and resistance to mainstream pop culture by studying transatlantic themes and literary and cultural movements in the United States and abroad. Prerequisites: Two English courses or POI

**ENG-0436 - SEM: VIRGINIA WOOLF & T.S. ELIOT****3 credits**

Both Virginia Woolf (1882-1941) and T.S. Eliot (1888-1965) helped to shape an understanding of Modernism through their creative writing, while also enlarging critical appreciation of literature through their critical essays. We will focus on a selection of Woolf's novels, Eliot's poems, and essays by both.

**ENG-0440 -DETECTIVE GENRE****3 credits**

Working toward a definition of the detective genre, we will examine detective writings by American, British, and Canadian authors, from the 19th century to the present. Various subgenres of the detective story will be explored as well.

**ENG-0445 - SLOW READING POETRY****3 credits**

Slow critical reading of a small number of poetry titles, preferably those not read in full in other classes. American, British, Canadian, and Irish poetry may be considered: readings may be of long poems, complete volumes, or a poet's entire corpus. Prerequisites: ENG 0204, ENG 0205, or POI.

**ENG-0450 - THE HISTORY OF THE BOOK****3 credits**

An examination of the history of the book, from the Middle Ages to the present. Topics of study may include a) manuscripts, b) marginalia, c) the author's role, d) reading practices, e) printing and the Reformation, f) the scientific revolution, g) copyright, h) and the future of the book.

Prerequisites: Junior or Senior status; 2 English courses; POI



**ENG-0470 - SENIOR THESIS****0 credits****ENG-0490 - SENIOR ENGLISH SEMINAR****3 credits**

A study of fundamental texts in literary theory from Plato and Aristotle through the early twentieth century. The course also serves as a forum for seniors to develop their senior thesis and to review questions for the English comprehensive exam. Offered spring semester.

**ENV-0110 Healing Earth: Theory and Practice of Human Ecology and Environmental Justice****3 Credits**

In this course you will gain an understanding of environmental problems and learn the theories necessary for engaging in solution focused outcomes. Since environmental problems are multifaceted, you will develop solutions from a variety of disciplinary perspectives (SEES: Science, Economics, Ethics and Spirituality). Using our campus as a living laboratory, you will build the skills necessary to solve environmental problems. Working in teams, you will create solutions for our community to live sustainably. This course is designed to facilitate your development as an integral ecologist. Prerequisites: none. Offered fall semester.

**ENV-0200 - ENVIRONMENTAL SCIENCE****3 credits**

This course is an interdisciplinary class that incorporates physical and biological sciences, (including but not limited to Ecology, Physics, Chemistry, Biology, Geology, and Atmospheric Science) to the study of the environment. The course will focus on environmental problems and address possible solutions to these issues. Environmental science provides an integrated, quantitative, and interdisciplinary approach to the study of environmental systems. Prerequisites: BIO-0130(Science Issues) or BIO-0150(Life Science I) or CHE-0142(General Chemistry I) or AP Biology or Chemistry or POI.

**ENV-0460 - ENVIRONMENTAL ST. INTEGRTN SEMINAR****3 credits**

A seminar designed to help students integrate their knowledge of environmental studies scholarship. Students will create a senior project to share with a campus or off campus organization.

**ENV-0480 - INTERNSHIP****3 credits**

Supervised experience in an institution, corporation, or agency that focuses on environmental issues. Interns in the Philadelphia metropolitan area will work with an on-site supervisor in cooperation with the Director of Career Services. Interns placed at off-campus sites will be supervised and evaluated according to the conditions of the particular internship. Open to senior majors and juniors at the discretion of faculty. Minimum of 3 credits.

**ENV-0490 - INDEPENDENT STUDY****3 credits****FRE-0100 - FRENCH FOR BEGINNERS I****3 credits**

An introduction to a practical beginning language experience, enriched with extensive cultural materials. Designed for students preparing degrees in art history, European history, business, international affairs, and the traveler. No prerequisite. Offered fall semester.

**FRE-0101 - FRENCH FOR BEGINNERS II****3 credits**

A continuing emphasis on practical use of language: current events, short newspaper readings, and guided letter writing. Enriched with varied video materials keyed to travel in France, art history, international business, and cultural development and enjoyment. Prerequisite: FRE-0100 or placement. Offered spring semester.

**FRE-0200 - INTERMEDIATE FRENCH****3 credits**

Development of listening and speaking skills, enrichment of vocabulary, and improvement of grammar control in a proficiency based course. Emphasis on narration, description, interviews, and conversation; video support materials. Prerequisite: FRE-0101 or placement. Offered fall semester.

**FRE-0201 - FRENCH READING AND COMPOSITION****3 credits**

Development of reading proficiency through analysis of short literary and journal selections. Development of writing skills through guided exercises. French grammar presented as needed for reading and writing assignments. Prerequisite: FRE-0200 or placement. Offered spring semester.

**FRE-0360 - WOMEN'S CHANGING GENDER ROLES IN CONTEMPORARY FRANCE, 1920-2020**

**3 credits**

Students begin critically thinking about the range of women's gender roles in Contemporary France from 1920 to 2020, and how these roles of half the country's population define an ever-evolving modern European nation. Following a 100-year trajectory of women in French society and culture, themes include the arts, work, war, politics, literature, sexuality, body image, partnership, reproductive rights, feminism, motherhood. Historical and sociological analysis as well as some feminist literary theory. Particular focus on Joséphine Baker, Simone Veil, Simone de Beauvoir, Christine Delphy and Hélène Cixous. Prerequisites: WGS 0100 or WGS 0200 and FRE 0201 or POI

**FYS-0100 -FIRST YEAR CONNECTION SEMINAR**

**3 credits**

The goals of the First Year Connection Seminar are to help students deepen three key connections: (1) with themselves (2) with Rosemont (3) with the larger world. The seminar also seeks to develop skills and strategies that are applicable and valuable across subjects and across time, including such competencies as thinking critically, communicating effectively, accessing and evaluating information, and working collaboratively. Offered every fall.

**FYS-0101 - FIRST YR CON SEM TRANSFER STUD.**

**1 credit**

This First Year Connection Seminar course seeks to help transfer students to make a positive connection with the collegiate culture at Rosemont, including its opportunities for personal growth and its expectations. Students will be introduced to the history and identity of Rosemont College and will sharpen basic academic skills and strategies that can be applied across the curriculum. This course is available online and in a classroom format. Prerequisite: Students must transfer a minimum of 45 credits to qualify for this course.

**GRE-0100 - INTRODUCTORY GREEK I**

**3 credits**

An introduction to the Greek language.

**GRE-0101 - INTRODUCTORY GREEK II**

**3 credits**

Further study of the language and literature in Greek.

**HIS-0110 -THE RISE OF ANCIENT EMPIRES**

**3 credits**

This course is a history of the early civilizations of the Mediterranean basin up to 476 C.E. Topics include Mesopotamia and Egypt, the Greek impact on democratic, philosophical, and scientific thought, and the origins of the Judeo-Christian tradition. It is designed both as an introduction to Humanities disciplines and as a venue for teaching Information Literacy skills. No prerequisites; however, students required to take RDG 0050 must complete that course prior to enrolling.

**HIS-0111 - THE RISE OF MEDIEVAL KINGDOMS**

**3 credits**

This course is an exploration of the history of Western Civilization during the Middle Ages. Among the topics to be discussed are the development of the Catholic Church, Islam and its interplay with the west, the rise of monarchies, and the creation and maintenance of the Feudal and Manorial systems.

**HIS-0160 – LET'S ROCK! A HISTORY OF POPULAR MUSIC 1950 – 1990**

**3 credits**

This general survey looks at the history of popular music in America and Europe from 1950-1990. The focus is on how rock and roll music evolved and how that music helped shape a more modern multi-cultural, multi-ethnic, and socially conscious society. Besides "mainstream" rock and roll, the course will cover a wide variety of sub-genres including folk, Motown, reggae, bossa nova, and progressive rock. By the end of this course, students will have a greater understanding not just of the music itself but the cultural milieu and history of the time period in which it was created. No musical knowledge required. Accelerated: Hybrid instruction (primarily online CANVAS-based with one face-to-face session).

**HIS-0200 – ANALYZING THE PAST: US HISTORY FROM 1877 TO THE PRESENT**

**3 credits**

A survey of major themes in American history from the colonial period to the end of Reconstruction. Offered every other year, fall semester.

**HIS-0201 - UNITED STATES HISTORY SINCE 1877**

**3 credits**

A survey of major themes in American history in the late nineteenth and twentieth century. Offered every other year, spring semester.

**HIS-0209 - DIGITAL HUMANITIES SEMINAR****3 credits**

Students will engage theoretical readings about, as well as practice of, the digital humanities. Students will collaborate in the production of a major digital humanities project that involves digital humanities theory and practice through work that incorporates web development, and interface design.

**HIS-0218 – THE AMERICAN CIVIL WAR****3 credits**

The American Civil War is one of the most pivotal events in our nation's history. In this course we will begin by examining the political and cultural events that led to the outbreak of the war. Special emphasis will be places on the realities of slavery and its effects on the nation, we will then explore the growing rift between the North and South, and the chain of events that led to secession. We will explore the military, political, and social developments of the war, as well as the reasons for and the impact of the Emancipation Proclamation. We will finish with an analysis of the Civil War's aftermath, and the continuing impact other war has on American history. Accelerated: Hybrid instruction with two face-to-face sessions.

**HIS-0221 -AFRICAN AMERICAN HIST. 1865 TO PRES****3 credits**

This course explores African American history from 1865 to the present with particular emphasis on political, economic, and social forces. Particular attention will be paid to how African American history has been represented both in written histories and in literature, film, museums, and public history sites.

**HIS-0225 - EUROPEAN HISTORY IN POPULAR MEDIA****3 credits**

This course looks at how historical events have been portrayed on television and film, and then compares the portrayal with the actual historical event. The purpose is to draw some conclusions about the popularization of history and how modern media have impacted the public's exposure to and awareness of important historical issues. Students will learn how to do effective research through a hands-on approach. Prerequisites: none

**HIS-0231 - HIST. WOMEN IN AMERICA 1600-1865****3 credits**

This course will use the experiences of women through the lens which we examine the history of

America from settlement by Europeans to the Civil War. Topics to be covered include changing conditions and ideas about unpaid housework and paid work; relations between different groups of women and the way relations of power have shaped these interactions; the ongoing political struggle to gain increased civil and political rights; and changing notions of "proper" roles for women, especially regarding sexuality. We will consider which ideas and assumptions within American culture have changes and which have stayed the same.

Prerequisite: none.

**HIS-0232 - HIS. WMN IN AMERICA 1865-PRESENT****3 credits**

This course will use the experience of women as the lens through which we examine the history of America from the end of the civil war until the present. Topics to be covered will include the changing conditions and ideas about unpaid housework and paid work; relations between different groups of women and the way relations of power have shaped these interactions; the ongoing political struggle to gain increased civil and political rights; and changing notions of "proper" roles for women, especially regarding sexuality. We will consider which ideas and assumptions within American culture have changes and which have stayed the same. Prerequisite: none.

**HIS-0234 - SERVICE LEARNING IN HISTORY****1 credit**

This service- learning course allows students to fulfill their experiential learning requirement by participating in a project in the community that is integrated into a History course. Offered occasionally.

**HIS-0240 - HISTORY OF SPORTS IN THE US****3 credits**

Students will follow the evolution of informal sporting pursuits into the highly organized athletics of today. Particular attention is paid to the ways in which race, class, and gender, as well as ethnicity have affected sports in different historical eras from the colonial period to the present. Prerequisites: none.

**HIS-0245 - GENDER, WAR, AND PEACE****3 credits**

This course examines changing roles for women and men during times of war through the history of World War I, Vietnam, and the First Gulf War. No

prerequisites. This course fulfills the Global Awareness/Culture requirement in the Undergraduate College's General Education program.

### **HIS-0250 - EMERGENCE OF MODERN EUROPE**

#### **3 credits**

A political, cultural, and intellectual history of Europe from 1500 to 1815. Topics covered include the Reformation, scientific and technological change, the rise of international politics, and the French Revolution. Offered every other year, fall semester.

### **HIS-0251 - EUROPE SINCE NAPOLEON**

#### **3 credits**

A consideration of the political, social, economic, and intellectual development of the European world in the nineteenth and twentieth centuries. Topics studied include the Industrial Revolution, the rise of liberal and socialist thought, and the world wars and their impact. Offered every other year, spring semester.

### **HIS-0255 - HISTORY OF THE SECOND WORLD WAR**

#### **3 credits**

This course will study the causes, major events, and consequences of the Second World War. It will examine "total war" and its impact on civilian populations, and significant moral controversies, including internment and the use of atomic weapons. The course will also address the causes and impact of the Holocaust. Prerequisites: none.

### **HIS-0265 - THE HISTORY OF ENVIRONMENTAL SOCIAL MOVEMENTS**

#### **3 credits**

The course offers a chronological survey of environmental social movements from the birth of the American conservation movement to recent ideas of sustainability and of stewardship. Drawing on readings, films and field trips, we will focus on individuals, organizations, values, and movement culture in our exploration of environmentalism.

### **HIS-0271 - LATINOS & LATINAS IN U.S. HISTORY**

#### **3 credits**

What is Latino? What is Latina? What historical forces in the American experience have brought together peoples and communities as diverse as, for instance, Chicanas from Los Angeles, Cuban Americans from Miami, and Dominican Americans and Puerto Ricans from New York City? Beginning in the sixteenth century and stretching to the present,

this course will map the varied terrains of Latina/o history, exploring the Mexican American, Puerto Rican, Cuban American, and Dominican American experiences in New Mexico, California, Texas, New York, the Midwest, and Florida.

### **HIS-0273 - ETHNICITY IN AMERICAN HISTORY**

#### **3 credits**

America's cultural identity embraces people of diverse backgrounds including many groups that we do not think of as having no "ethnic identity" since ethnicity has become synonymous with discourses of race in this country. This course will attempt to tease out the more complicated arguments underlying these national discussions by exploring how many "ethnic" groups, such as Irish Americans, German Americans, Italian Americans, and Jewish Americans, who were identified as ethnically "distinct" in the 19th and early 20th century America, and came to be seen as "white" or having "no" ethnicity by the mid-20th century.

### **HIS-0274 - SKILL BUILDING FOR FUN AND PROFIT**

#### **3 credits**

How can studying history prepare you for your future career? That is the question that is explored in this skills-based course. There are no tests or quizzes in this offering. Instead, students will receive hands-on assistance in learning valuable skills that will serve them well in the marketplace. Among the skills to be explored are how to conduct basic research, framing questions for research papers, and advanced presentation skills. In the last weeks, students will explore careers that deal with these skills and create strategies to increase their chances of finding employment in area of their choice. Open to History majors and minors, to anyone who has still not declared a major, or with Permission of Instructor. No prerequisites.

### **HIS-0285 - 20TH C. SOCIAL MOVEMENTS IN U.S.**

#### **3 credits**

This course presents a survey of major social movements in the United States during the 20th Century. This course is intended to provide students with an understanding of the significance of social movements in U. S. history, as well introduce students to different theoretical approaches to studying social movements.

**HIS-0307 - NAZI GERMANY****3 credits**

An intensive study of the causes and course of the German National Socialist movement. Emphasis is placed on the social and intellectual dimensions of Nazism, Hitler's role in European and world history, World War II and the Holocaust. Offered as needed.

**HIS-0326 - HISTORY OF GENDER****3 credits**

This seminar investigates the histories of women and gender in the United States through primary and secondary source analysis. Our inquiry into the past will be framed around the theoretical and methodological questions of the field of U.S. Women's and Gender History.

**HIS-0340 – PUBLIC HISTORY****3 credits**

This course takes the city of Philadelphia as its text to expose students to various aspects of public history. Drawing on primary and secondary materials in addition to films and field trips, the course involves students in creating a public history project and exploring careers in public history.

**HIS-0342 - 19th CENTURY SOCIAL MOVEMENTS****3 credits**

This course presents a survey of major social movements in the United States during the 19th Century. This course examines several important social movements by women and is intended to provide students with an understanding of the significance of social movements in the U.S. history, as well as introduce students to different theoretical approaches to studying social movements.

**HIS-0345 - ENVIRONMENTAL HISTORY****3 credits**

This course explores the history of the American environment and the ways in which different cultural groups have perceived, used, managed, and conserved it from colonial times to the present. Cultures include American Indians and European and African Americans. Natural resources development includes gathering-hunting-fishing; farming, mining, ranching, forestry, and urbanization. Changes in attitudes and behaviors toward nature and past and present conservation and environmental movements are also examined. Offered every other year.

**HIS-0349 - HISTORY FOR SCIENCE MAJORS****3 credits****HIS-0359 - RADICALS AND REACTIONARIES****3 credits**

A study of how Europeans responded to the social and economic inequalities created by the industrial age. Topics to be discussed include utopian socialism of Charles Fourier and Robert Owen, Marxism, and anarchism, the nature of nineteenth-century conservatism, social Darwinism, and the origins of fascism. Offered every other year.

**HIS-0362 - WHO STARTED WORLD WAR I?****3 credits**

Students make decisions of war and peace in real time by role-playing as leaders of the major European nations from 1908 to 1914. Thrust into a simulation of the tense pre-war international scene, students will be forced to respond to the crises that led up to the war and in the process discover the role of diplomacy and nationalism played in the coming of Great War. Ultimately, students will come to some conclusions as to how wars are started and who is "at fault" for starting them. Offered every other year.

**HIS-0363 - EUROPE SINCE 1945****3 credits**

A survey of the political, social, and economic trends that have shaped the present European community. Topics studied include post-war reconstruction, the rise of the common market, unity and diversity on both sides of the "Iron Curtain," the cultural upheavals of the 1960s and 1970s, and the collapse of communism. Offered every other year, fall semester.

**HIS-0380 - FROM COLONY TO REPUBLIC****3 credits**

A study of the transformation of thirteen British colonies in North America into the United States republic. Coverage will include the constitutional struggle between England and her colonies, the military, diplomatic and intellectual aspects of the American Revolution, the search for a new framework of government, and the first years of the republic under the Constitution. Offered as needed.

**HIS-0451 - HISTORIANS AND THEIR CRAFT****3 credits**

An investigation of the ways historian's collect, process, and disseminate information. Offered spring semester.

**HIS-0480 - INDEPENDENT STUDY****1-3 credits**

Arranged on an individual basis with permission of instructor.

**HIS-0482 - INTERNSHIP****1-3 credits**

Supervised experience in an institution, corporation, or agency that serves the public in cultural, political and/or historical areas. Interns in the Philadelphia metropolitan area will work with an on-site supervisor in cooperation with the director of the History Internship Program. Interns placed through the Pennsylvania Historical and Museum Commission Internship Program will be supervised and evaluated according to the conditions of the particular internship. Open to top junior and senior history majors who are recommended by the history faculty. Credits to be arranged depending on the breadth and duration of the internship as documented in the internship contract.

**HIS-0498 - HISTORY COMPREHENSIVE EXAMINATION****0 credit****HUM-0400 - INDEPENDENT STUDY****1-3 credits**

Content and prerequisites to be determined in consultation with appropriate faculty.

*HUM 0480 - INTERNSHIP*

*0 credit*

**INT-0150 - LIBRARY & INFORMATION RESRCH STRAT****3 credits**

LIBRARY & INFORMATION RESEARCH STRATEGIES  
A systematic investigation of research methods, techniques, and strategies across the disciplines, primarily using the resources of the Rosemont College Library. Emphasis will be placed on topic selection, the discovery and evaluation of print and electronic resources, and the proper documentation credit of sources. The ethical use of information will be discussed. No prerequisite.

**INT-0210 - ROSEMONT COLLEGE ORAL HISTORIES****1 credit**

This course will allow students to develop and produce an oral history of a member of the Rosemont College community as well as become familiar with interviewing, writing, and technological skills related to oral histories. They will also become knowledgeable about Rosemont's history and culture.

**INT-0225 - SHCJ EXPERIENCE: A DIGITAL PROJECT**  
**3 credits**

This course will provide students with an overview of the Sisters of the Holy Child Jesus as well as the opportunity to research historical, spiritual and experiential aspects of the SHCJ order. The digital aspect of this course will challenge students to find practical applications to present their research and experiences through Digital Tools. Each semester students will work closely with the SHCJ archives and present their findings in digital tools. Their research will be showcased in a class website.

**INT-0250 - WHY LIBERAL ARTS MATTER: A PRACTICU****3 credits**

This course gives students the opportunity to develop and apply the transferable skills of a liberal arts education through experiential education. In addition to a weekly reading and discussion section, student will devote the remaining course time to virtual or face-to-face service experiences selected in conjunction with the instructor for a total of 26 hours. The course is open to students in all majors with sophomore standing or higher.

**INT-0301 - THE AMERICAN EXP: LANGUAGE/CULTURE****3 credits**

This course is designed for non-native university students who wish to improve their facility with English and learn more about the United States and its people. Students will be given intensive instruction in English language and will be placed in a class according to their present level of ability. The instruction will feature vocabulary, grammar, syntax, and sentence construction, with a special emphasis placed on conversation and speaking ability. In addition, students will receive instruction on American customs and folkways, the variety of religious experience in America, and a view of American art. This course is (at present) designed solely for students who come to Rosemont from

Ferris University in Yokohama, Japan during the month of August. It carries three credits and is closed to regularly matriculated Rosemont students.

**ITA-0100 - INTRODUCTION TO ITALIAN I**  
**3 credits**

An introduction to the Italian languages and cultures. The course covers conversational methods and makes use of laboratory, films, and slides. Students will acquire a comprehensive knowledge of Italian grammar with the ability to express themselves orally and in writing on cultural and everyday topics. Readings of short stories and poems. Offered fall semester.

**ITA-0101 - INTRODUCTORY ITALIAN II**  
**3 credits**

This course follows in sequence to ITA-0100. It is a further introduction to the Italian languages and cultures. Offered spring semester. Prerequisite: ITA 0100 or placement

**LAT-0100 - INTRODUCTORY LATIN I**  
**3 credits**

The study of Latin is designed to lay the groundwork for Latin grammar and vocabulary, as well as for Roman culture. In addition, students of Latin increase their knowledge of English vocabulary and grammar. Offered during spring and fall semesters. Meets the Language Requirement.

**LAT-0101 - INTRODUCTORY LATIN II**  
**3 credits**

Latin II continues to lay the foundation for Latin grammar and vocabulary, as well as for Roman culture. In addition, students of Latin II build upon their knowledge of English vocabulary and grammar, which they began in Latin I. Offered during spring and fall semesters. Meets the Language Requirement. Prerequisite: LAT-0100.

**LNG-0320 - LINGUISTICS OF COMMUNICATION**  
**3 credits**

An introduction to Linguistics, Sociolinguistic and Pragmatic Competence: The course familiarizes students to the general concepts of Language and Linguistics. Phonemes, phonetics, phonological theory, grammatical structure, words and morphemes, transformational grammar, semantics, language processing. Prerequisites: None. Offered: As needed

**MAT-0112 - INTRODUCTORY ALGEBRA**  
**3 credits**

This course is designed to provide the basic skills necessary to succeed in university-level mathematics and mathematics dependent courses. MAT-0112 is intended to help the student develop a conceptual understanding of numerical concepts and operations; variables, equations and order relations; the geometric concepts of length, area, and volume. The course also develops an elementary understanding of the concept of a function using numerical tables and graphs, solutions of first-degree equations in one variable. Integer exponents, scientific notation, and operations on polynomials. Emphasis is on conceptual understanding and problem solving in an applications context. Offered fall and spring semesters.

**MAT-0115 - COLLEGE ALGEBRA**  
**3 credits**

Topics include properties of real numbers; linear, quadratic and higher degree polynomials; logarithmic and exponential functions. There is an emphasis on the graphs of these functions. Offered fall and spring semesters. This course partially fulfills the Critical Thinking requirement in the Undergraduate College's General Education program. Prerequisite: MAT-0112 or placement. Offered fall and spring semesters.

**MAT-0116 - PRECALCULUS**  
**3 credits**

Provides a detailed study of the mathematics needed for calculus. Concepts are presented and explored from symbolic, graphical, and numerical perspectives. Basic concepts covered include polynomial, rational, exponential, logarithmic, and trigonometric functions, complex numbers, linear systems, numerical patterns, and elementary sequences and series. Prerequisite: MAT-0115 or placement. Offered spring semester.

**MAT-0120 - CALCULUS I**  
**3 credits**

MAT-0120, together with MAT-0121, Calculus II, provides a two-course sequence in the differential and integral calculus of functions of one independent variable. Topics include the basic analytic geometry of graphs of functions, and their limits, integrals, and derivatives, including the Fundamental Theorem of Calculus. Also, some applications of the integral are discussed.

Applications to the physical sciences is a focus of this course, as this sequence of courses is designed to meet the needs of students in all disciplines. Prerequisite: MAT-0115 and MAT-0116 or their equivalents. Offered fall semester. This course fulfills the Critical Thinking/Problem Solving requirement in the Undergraduate College's General Education program.

### **MAT-0121 - CALCULUS II**

#### **3 credits**

This is the second of a two-course sequence in the differential and integral calculus of functions of one independent variable. Topics include the basic and advanced techniques of integration, analytic geometry of graphs of functions, and their limits, integrals and derivatives, including the Fundamental Theorem of Calculus. Applications of the integral are studied. Applications to the physical sciences is a focus of this course, as this sequence of courses is designed to meet the needs of students in all disciplines. Prerequisite: MAT-0120. Offered spring semester. This course partially fulfills the Critical Thinking/Problem Solving requirement in the Undergraduate College's General Education program.

### **MAT-0140 - GEOMETRY IN ART**

#### **3 credits**

This course concentrates on discovering geometry in nature and art. Students will work with geometrical constructs such as lines, angles, triangles, and circles, and explore in depth polygons and three dimensional polyhedra. Students will evaluate geometry in art through artists that incorporate circle and knot designs, optical art, and symmetry such as that found in Islamic tile designs or in nature. For the final project students will produce an art piece with a strong geometrical foundation. Prerequisite: None. This course is cross-listed with ARS-0140. This course fulfills the Creative Expression requirement or partially fulfills the Critical Thinking and Problem -Solving requirements in the Undergraduate College's General Education program but it cannot be used for both.

### **MAT-0200 - NUMBER THEORY**

#### **3 credits**

This is an introductory course in Number Theory for students interested in mathematics and the teaching of mathematics. The course begins with the basic notions of integers and sequences, divisibility, and mathematical induction. It also covers standard

topics such as Prime Numbers; the Fundamental Theorem of Arithmetic; the Euclidean Algorithm; Diophantine Equations; Congruence Equations and their Applications (e.g. Fermat's Little Theorem); and Application to Encryption and Decryption of Text. Prerequisite: MAT-0225. Offered spring semester.

### **MAT-0203 - LINEAR ALGEBRA**

#### **3 credits**

Linear algebra is the study of linear systems of equations, vector spaces, and linear transformations. Solving systems of linear equations is a basic tool of many mathematical procedures used for solving problems in economics, the social sciences, the natural sciences, and engineering. This course concentrates on the mathematical theory and methods of linear algebra. The student will become competent in solving systems of linear equations, performing matrix algebra, calculating determinants, and finding eigenvalues and eigenvectors. Prerequisite: MAT-0116 or equivalent. Offered spring semester.

### **MAT-0225 - FOUNDATIONS OF ADVANCED MATHEMATICS**

#### **3 credits**

This course is focused on preparing students, including but not limited to those majoring or minoring in mathematics or mathematics education, for 200-level and above mathematics courses. Topics include basic logic, techniques of mathematical proofs, set theory, relations and functions, sequences and series, and basic number theory. Writing is an important part of this course. As such, it is comprehensively integrated into the course and forms a significant part of the course work and course grade. Writing proofs will be explained and practiced throughout the course. Prerequisites: MAT 0115. Offered fall semester.

### **MAT-0230 - CALCULUS III**

#### **3 credits**

This is the third semester in a three-semester calculus sequence. This course includes the in-depth study of sequences and series as well as the study of multivariable calculus, including partial derivatives, multiple integrals, and their applications, parametric curves and surfaces in 3-dimensional space; solid analytic geometry; and the calculus of vector-valued functions. Prerequisite: MAT-0121. Offered fall semester.



**MAT-0255 - PROBABILITY AND STATISTICS I****3 credits**

A study of the principles of probability, statistical properties and applications of distribution functions, testing hypotheses, regression, and allied topics. Offered every other year, spring semester. This course is cross-listed with BUS-0220 and PSY-0210. Offered every fall semester.

**MAT-0256 - PROBABILITY AND STATISTICS II****3 credits**

A continuation of Statistics I, including hypothesis testing, estimation techniques, correlation and regression, time series analysis and index numbers, analysis of variance and use of computers. Emphasis given to application of statistical decision-making. For students in business, economics, and accounting. This course is cross-listed with BUS-0221 and PSY-0211. Prerequisite: MAT-0256, BUS-0220, or PSY-0211. Offered spring semester.

**MAT-0310 - DIFFERENTIAL EQUATIONS****3 credits**

An introduction to theory and applications of ordinary differential equations. Topics include first, second, and  $n$ th order linear equations, initial value problems, boundary value problems, linear systems, power series methods, and nonlinear equations. Prerequisite: MAT-0230 or permission of instructor. Offered as needed.

**MAT-0362 - ABSTRACT ALGEBRA****3 credits**

A study of groups, rings, integral domains, and fields. Prerequisites: MAT-0225. Offered as needed.

**MAT-0380 - TOPICS FROM HISTORY OF MATHEMATICS****3 credits**

History of mathematics with contributions from great mathematicians. Included will be a study of the lives and contributions of eminent women of mathematics. Offered as needed.

**MAT-0385 - EDUCATIONAL ASSESSMENT & STATISTICS****3 credits**

This course will include an examination of the various forms of group testing, both standardized and classroom. Students will also learn how to read and interpret test results and how to apply that knowledge to classroom and individual instruction. Basic statistical concepts such as median, mode,

standard deviation, etc. will be covered, as will the ways in which statistics may be used appropriately and ethically in the educational setting. This course cross lists with EDU-0385. Prerequisites: All required 200-level Education major courses, as well as College Algebra and PSY-0100. Offered in the spring semester.

**MAT-0422 - TOPOLOGY****3 credits**

Topology is the mathematical study of shapes, or topological spaces. This course covers the basics of point-set topology, including topological spaces, continuous maps, metric spaces, constructions of topological spaces, compactness, and connectedness. Offered as needed. Prerequisite: MAT 0225.

**MAT-0450 - RESEARCH****3 credits**

An independent study under the direction of a faculty member.

**MAT-0455 - SENIOR MATHEMATICS SEMINAR****3 credits**

The Senior Mathematics Seminar integrates learning from the courses in mathematics with courses from the rest of the student's academic experience. The course fosters interdisciplinary partnerships between the mathematics department and other university departments and is designed to assess cognitive, experiential, and critical thinking capabilities in a manner that requires the command, analysis, and synthesis of knowledge and skills. Offered as needed. Prerequisites: MAT-0122, MAT 0200, MAT-0203, one of MAT-0310, MAT-0362, or MAT 0422.

**MAT- 0460 - INDEPENDENT STUDY****1 credit****MAT-0465 - INTERNSHIP IN MATHEMATICS****3 credits**

Supervised experience in a business/engineering setting. Faculty-student conferences and evaluation sessions will be held periodically. Amount of credit to be arranged based on internship contract and college-wide internship criteria. Prerequisites: Completion of Junior Year requirements for Math Major degree

**MPL-0100 - MATH PLACEMENT****0 credit**

Online testing format for incoming students to ensure proper assessment and placement in math courses.

**MPL-0101 - MATH PLACEMENT 2****0 credit**

On-line testing format for incoming students to ensure proper assessment and placement in math courses.

**PHI-0100 - QUESTIONS THAT MATTER: INTRO PHILO****3 credits**

An introduction to the methods and problems of philosophy and to important figures in the history of philosophy. Topics include the nature of knowledge and reality, free will and determinism, the mind/body problem, the existence of God, and the meaning of life. Readings from classical and contemporary sources. Offered every year.

**PHI-0120 - CRITICAL THINKING****3 credits**

This course is designed to provide students with an understanding of a variety of methods of effective reasoning, to assist them in attaining an increased level of skill in the practical application of logical methods, and to develop their ability to detect and avoid fallacious and ineffective methods of reasoning. Offered every year.

**PHI-0200 - HIS OF WESTERN PHILOS: ANCNT/MEDVL****3 credits**

A survey course in the history of western philosophy intended to introduce students to the theories of prominent ancient and medieval philosophers. Concentration on works by the Pre-Socratics, Plato, Aristotle, Plotinus, St. Augustine, St. Thomas Aquinas, and others. Offered fall semester in alternate years.

**PHI-0201 - HIS WESTERN PHIL: EARLY/ MOD THGT****3 credits**

Examines the development of modern western philosophy with special emphasis on Continental Rationalism and British Empiricism. Concentration on works by Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and their influence on Kant. Offered spring semester in alternate years.

**PHI-0230 - LOGIC: THE ART OF REASONING****3 credits**

An introduction to the basic concepts, principles, and methods of argument analysis and evaluation, including deductive vs. inductive reasoning, validity, soundness, truth tables, deductive proof, and probability and statistical reasoning. May also include Aristotelian logic, informal fallacies, and causal reasoning and scientific method. Helpful for students preparing for GREs or LSATs. Offered every year.

**PHI-0243 - SOCIAL AND POLITICAL PHILOSOPHY****3 credits**

An introduction to and analysis of the central texts and theories of western political thought. Material will be drawn from the ancient and medieval world, the Renaissance, and modern and contemporary thought. Topics include the nature of justice, equality, liberty, rights, and political obligation. Among the theories covered are conservatism and neo-conservatism, classical liberalism, libertarianism, socialism, and other current political theories. Offered every other year.

**PHI-0245 - JOURNEY TO THE EAST: SELF, KNOWLEDGE, AND REALITY IN ASIAN THOUGHT****3 credits**

Although Asian philosophy shares many of the same concerns which have occupied philosophers in the Western tradition for over two millennia, there is an emphasis in much of Indian, Chinese, and Japanese thought on the process of self-cultivation, the goal of which is to attain direct insight into the nature of reality. And yet, despite this common feature, the methods practiced with a view to achieving this goal are grounded in philosophical frameworks unique to each tradition. This course will explore the traditions of Hinduism, Buddhism, Confucianism, and Taoism, with a view to examining not just the various understandings of self-cultivation and its transformative effect on the individual, but also to examine the greater philosophical contexts within which the practical concerns for self-realization are situated. In so doing we will explore a variety of views on the nature of reality, knowledge, ethics, and social life. Offered every other year.

**PHI-0260 - PHILOSOPHY AND FEMINISM****3 credits**

An examination of classical and contemporary views on the nature of woman and the variety of responses within the feminist movement to the

situation of women in modern society; emphasis is placed on discovery of underlying philosophical presuppositions concerning human nature, human good, equality, masculinity, and femininity. Offered occasionally.

**PHI-0265 - RELIGION, REASON AND HUMANITY:  
INTRODUCTION TO THE PHILOSOPHY OF RELIGION  
3 credits**

This course is an introduction to the field of philosophy which asks questions both about the phenomenon of religion in general, and about particular religious beliefs and claims. We will ask questions regarding the nature of religion, religious experience, the relation between faith and reason, the nature and existence of God, the problem of evil, life after death, and other topics. Although we will focus on the debates' dominant in the Western tradition of religious and philosophical thought, we will also spend some time on non-Western traditions and on the issue of religious diversity. Offered every year.

**PHI-0270 - BUSINESS ETHICS  
3 credits**

An analysis of ethical issues arising in contemporary business life. Sample topics include fair and unfair competition, responsibilities towards employees, society and the environment, honesty and integrity in business, and the moral status of corporations. Readings from texts in business, philosophy, law, and other relevant fields. Offered every year.

**PHI-0271 - LEADERSHIP ETHICS  
3 credits**

This course is an examination of the moral foundations of leadership. Topics studied include hindrances to ethical leadership, the temptations of power, the relation between ethics and effectiveness, the moral obligations of leaders and followers, the moral influence of leaders on institutions and society, and leadership and the common good. Methods for ethical decision making and for contributing to the development of ethical groups and organizations are also covered, and students will discuss case studies in which they will apply philosophical concepts of ethics to practical problems and stories of real leaders. Offered every year.

**PHI-0272 - ETHICS AND SOCIAL VALUES  
3 credits**

An introductory survey of philosophical approaches to contemporary moral and social problems. Emphasis will be on theories about how we ought to act and about goals, rights and responsibilities appropriate to human beings. Topics may include capital punishment, equality and discrimination, economic justice, globalization, and terrorism, among others. Offered every year.

**PHI-0274 - LEGAL ETHICS  
3 credits**

This course is an introduction to the theory and practice of legal, ethical, and policy arguments. We will study traditional and contemporary views on the nature of law and the nature of morality. Topics covered include theories of justice and legitimacy, natural law and natural rights, legal positivism and various applied topics including legal protection of basic rights, equal protection under the law, and civil disobedience. Offered occasionally.

**PHI- 0275 - BIOMEDICAL ETHICS  
3 credits**

Introduces students to questions concerning the ethical and social policy dimensions of the health care profession. Topics examined include: the professional-patient relationship, abortion, euthanasia, research involving human subjects, justice in health care, and the ethical implications of eugenics, cloning, and genetic engineering. Offered every other year.

**PHI-0290 - ENVIRONMENTAL ETHICS  
3 credits**

An examination of different conceptions of nature, and different theories about the relationship of humans to their natural environment, that have shaped current debates about environmental issues. Readings will be drawn from historically important moral theories as well as from contemporary philosophical writings in the area of environmental ethics. Offered every other year.

**PHI-0335 - EXISTENTIAL PHILOSOPHY  
3 credits**

An examination of existentialism and the work of philosophers and writers associated with existentialism. Emphasis is on selected works by thinkers such as Kierkegaard, Nietzsche, Heidegger, Sartre, De Beauvoir, and Camus. Offered occasionally

**PHI-0355 - AESTHETICS: THKG ABOUT ART/BEAUTY**  
**3 credits**

An examination of the nature of art and aesthetic experience. Readings include works by philosophers of historical importance such as Plato and Aristotle as well as the writings of contemporary aestheticians. Issues explored may include artistic concepts pertaining to form and content, representation and expression, meaning and truth, and critical interpretation and evaluation. Consideration may also be given to selected issues associated with particular arts such as meaning in music and the interpretation of poetry, and the cinematic in film. Offered occasionally.

**PHI-0360 - ETHICAL THEORY**  
**3 credits**

An evaluation and analysis of major ethical theories in the western tradition including virtue-oriented ethics, natural law, deontology, utilitarianism, and theories of justice and rights. Concentrated study of works of major historical and contemporary thinkers. Offered every other year.

**PHI-0401 - SEMINAR ON INDIVIDUAL PHILOSOPHERS**  
**3 credits**

Significant texts and ideas of an important philosopher to be examined in depth. May include two philosophers who can be compared and contrasted. Examples include Plato, Aristotle, Aquinas, Hume, Kant, and Nietzsche. Offered as needed. Prerequisite: Permission of instructor

**PHI-0420 - SENIOR SEMINAR**  
**3 credits**

The Senior Seminar serves as the Philosophy capstone course, designed according to the needs of majors. Students are required to produce a thesis on their chosen area of interest. Prerequisite: Senior standing

**PHI-0482 - INDEPENDENT STUDY**  
**1-3 credits**

Arranged on an individual basis. The area of study is selected by the student in consultation with the instructor. Prerequisite: Permission of instructor

**PHI-0485 - INTERNSHIP**  
**1-3 credits**

Supervised experience in an appropriate work setting. Faculty/student conferences and evaluation sessions will be held periodically. Credits to be

determined based on breadth and duration of internship. Prerequisite: Permission of instructor.

**PHY-0100 - GENERAL PHYSICS I**  
**3 credits**

Newtonian mechanics; mass, velocity and acceleration; force and work; motion in a line and plane; gravitation; kinetic and potential energy; impulse and momentum, rotation; periodic motion; fluids; heat and temperature; gases, liquids and solids; laws of thermodynamics; kinetic theory; wave and acoustics. Prerequisite: MAT 0120. Usually offered in fall.

**PHY-101 - GENERAL PHYSICS II**  
**3 credits**

Electricity and magnetism; electric charge and potential; Coulomb's law; capacitance; current and resistance; Ohm's law; direct current circuits; magnetic fields and forces; induced voltage; inductance; alternating currents; electromagnetic waves; light and geometric optics; diffraction effects; relativity; photons, electrons and protons; quantum and nuclear concepts; radioactivity. Prerequisite: PHY 0100 Usually offered in spring.

**PHY-0103 - GENERAL PHYSICS I LABORATORY**  
**1 credit**

Laboratory experience.

**PHY-0104 - GENERAL PHYSICS II LABORATORY**  
**1 credit**

Laboratory experience.

**PHY-0125 - PHYSICAL SCIENCE**  
**3 credits**

This course is designed for the non-science majors who are interested in developing a basic understanding and overview of physics and chemistry, and those who wish to develop an appreciation for the nature of the universe. Topics covered include forces and motion, energy, heat, sound, light, electricity, and magnetism, chemical elements, chemical bonding, chemical reactions, the solar system and the universe, the atmosphere, atmospheric effects and the other earth's systems. Prerequisites: MAT 0112 or MAT 0115 or Placement Exam

**PSC-0101 - INTRODUCTION TO POLITICAL SCIENCE**  
**3 credits**

This course introduces students to the systematic study of politics and crucial concepts in the

discipline, including government, democracy, power, justice, and collective action. Course materials consist of philosophical and theoretical texts, case studies, political analyses, and documentaries. Upon completion, students will better understand the practice of politics on local, national, and international levels. Prerequisite: None. Open to First Year students only. Offered fall semester.

**PSC-0103 -INTRODUCTION TO AMERICAN POLITICS**

**3 credits**

Analysis of how the American Government works and why it works the way it does. We will consider what problems we think our government should solve and how it should solve those problems. We will examine the principal institutions of American Government: The Presidency, Congress, the Court system, the media, political parties, interest groups and elections. Each student will pick a current issue of special interest and follow it for the semester. Prerequisites: None.

**PSC-0110 – CONTROVERSIAL LEGAL ISSUES**

**3 credits**

**PSC-0180 - INTRO TO COMPARATIVE POLITICS**

**3 credits**

This course introduces students to the study of foreign governments, foreign political behavior, foreign political economy, and foreign political culture across the globe. It focuses on the objective comparison of how other societies organize their governments, how their people vote, how they solve common problems, and how their cultures influence their political behavior. The course surveys major democracies in the Western world as well as prominent non-Western countries.

**PSC-0190 - INTRO TO INTERNATIONAL RELATIONS**

**3 credits**

This course introduces students to the concepts, themes, and classic cases in international relations, the highest level of politics. It focuses on the role that states, international organizations, and non-state actors (e.g. Microsoft, al-Qaeda) play in the world arena and the intervening force of globalization.

**PSC-0205 - ETHICS IN INTERNATIONAL RELATIONS**

**3 credits**

This course examines the role of ethics in International Relations. International politics is ripe with ethical and normative issues, including when is

the use of force justified? Should human rights be important for state behavior? Who should be responsible for environmental protection? This course will ask students to address these and other important questions, as well as think about the consequences and responsibilities that follow for us, our political leaders, and the world.

**PSC-0240 - POLITICAL PHILOSOPHY I**

**3 credits**

Cross listed with PHI-0243, Social and Political Philosophy. Strongly recommended for Political Science students.

**PSC-0255 - WOMEN IN POLITICS**

**3 credits**

In 2017, women hold 104 of the 535 seats in the 115th US Congress. Why don't more women run? Why don't more women win? Does it matter? Topics will include the fight to get the vote, the gender gap in voting and what it means; the leadership styles of women. Students are expected to engage in off-campus activities that connect them to women who work in the political sphere, broadly defined.

**PSC-0260 - CONSTITUTIONAL LAW**

**3 credits**

Should local governments be able to take one's property, using eminent domain and turn it over to a private developer? Can the federal government pass laws to punish violence against women? Can states legalize the use of marijuana for medical purposes? Using legal opinions and political science analysis, we will answer these and other questions about the fundamental principles of the American political structure, including the relationship amongst the three branches of government. Students will choose cases and topics to research and make presentations to the class. Prerequisite: One social science course or POI

**PSC-0261 - CIVIL RIGHTS AND CIVIL LIBERTIES**

**3 credits**

How have Supreme Court decisions concerning freedoms of speech, press and religion; the rights of the accused; civil rights for women and minority groups, and the right of privacy changed our lives and the political system? We will use legal opinions and political science analysis to answer this question. Students will research cases and topics and make presentations to the class. Prerequisite: One social science course or POI

**PSC-0265 - INTERNATIONAL ORGANIZATIONS AND LAW****3 credits**

This course introduces students to international organizations. We study the importance and effectiveness of international organizations in such areas as peace and security, economic globalization, protection of the environment, and human rights.

**PSC-0267 - PUBLIC POLICY ANALYSIS****3 credits**

A consideration of the process of policy making from the formulation of a policy through its success or failure in becoming part of the public agenda and official policy. Students will learn to analyze and write case studies on pressing contemporary political and social issues, e.g. cloning, third world indebtedness, poverty, health care, crime, and education.

**PSC-0270 - POLITICS AND THE CITY****3 credits**

Love Philadelphia? Hate it? Want it to be better? Most people in the U.S. now live in metropolitan areas which include cities and their suburban rings. This course analyzes issues raised by suburbanization, the urbanization of poverty, housing, welfare, and schools with a focus on the Philadelphia metro area. Students research a recent conflict in their own communities, interview the principal agents involved, make a presentation to the class, and write a paper based on their research.

**PSC-0275 - AMERICAN PRESIDENCY****3 credits**

"The buck stops here!" read the sign that sat on the desk of President Harry S. Truman. This course studies the evolution of the fundamental powers of the Presidency, the tension among the President, Congress, the Courts, interest groups, and the dynamics of presidential decisions.

**PSC-0276 - ELECTIONS****3 credits**

"Being a politician is like being a football coach. You have to be smart enough to understand the game, but dumb enough to think it matters." Eugene McCarthy. This course is about understanding the election game. Why do people vote, run for office, and work in politics? What are the functions of political parties, of polling, the media, and interest groups? How has technology changed politics? How

do local elections differ from national elections? And most importantly, why does it matter?

**PSC-0283 - THE POLITICS OF SUSTAINABILITY****3 credits**

This course explores the social and political dimensions of sustainability. Students will study the common problems created by environmental degradation and the depletion of non-renewable resources; the solutions to these problems proposed by governments, businesses, and non-governmental organizations; and the processes by which competing preferences over these different solutions are reconciled. This course includes theoretical readings and case studies in order to provide an accurate survey of the rapidly changing politics of sustainability. At the conclusion of the course, student will have an increased awareness of what actions society must take in order develop in a sustainable manner. Prerequisite: None.

**PSC-0285 - ENVIRONMENTAL LAW****3 credits**

An analysis of ways in which our society protects or fails to protect the environment through laws and regulations. Comparative models of government regulation are examined and critiqued.

**PSC-0286 - POLITICS OF SUSTAINABILITY LAB****1 credit**

Laboratory experience for Politics of Sustainability. Corequisite: PSC 0283, Politics of Sustainability.

**PSC-0287 - INTERNATIONAL SECURITY****1-3 credits**

This course examines the security-seeking behavior of governments and studies the impact it has on international relations as a whole. Specific topics include terrorism, civil-military relations, peacekeeping, weapons of mass destruction, arms races, interstate war, civil war, ethnic violence, and defense policymaking. Prerequisites: None.

**PSC-0288 - MODEL UNITED NATIONS****3 credits**

This course focuses on the past, present, and future role of the United Nations in world politics. Special attention is given to the requirements of participating in Model UN deliberations. Required for participation in Model UN conferences. Prerequisite: Student must have taken one political science course.

**PSC-0291 - EX. LRN IN INTL.ORGANIZATIONS****3 credits**

This course is designed to give students real world experience with an international organization. Students will obtain an internship with an international organization. Requirements: Registration for this course requires students to be co-registered for PSC 0265, International Organizations, or POI. Prerequisites: None

**PSC-0295 - AMERICAN FOREIGN POLICY****3 credits**

This course introduces students to the way that Americans make foreign policy and pays close attention to the uniqueness of the American method in comparison with other countries. Along the way, students will study contemporary American foreign policy issues related to trade, national security, and transnational problems like the HIV/AIDS epidemic or climate change. Prerequisite: One social science course or POI

**PSC-0315 - TOPICS IN COMPARATIVE POLITICS****3 credits**

At various times, the department of political science offers special courses on the domestic politics of foreign countries or regions (e.g. European Politics, Mexican Politics) or in special categories (e.g. Politics of the Developing World.) Students may repeat this course if the specific topics covered are different. Prerequisite: PSC-0281 or POI.

**PSC-0335 - REPRESENTATIONS OF INTL RELATIONS: MEDIA, CULTURE, AND WAR****3 credits**

This course explores the relationship between media, culture, and international relations. Students will analyze how the media and culture represent and reproduce artifacts and rhetoric, in particular about self and other in conflict and war.

**PSC-0340 - CONFLICT RESOLUTION****3 credits**

How do people, groups, and governments resolve their differences? This course asks and answers this deceptively simple, yet intellectually complex, question. Over the term, the class will examine the sources of conflict across three levels of analysis (individual, group, and international) and study cases of successful conflict resolution therein. Subsequently, students will have the opportunity to develop conflict resolution techniques through theoretical study, case studies, and role-playing.

**PSC-0350 - RESEARCH IN POLITICAL SCIENCE****3 credits**

This course introduces students to the planning and conduct of research in political science. The class, under the direction of the instructor, will devise and execute a small research project. By the end of the term, successful students will have learned the logic of social scientific inquiry, be familiar with political science methodology, and have completed a professional and publishable research project.

**PSC- 0360 - INTERNATIONAL POLITICAL ECONOMY****3 credits**

How do governments interact with the global economy? In the twenty-first century, the roles that governments play in trade and development have an immense impact on international relations and on the quality of life for all people. This course examines the topic of international political economy by studying explanatory theories and by analyzing classic and contemporary cases. Prerequisites: ECO 100 and ECO-0102 and PSC 290 or POI.

**PSC-0400 - SENIOR SEMINAR****3 credits**

The senior seminar is the culminating point of the political science major. Students partake in three critically important tasks: 1) participate in a weekly discussion of a mutually agreed course theme and lead at least one weekly class meeting. 2) Write a term paper related to the mutually agreed seminar theme. 3) Explore career options for political science majors.

**PSC-0455 - INTERNSHIP****1-6 credits**

Supervised experience in a legal or governmental agency or organization concerned with political issues. Students may intern in the Rosemont-American University collaborative or a number of other internship possibilities in Washington and other locations across the country. Available during the school year or during the summer. Credit depends on particular internship and school year or summer options. Open to junior and senior Political Science majors.

**PSC-0460 - INDEPENDENT STUDY****1-3 credits**

Study in an area selected by the student and the faculty member. Open to junior and senior majors.

Prerequisite: permission of instructor (POI). 1-3 credits. Prerequisite: POI

### **PSY-0100 - BASIC CONCEPTS IN PSYCHOLOGY**

#### **3 credits**

An introductory course designed to make students aware of the diversity of the field of Psychology and the ways in which human behavior can be studied. Goals, methods, and applications of the science of psychology in learning, language, thinking, perception, and the emotions are investigated. Prerequisite for all psychology courses. Offered fall and spring semesters.

### **PSY-0200 - DEVELOPMENTAL PSYCHOLOGY**

#### **3 credits**

A study of the development of the individual from infancy to old age with special emphasis on childhood. Prerequisite: PSY-0100. Offered fall and spring semesters.

### **PSY-0210 - DESCRIPTIVE STATISTICS**

#### **3 credits**

An introduction to the concepts of descriptive statistics in the social sciences. Students learn to compute basic statistical analysis and discuss the application of the analysis to research in the social sciences. This course provides practical application of statistical principles and introduces the use of the computer for statistical analysis. Offered fall semester. Prerequisite: PSY 0100 and MAT-0115 or the equivalent.

### **PSY-0250 - SOCIAL & INTERPERSONAL PSYCHOLOGY**

#### **3 credits**

A systematic study of the influence of the socialization process on the origin and development of the self, of the way an individual influences' and is influenced by other persons, and of the way an individual thinks', feels, and behaves in social situations over time. Prerequisite: PSY-0100. Offered in Spring semester.

### **PSY-0260 - PSYCHOLOGICAL INQUIRY & WRITING**

#### **3 credits**

The application of methods and techniques in the process of psychological inquiry. Special emphasis on conducting a literature search and mastering APA writing style. Prerequisite: PSY-0100. Offered in Fall semester.

### **PSY-0280 - INFERENCE STATISTICS**

#### **3 credits**

A study of the theory and applications of inferential and correlation statistical techniques to data in the social sciences. This course provides practical application of statistical principles. Students work with computers and conduct research in social sciences. Prerequisite: PSY-0210. Offered spring semester.

### **PSY-0290 - PSYCHOLOGY OF GOOD AND EVIL**

#### **3 credits**

This course investigates the psychological roots of good and evil. Since the late 1960s, psychologists have studied the causes of moral, altruistic, and empathic behavior. They have examined also the dark side of human nature. Why do evil and suffering exist in the world? What are the psychological and social dynamics of how good people can turn evil? This course emphasizes a social-psychological perspective that centers on the complex interaction of personal and situational factors underpinning both good and evil behavior.

### **PSY-0300 - PERSONAL GROWTH & ADJUSTMENT**

#### **3 credits**

An investigation of the characteristics and context that contribute to or interfere with the promotion of personal growth and growth of others. Prerequisite: PSY-0100. Offered fall semester.

### **PSY-0321 - NEUROPSYCHOLOGY**

#### **3 credits**

The study of the structure and function of the nervous system and its relation to emotion, cognition, and behavior. Special emphasis on neurological correlates of abnormal behavior. Prerequisite: PSY-0100. Offered in Fall semester.

### **PSY-0326 - RESEARCH METHODS**

#### **3 credits**

The investigation of qualitative and quantitative approaches to research and of strategies for establishing validity in descriptive, relational, and experimental design. Special emphasis on how to design, conduct, and present independent research projects according to APA guidelines. Juniors and seniors only. Prerequisite: PSY-0210, PSY-0260, and PSY-0280. Offered in Spring semester.



**PSY-0328 - PSYCHOPATHOLOGY OF CHILDHOOD****3 credits**

This course offers a clinical-developmental approach to the etiology, diagnosis, and treatment of social, emotional, and behavioral problems in children. Issues explored, include, but are not limited to, disorders of self-control, pervasive developmental disorders, development of aggressive and delinquent behavior, drug abuse, assessment of child pathology, therapeutic services and prevention. Prerequisite: PSY-0100 and PSY-0200. Offered in Spring semester.

**PSY-0330 - ADOLESCENT PSYCHOLOGY****3 credits**

A study of psychological theories of adolescence, together with an overview of adolescent development. The contemporary problems of adolescence are considered. Prerequisite: PSY- 0200 or permission of the instructor (POI). Offered spring semester.

**PSY-0340 - PSYCHOLOGY OF PERSONALITY****3 credits**

A study of leading personality theorists with an emphasis on normal personality development. Prerequisite: PSY-0100. Offered fall semester.

**PSY-0361 - EDUCATIONAL PSYCHOLOGY****3 credits**

A study of the principles of human learning and cognition as applied to the educational context. Consideration of effective instructional techniques and current research. Prerequisite: PSY-0100. Offered spring semester.

**PSY-0380 - ABNORMAL PSYCHOLOGY****3 credits**

A study of selected theoretical formulations concerning the development and structure of abnormal reaction patterns. Supporting clinical and experimental data. Diagnostic and therapeutic techniques. Offered Fall semester. Prerequisites: PSY-0100.

**PSY-0405 - WOMEN AND PSYCHOLOGY****3 credits**

A psychological analysis of the behavior and experience of women. Cultural, interpersonal, and intrapersonal determinants of women's actions, thoughts, and feelings will be explored. Juniors and seniors only. Prerequisite: PSY-0100. Offered Spring semester.

**PSY-0410 - THEORIES OF COUNSELING****3 credits**

A survey of the major theories of counseling and psychotherapy. Emphasis will be placed on the need for theories of counseling and their applications in dealing with human problems. Prerequisites: PSY-0100. Offered in Fall semester.

**PSY-0450 - SEMINAR IN CONTEMPORARY****READINGS****3 credits**

Readings and discussion aimed toward critical evaluation of current research and theory in psychology. Senior psychology majors or permission of the instructor (POI). Offered spring semester.

**PSY-0460 - INDEPENDENT STUDY****1-3 credits**

The area of study is selected by the student. May be taken by junior and senior psychology majors with the consent of the department.

**PSY-0461 - INTERNSHIP****1 credit**

Individual placement in a social, psychological, or educational agency or institution. Minimum of eight hours per week with ongoing meetings on-campus with instructor. Prerequisite: permission of the instructor and 3.0 GPA. Graded pass/fail. Offered spring semester.

**PSY-0471 - SENIOR SEMINAR****3 credits**

This course aims at synthesizing the knowledge that students have acquired in psychology. Its purpose is to provide students with the opportunity to step back and take stock of the common threads that tie the various approaches, perspectives, and schools of psychology together. Its goal is to help students integrate their emerging psychological knowledge with their experiential learning in real-life, clinically or psychosocially relevant, work-related contexts. Offered in Spring semester.

**RST-0102 - HUMANITY'S SEARCH FOR MEANING****3 credits**

This course will introduce students to the study of religion through an examination of various religious phenomena that come from the ongoing search of humanity for meaning. The course will explore major religious ideas and practices, from tribal religion through the major religious traditions of the world today.

**RST-0105 - UNDERSTANDING THE BIBLE****3 credits**

A study of selected Old and New Testament writings. The aim of the course is to inform the student of the context in which Biblical literature emerged as well as the theological and social ideas contained in the various books of the Bible. The purpose of the course is to promote an understanding and appreciation of the holy writings of the Jewish and Christian traditions.

**RST-0122 – RELIGION IN AMERICA****3 credits**

This course examines the origins of the American national character, the religious and secular roots that have nourished it, and the myths—especially those of being a chosen people, of Progress, and of unlimited freedom. The dominant Protestant tradition in its Calvinist, Evangelical, and Fundamentalist forms will be examined, as well as the religious “outsiders” who came to be Americans: Catholics, Jews, Native Americans, Blacks, Muslims, Hindus, Buddhists, and East Asians. The secular tradition will be explored as a religion of possessive individualism and consumerism as a new way of being religious. Finally, the apocalyptic strain in American thought will be considered as feeding the desire for an American world empire.

**RST-0124 - WORLD RELIGIONS****3 credits**

A survey of the major world religions, primarily Hinduism, Buddhism, Judaism, Christianity, and Islam. The course will cover the origins, development, major religious beliefs and practices, and the contemporary status of each of these religions. Students will also reflect about the encounters between these religions, especially the prospect for inter-religious dialogue.

**RST-0129 - THEOLOGY AND SCIENCE****3 credits**

This course explores the relationship between theology and science with the goal of equipping the student with appropriate tools for evaluating and clarifying views of real world situations that appear to present disparate theological and scientific viewpoints. Are they in conflict, in conversation, or dynamically integrated in human beings’ pursuit of truth? The first part of the course will explore questions concerning science and theology through an examination of the distinct approaches and goals of each discipline, the philosophical tools that have

facilitated their interaction throughout history and selected primary readings in ancient and medieval thought. In the second part of the course we will analyze how, in light of developments of modern science, specific contemporary contributions (e.g., cosmology, evolutionary theory, and neurobiology) are engaged with theological contributions (e.g., doctrine of God, revelation, creation, grace, theological anthropology, and eschatology). While theological emphasis will be on Christian theology, other theological disciplines will be incorporated as appropriate.

**RST-0200 - CATHOLIC INTELLECTUAL TRADITION****3 credits**

This course is a study of Catholicism through an examination of several key questions: What is the journey of faith? Who is God? Who is Jesus Christ? What is the meaning of the human person, salvation, the Church, the moral life, and Christian spirituality?

**RST-0202 – BLACK CATHOLICISM****3 credits**

This course will introduce students to the Roman Catholic Church through a study of the experience of Black Catholic communities. This course will study the history of various Black communities in relation to the Catholic Church, and the many gifts Black Catholic experience brings to the greater Roman Catholic Church. This includes the African American Catholic experience, the African Catholic experience, and other Black communities around the world.

**RST-0210 - MEANING OF CHRIST****3 credits**

This course is a study of Christian reflection on the person of Jesus Christ, including his teaching, ministry, death and resurrection. Students will examine biblical texts, historical reflection, and contemporary questions.

**RST-0215 - DYNAMICS OF THE CHURCH****3 credits**

This course begins with a survey of Christian history. Vatican Council II is the major focus of the Church in the 20th century. We explore the contemporary Church through a study of important persons and movements. Finally, we study special questions that challenge the Church today and that will continue to do so in the future.

**RST-0233 - CATHOLIC SOCIAL JUSTICE TRADITION****3 credits**

This course examines the development and key elements of the Catholic Social Justice tradition. Tracing Catholic revelation, reason, tradition, and experience, this course will approach key issues of contemporary concern including peace and violence, hunger, racism, the dignity of work, care for creation, and other critical issues. Prerequisites: none.

**RST-0250 - CHRISTIAN ETHICS****3 credits**

This course is a study of Christian ethics—its nature and character, historical background, and contemporary questions—with a focus on issues of social justice. We will examine ways in which the dignity of individuals and communities is honored and empowered. Areas to receive particular attention include: the environment, racism, and gender.

**RST-0251 - HOLOCAUST AND GENOCIDE****3 credits**

With a general understanding of the Holocaust of the Jewish people during the Second World War, specific questions of a religious/theological nature emerge. The focus of this course will be the exploration, from both a Jewish and a Christian perspective, some of those questions, e.g. Is it possible to think of God in the same way after the Holocaust? How are we to understand the process of redemption in light of the Holocaust destruction?

**RST-0253 - ETHICAL ISSUES ACROSS RELIGIONS****3 credits**

An exploration of the ways in which various religious traditions (primarily the major world religions: Hinduism, Buddhism, Judaism, Christianity, and Islam) have approached universal ethical issues. Students will reflect on these traditions' internal histories, ethical reasoning, and casuistry, as well as on inter-religious interaction. Topics include; violence and pacifism, authority, power and organization, the problem of evil, family and gender roles, sexuality, and dress codes.

**RST-0255 - CHRISTIAN SPIRITUALITY****3 credits**

A reflective study of the ways in which people have come to experience God and to engage with the ultimate questions of life. This course will explore a number of the significant figures, themes and

practices that have characterized the history of Christian spirituality, with a focus on the engagement of faith and culture on the global stage. Offered every spring. Recommended prerequisite: one course in Religious Studies.

**RST-0270 - WOMEN AND RELIGION****3 credits**

An exploration of the role of women in religion considered from historical, cultural, biblical, and theological perspectives. Some of the issues to be considered include women's roles in institutional religion, especially Christianity, in the family, legal rights, and the women's movement in the United States and in the third world countries.

**RST-0305 - FRIENDSHIP STUDIES: ANCIENT/MEDIEV****3 credits**

This course is an examination of friendship in ancient and medieval philosophical and theological thought. We will explore the matrix of ways in which friendship has been understood as transformative on personal, social, civic and religious levels in order to consider how such understandings have continued or evolved in contemporary thought and practice.

**RST-0306 - FRIENDSHIP STUDIES II: MDRN TO CNTM****3 credits**

This course continues the examination of the nature and practice of friendship begun in "Friendship Studies I: Ancient and Medieval." Whereas ancient and medieval reflections on friendship were primarily situated in the philosophical and theological disciplines, a growing number of contemporary thinkers have engaged the lens of friendship across a range of disciplines including: education, biology, international relations, evolutionary psychology, neuroscience, and spirituality, to name a few. We will explore the matrix of ways in which friendship continues to be understood as transformative on personal, social, civic and cosmic levels in order to consider how such understandings are in continuity and discontinuity with the past, and to consider what it may contribute in the future. Prerequisite: RST 0305.

**RST-0318 - WOMEN AND RELIGION****3 credits**

An exploration of the role of women in religion considered from historical, cultural, biblical, and theological perspectives. Some of the issues to be considered include women's roles in institutional

religion, including monotheistic religious traditions as well as non-monotheistic traditions.

**RST-0337 - SPIRITUAL AUTOBIOGRAPHY**  
**3 credits**

This course invites students to explore the journey of their own lives through a close, critical reading of the narratives of ancient and modern writers in the genre of spiritual autobiography. Readings will engage authors of diverse backgrounds through an examination of the personal, historical, ethical and religious values that inform their lives.

Prerequisites: One Theology and Religious Studies course.

**RST-0345 - SPORTS AND SPIRITUALITY**  
**3 credits**

Spirituality is unique to each individual. Contemporary approaches to spirituality frequently examine how humans encounter the holy in ritualistic acts and traditions in daily life. Participation and observation of sports can be described for some people and communities as a system of belief and practice. This course will examine the experience of the athlete and of the fan and how organized sports functions as a vernacular religious system. Prerequisites: One Theology and Religious Studies course.

**RST-0350 - CONTEMPORARY CHRISTIAN THINKERS**  
**3 credits**

An examination of major thinkers, movements and topics in Christian theologies of the twentieth and twenty-first centuries. Our study will address local and global reflections on liberation, gender, the arts, spirituality, the sciences, ecumenism and interfaith dynamics.

**RST-0400 - RESEARCH SEMINAR**  
**3 credits**

A seminar on methodology in theological research, with practical instruction in creative theological writing, through the preparation of a major research paper in the area of the student's choice. For Religious Studies majors only.

**RST-0405 - INDEPENDENT STUDY**  
**1 -3 credits**

Arranged on an individual basis with the permission of the instructor.

**RST-0415 - SEMINAR: THOMAS AQUINAS**  
**3 credits**

This course is an in-depth study of the life and thought of Thomas Aquinas. The purpose of the course is to enable students to arrive at a theological synthesis of Christian teaching on the Trinity, the moral life, theological anthropology, scriptural exegesis, ecclesiology and spirituality in order to prepare their own synthesis by engaging the work of more recent commentators on the Christian tradition. Readings will include selections from Thomas' philosophical commentaries, scriptural commentaries, the Summa Contra Gentiles and the Summa Theologiae, as well as critical essays on the primary texts. This course serves as a senior capstone course for students in the major (can substitute for RST0400) but is open to all majors as an upper-level elective seminar. Prerequisites: Junior or Senior status, RST-0200, and one philosophy course.

**RST-0450 - SEMINAR IN SPECIAL TOPICS**  
**3 credits**

An intensive study of selected topics in Religious Studies conducted in a seminar format.

**RST-0480 - RELIGIOUS STUDIES INTERNSHIP**  
**1-3 credits**

Supervised work experience related to Religious Studies. Credits determined by the breadth and duration of the internship project.

**RST-0498 - THEOLOGY & RELIGIOUS ST. COMP. EXAM**  
**0 credit**

**SOC-0100 - PRINCIPLES OF SOCIOLOGY**  
**3 credits**

A study of the interaction in the major social institutions: the family, military, economy, religion, education, government / legal, leisure, mass media, peer group, community, and social stratification. How everyday life is influenced by culture, status, and role constructs. Sociology as an applied / problem solving discipline is emphasized. Offered fall semester.

**SOC-0105 - CULTURAL AND GENERAL ANTHROPOLOGY**  
**3 credits**

An introduction to the areas of anthropology; archaeology, physical anthropology, cultural anthropology, and linguistics. Topics include

methods of dating archaeological finds; origins of humankind; theories of culture; relationship between language and culture, modern societies and anthropological concepts. Offered spring semester.

### **SOC-0110 - SOCIAL PROBLEMS**

#### **3 credits**

Appreciation of how “social problems” are defined by culture. Areas studied: (1) the city (urban change); (2) healthcare; (3) family disorganization; (4) labeling of sexual behavior; (5) individual and organized crime; (6) juvenile delinquency; (7) life-cycle problems; (8) substance use – drugs, alcohol, smoking; (9) war and terrorism; (10) secrecy and privacy; (11) poverty; (12) environmental issues. Offered spring semester.

### **SOC-0200 - SOCIAL THEORY: CLASSICAL**

#### **3 credits**

Selected classical theorists. Comte, Spencer, Durkheim, Simmel, Weber, and others will be studied with an interest in their social concepts as they are employed today. Prerequisite: SOC-0100. Offered in spring.

### **SOC-0205 - SOCIAL THEORY: CONTEMPORARY**

#### **3 credits**

Selected modern theorists read in the original with emphasis on how a theory is constructed. Freud, Parsons, Merton, Goffman, Park, Homans, Feminist Sociologists (K. Millet, D.E. Smith, de Beauvoir, J. Mitchell, B. Hooks), and others. The application of concepts to empirical research and sociological practice. Offered fall semester. Prerequisite: SOC 0100 or SOC 0110

### **SOC-0210 - SOCIAL STRATIFICATION AND MOBILITY**

#### **3 credits**

A study of power relationships in society. Socio-economic status variables and everyday life. Ruling class, elite, and pluralistic theories. Social mobility patterns of religion-ethnic groups. Changes in American class structure due to globalization. U.S. social class impact on third world countries. “Rags to riches” and other belief patterns. Prerequisite: SOC-0200 or SOC-0205 or POI. Offered spring semester.

### **SOC-0215 - SOCIOLOGY OF EDUCATION: THE SCHOOL, THE FAMILY, AND THE COMMUNITY**

#### **3 credits**

This course will have three primary foci: students will learn about the role, both educational and social, of the school in modern society, the fundamentals and diversity of family structure in America today, and the dynamics of family/school interaction. In

addition, they will learn about the myriad social service resources available to support schools and children in America. Emphasis will be placed on ways in which teachers and schools can foster community partnerships which benefit the diversity students and their families. The way schools’ interface with the changing economies and prepare students for success and communal contributions.

### **SOC-0218 - TRAVEL/STUDY: LOST AND FOUND - MEDIEVALISM AND POPULAR CULTURE**

#### **3 credits**

An exploration of Neomedievalism in popular culture, with a focus on the social and cultural influences of the medieval period in art, architecture, entertainment, religion, education, politics, and the economy. Topics will include medieval themes in the entertainment industry, film, television, literature, gaming culture, Christian mysticism, new age spirituality, and music.

### **SOC-0220 - IRELAND'S PAINTED VOICES: MURALS OF THE TROUBLES**

#### **3 credits**

This course will focus on the murals of Northern Ireland, some of the most famous political murals in the world, which have altered and determined the environment of Northern Ireland. Almost 2,000 murals have been documented in Northern Ireland (County Derry) since the 1970’s. These murals have become symbols of Northern Ireland, depicting the region’s past and present political and religious divisions and strife, with subject matter like: Republican or Loyalist politics, the Catholic Church of the Republic vs. the Protestant faiths of the North, freedom of speech and religion, the great Irish famine (1845-49), Irish history, Irish mythology, women’s rights, peace and tolerance, political struggle and death in Ireland. Join us in this exciting study of art, power, and politics. This course may have a travel/study component in Ireland.

### **SOC-0235 - SOCIOLOGY OF HEALTH & ILLNESS**

#### **3 credits**

Issues, theories, and research in medical sociology. Topics: cultural and structural analyses of mental / physical health institutions; technology and health; social epidemiology; disease and the role of the ill person; health practices and practitioners; the quality of health care; changes in longevity; the patient as consumer; holistic trends; social values and health. Prerequisite: 100-level sociology course. Offered every other year.

**SOC-0240 - FORENSIC ANTHROPOLOGY****3 credits**

Theories, research, and methods/practices of Forensic Anthropology. Topics include crime detection; forensic context and recovery methods; initial treatment and examination of evidence; forensic attributions (ancestry, age, and sex); trauma study; pathological conditions, and skeletal malies; post-mortem analysis and other aspects of individualization; record keeping and utilization; forensic ethics; testimony (preparation/presentation of evidence in legal and other settings). This course is cross listed with BIO 0243. Prerequisites: SOC 0100 or SOC 0110 and one Biology or Chemistry course or POI.

**SOC-0260 - CRIMINOLOGY****3 credits**

An analysis of contemporary views of criminal behavior, social theories of causation /perpetration of crime. Areas of studies will be deviance; penal reform; crime detection; changing definition of crime; and agencies of social control. Special emphasis on criminal law procedure and the elements of crimes. Field trips. Prerequisite: SOC-0100. Offered fall semester.

**SOC-0265 - JUVENILE DELINQUENCY****3 credits**

Origin of reformatory system, the social values of the middle- class reformers, the juvenile system, gang behavior, types of J.D. treatment of youthful offenders, and new patterns of offenses. Field trips to facilities for juveniles and to juvenile court. Prerequisite: SOC-0100. Offered spring semester.

**SOC-0285 - SEX ROLES AND HUMAN SEXUALITY****3 credits**

Theories, concepts, and research in human sexuality. Topics include socio-historical perspectives; life cycle changes; sexual communication; love/attitudes/intimacy patterns in American culture; gender roles and sexual dysfunction; religiosity; sex and the legal system; sex education; and trends in sexual attitudes and behavior. Prerequisite: SOC 0100

**SOC-0310 - FORENSIC SOCIOLOGY****3 credits**

The sociologist's activities and functions related to the legal system. The roles of researcher, expert witness, mediator, liaison, advocate, evaluator, and consultant (to Guardian Ad Litem and others) will be

explored. Court visits, guest speaker (lawyers, Guardian Ad Litem, judges, mental health professionals etc.), and role-playing will round out the academic experience. The interplay between social theory, research, and application will be emphasized. Offered spring semester.

**SOC-0320 - VICTIMOLOGY****3 credits**

This course examines the field of victimology. It will investigate major theories and concepts that will allow for a greater understanding of both offenders and victims. Areas addressed in the course include but are not limited to the prevalence of victimology, biological and environmental factors related to victimology, the consequences for both offenders and victims, effective interventions, and special issues such as consumer victimization, cybercrimes, legal and ethical issues working with offenders and victims, sexual assault and human trafficking, terrorism, and gang victims. Prerequisite: SOC-0100 or SOC-0110 or POI.

**SOC-0322 - TRAVEL: THE CHURCH, POWER & SOCIETY****3 credits**

An international travel study of the religious power structures and sociocultural influences on religion in society. The socioreligious dynamics of various periods of history will be examined through the lens of classical and contemporary theories. Topics of focus will include the reproduction and transmission of religion, the engines of social change, religious diversity, symbolic interactionism and icons, violence and oppression, and dualism. Potential venues include countries in Western Europe. Offered occasionally.

**SOC-0325 - PRINCIPLES OF FORENSIC INVESTIGATION****3 credits**

A sociological examination of criminal investigations related to crime scene processing and analysis, interviewing and interrogating techniques for witnesses and suspects, and evidence collection, preservation, and admission into courts of law. Hands-on activities to highlight the laboratory portions of the course, including cold case analysis. Professional guests will share their knowledge and experiences about their respective field work. Recommend one Biology or Chemistry course. Offered fall semester. Prerequisites: SOC 0100 or SOC 0110 or POI

**SOC-0330 - SOCIAL MEDIATION/DISPUTE RESOLUTION**

**3 credits**

Theories and practices of dispute resolution. Social problems amenable to mediation include domestic issues; cohabitation; divorce; child custody; employer-employee conflicts; educational services; and other areas. Topics covered: theories of social conflict / mediation; identifying the social context; ethical knowledge; techniques for building collaborations; identifying impasses; updating professional training; integration of other professionals (lawyers, religious professional, therapists, and human resources); drafting a mediation document. Guest speakers will share their knowledge and experiences. No prerequisite. This course fulfills the Critical Thinking requirement in the Undergraduate College's General Education program.

**SOC-0360 - SEMINAR ON MARRIAGE, FAMILY AND INTIMATE RELATIONSHIPS**

**3 credits**

Topics: universality of the family; trends in marriage; class differentials; spousal selection; conflict resolution; alternative family styles; intimacy patterns; cohabitation; communication models; modification of husband-wife roles; social interventions with families; the effects of separation/divorce on children; new custodial arrangements; and decision making in intimate relationships. No prerequisite. Offered every other year. This course fulfills the Multiculturalism and Gender requirement in the Undergraduate College's General Education program.

**SOC-0370 - RACIAL AND ETHNIC GROUPS**

**3 credits**

Principles of acculturation-assimilation, prejudice-discrimination, and conflict-accommodation patterns. Exploration of social diversity (race, ethnicity, religious, age, gender, and nationality variables will be examined). Social justice movements (civil rights). Models for building social harmony. Prerequisites: Sociology majors or permission of instructor. For Sociology majors or with Permission of instructor. Offered every other year.

**SOC-0375 - SOCIOLOGY OF THE COURTS & LEGAL SYS**

**3 credits**

The history, traditions, social philosophies, practices, and procedures of the civil and criminal systems. The court's importance and impact on society from arrest to case dispositions. Site visits to observe the workings of the courts. The application of sociological theory, methods, and interventions.

**SOC-0380 - RES. METHODS IN THE SOCIAL SCIENCES**

**3 credits**

An introduction to research methods in the social sciences which includes descriptive and inferential statistics, qualitative methods, survey methods, research design, document analysis, special interviewing skills, experimental and quasi-experimental approaches to research, and analytical tools. Students complete a research proposal or research project in their major discipline. Prerequisites: SOC 0100 or SOC 0110 or POI.

**SOC-0385 - ANIMALS, SOCIETY, & HUMAN INTERACTN**

**3 credits**

**ANIMALS, SOCIETY, AND HUMAN INTERACTION**

The course will explore the study of the relationship between animals and humans throughout social history; how domestication has coincided with social evolution; the role of animal companions in the lives of individuals and families; treatment of animals as a reflection of culture; animals and physical/social/emotional help; visits to settings where animals are employed as therapeutic agents; the role of animals in personal and societal security; animal communication patterns and capacities. Offered as needed.

**SOC-0390 - SOCIOLOGY OF SUBSTANCE ABUSE**

**3 credits**

Theoretical / applied knowledge related to legal / illegal drug use. Topics include: relationships between institutions and substance abuse; theories of causation / perpetuation; treatment models; intro to pharmacology of substance abuse; roles of the abuser; race, class, ethnicity, gender, and other socio-cultural themes in advertising of alcoholic beverages and cigarettes; and special issues for woman substance abusers. Prerequisites: SOC-0100 or SOC-0110, PSY-0100 or permission of instructor (POI). Offered every year.

**SOC-0400 - SOCIOLOGY SENIOR SEMINAR****3 credits**

Evaluation of current research, theory, and practice in sociology. Format is student presentations and discussion with faculty guidance. Topics vary by semester. Open to senior sociology majors, others by permission. Offered as needed.

**SOC-0405 - CLINICAL SOCIOLOGY****3 credits**

Sociological concepts and theories are applied to clinical practice, research, and consultation; public and private practice; interrelationships between sociology and other disciplines dealing with mental health and social problems; social class, role structures, ethnicity, and other social variables employed in professional settings to assist individual, organizational, business, and communal social change. Social diagnostics and other intervention models. Guest speakers. Offered fall semester. Prerequisites: SOC 0100 or SOC 0110 or POI.

**SOC-0410 - INDEPENDENT STUDY****1-6 credits**

This course is for advanced students pursuing a particular research (qualitative or quantitative) interest. A faculty sponsor must give approval prior to registration. Prerequisites: SOC-0100, SOC-0200 and/or SOC-0205, SOC-0210, and at least one other social science course or project related to the topic selected for independent study.

**SOC-0420 - SOC. OF STRESS/CRISIS INTERVENTION****3 credits**

Bio-socio-psycho foundations, social systems and stress, situational crisis theories, techniques for stress reduction, crisis intervention, burnout, PTSD, violence, life cycle issues, legal/ethical issues in intervention, religion, animal companions. Self-monitoring stress reduction techniques taught and practiced. Offered as needed.

**SOC-0455 - INTERNSHIP****3-15 credits**

Supervised experience in an outside practice / agency or institution. Faculty-student conferences and evaluation sessions will be held periodically. An on-campus supervisory class will be held based on the professor's discretion and student need. Open to juniors and seniors in the Sociology B.S. degree.

**SOC-0499 - SOCIOLOGY COMPREHENSIVE EXAM****0 credit****SOC-0110 - HONORS SOCIAL PROBLEMS****3 credits**

This honors course focuses on social problems defined by culture. Areas studied include but are not limited to urban change, healthcare, family disorganization, war, and environmental issues. A comprehensive overview of theories related to social problems are applied in specific situations. A primary focus will be on the Sociology of the Future using Social Problems theories and research from recent literature. Students will be expected to complete detailed assignments on social problems in the news and applying strategic models for intervention. A research project on a contemporary issue that differentiates short-term from long-term solutions will also be required. Prerequisite: Students must meet the UC qualifications for the Honors Program. This course fulfills the Developing the Core/Social Science requirement in the Undergraduate College's General Education program.

**SOC-S100 - SERVICE LEARNING FOR SOCIOLOGY****1 credit**

This course allows students to fulfill their experiential learning requirement by participating in a project in the community that is integrated into a Sociology course. In addition to regular class meetings, students will be required to meet a minimum of 20 hours if on-site service. Offered occasionally. This course fulfills the Enacting the Core, Experiential Learning Requirement in the Undergraduate College's General Education curriculum.

**SOC S110 - SERVICE LEARNING SOCIAL PROBLEMS****1 credit****SPA-0100 - INTRODUCTORY SPANISH I****3 credits**

An introduction to a practical, everyday beginning language experience and to the Spanish-speaking cultures. Emphasis in acquiring the basic skills of speaking, listening, reading, and writing. Offered spring and fall semesters.

**SPA-0101 - INTRODUCTORY SPANISH II****3 credits**

A continuing emphasis on practical use of language and acquaintance with Spanish-speaking cultures. Prerequisite: SPA-0100 or placement. Offered spring and fall semesters.



**SPA-0105 - ADVANCED INTRO. SPANISH I****3 credits**

This is a course for the student with some study of Spanish within the previous years. Intense review and introduction of more complex grammatical constructions, development of listening and speaking skills in practical everyday situations. Partially fulfills the Global Awareness/Foreign Language requirement in the Undergraduate College's General Education program. This course is not for the heritage speakers. Prerequisite: SPA 101 or placement exam.

**SPA-0200 - INTERMEDIATE SPANISH I****3 credits**

This is a course for the student with some study of Spanish within the two previous years. Development of listening and speaking skills in practical, everyday situations. Review and improvement of grammar. Audiovisual support materials. Prerequisite: SPA-0101 or placement. Offered fall semester.

**SPA-0201 - INTERMEDIATE SPANISH II****3 credits**

A continuing emphasis on practical use of language in everyday situations and improvement of grammar control. Enrichment of vocabulary, reading proficiency, and knowledge of the Spanish-speaking cultures through songs and short selections of fiction on the Spanish-speaking civilizations. Prerequisite: SPA-0200 or placement. Offered spring semester.

**SPA-0202 - IMMERSION EXPERIENCE IN SPANISH****3 credits**

An opportunity to combine travel and intensive language practice in a Spanish-speaking country. The experience includes a pre-departure orientation and reentry session on campus, a stay of two weeks in the country selected by the Spanish coordinator. Students take classes according to their language abilities. Prerequisite: Sophomore standing and above. Offered during Summer.

**SPA-0203 - IMMERSION IN SPANISH CULTURE****3 credits**

This course is an examination of Spain's diverse cultural aspects from its early period to current times. A study of history, art, culture; as well as significant aspects of their current life and traditions. Participants are required to attend all site visits and other schedule activities while abroad, and a written paper on a topic selected by the student and

researched while abroad. Prerequisite: SPA 0202-Registered Students. Offered during Summer.

**SPA-0300 - REPRESENTATIVE WORKS IN SPANISH & SPANISH AMERICAN LITERATURE****3 credits**

This is a foundation course designed to introduce students to literary analysis in Spanish and to develop cultural and literary history background. Written and oral practice of Spanish through compositions and class discussion, on literary selections representing major genres and periods in Spanish and Spanish-American literature. Prerequisite: SPA-0201 or permission of the instructor (POI). Offered every other year.

**SPA-0301 - SPANISH CONVERSATION & COMPOSITION****3 credits**

Class discussion, panels, and debates on current social or cultural topics, chosen by the students. Vocabulary activities. Review of basic grammar. Integration of activities outside of the classroom. Prerequisite: SPA-0201 or placement. Offered fall semester.

**SPA-0310 - ADV.SPANISH GRAMMAR AND COMPOSITION****3 credits**

A course providing guided composition activities on different kinds of written messages as well as grammar activities needed for articulate communication both oral and written. Integration of one or more activities outside of the classroom. Prerequisite: SPA-0301. Offered every third year.

**SPA-0311 - SPANISH COMMUNICATION STYLES****3 credits**

An advanced language course providing the students with the opportunity to prepare presentations on topics of their interest. Theater reading, debates, grammar activities. Prerequisite: SPA-0301. Offered every other year.

**SPA-0315 - SPANISH CONVERSATION & COMPOSITION****3 credits**

Class discussion, panels and debates on current social or cultural topics, chosen by the students. Vocabulary activities. Review of basic grammar. Integration of activities outside of the classroom. Prerequisite: SPA-0201 or placement. Offered every fall.

**SPA-0320 - SPANISH FOR HISPANIC HERITAGE  
SPKER**

**3 credits**

Specifically designed for students from Spanish-speaking background. Intensive work on reading, speaking and writing. Literacy development and immersion in Spanish language with emphasis on grammar and vocabulary. Prerequisite: Permission of instructor.

**SPA-0340 - RISE AND DECLINE OF A REVOLUTION  
3 credits**

THE RISE AND DECLINE OF THE REVOLUTION: THE COLD WAR FROM THE CUBAN PERSPECTIVE  
This course examines the rise and decline of the Cuban revolution. Taking a historical approach, students will focus on the most important internal and international events that shaped the foreign relations of the Cuban revolutionary government. The Cold War altered Latin Americans' relationship with United States of America, and the region became a battleground of competing ideological systems—capitalism vs. communism. The course describes how Castro manipulated the ideological struggle between two different interpretations of the communist doctrine (Soviet Union vs. China) for his own benefit. A juggling game played to obtain soviet support while trying to keep the appearance of a position of political and ideological independence. In this interplay Latin-America was used as a pawn in his political game, Marxist Guerrilla's sprouted all over the region with Cuban support, and indirectly the Soviet Union. The course covers almost a decade of Cuban affairs, 1959-1968.

**SPA-0350 - SPANISH CIVILIZATION**

**3 credits**

This course traces the development and evolution of the Spanish nation from prehistoric times to the 18th century. The geography, history, and arts of Spain are studied through class discussion, video activities, compositions, and presentations. Field trip or activity outside of the classroom. Prerequisite: SPA-0301. Offered every other year.

**SPA-0351 - CONTEMPORARY SPAIN**

**3 credits**

An examination of Spain's diverse aspects since the end of the 19th century; history, political trends and institutions, art and culture, social and ideological trends, and everyday living. Discussions on essays, films and periodicals. Field trip or activity outside of

the classroom. Prerequisite: SPA-0301. Offered every other year.

**SPA-0355 - LATIN AMERICAN CIVILIZATION**

**3 credits**

A study of the cultural, social, and political development of Latin-America as well as significant aspects of current life and culture in three representative countries. Class discussion, video activities, compositions, and presentations. Field trip or activity outside of the classroom. Prerequisite: SPA-0301. Offered every other year.

**SPA-0410 - WOMEN IN SPANISH & SPAN/AMER.  
LIT.**

**3 credits**

A study in the representation of women in several major Spanish works: epic poetry, romance, and contemporary narratives. Taught in English, using texts in English translation (see FLL-0310). Students can earn credit toward major or minor when doing all coursework in Spanish. Prerequisite: SPA-0300. Offered as needed.

**SPA-0421 - SPANISH THEATER OF THE GOLDEN AGE**

**3 credits**

A reading, analysis, and discussion of works of outstanding authors from the schools of Lope de Vega and Calderon. The influence of social and didactic themes of the period, originality and creativity of the playwrights. Prerequisite: SPA-0300 or POI. Offered as needed.

**SPA-0430 - 19TH CENTURY SPANISH PROSE FORMS**

**3 credits**

A study of the main literary movements of the century through analysis of the most representative authors of the time. Prerequisite: SPA-0300 or POI. Offered as needed.

**SPA-0447 - CONTEMPORARY SPANISH AMERICAN  
PROSE**

**3 credits**

A study of world -famous narrative works', writers, and their contemporary narrative techniques with reflections on the search for national and continental identity of Spanish-American essay and analysis and discussion of texts. Emphasis on novel, short story, or essay. Required for majors. Prerequisite: SPA-0300 or POI. Offered as needed.

**SPA-0450 - INDEPENDENT STUDY****1-3 credits**

Arranged on an individual basis.

**SPA-0490 - SEMINAR IN CIVILIZATION****3 credits**

A discussion of selected topics and their impact on the development of Spanish civilization. Critical reading and structured discussion; individual research and oral presentations; audiovisual support materials. Prerequisite: junior or senior standing or POI. Offered as needed.

**SPA-0491 - SEMINAR IN LITERARY STUDIES****3 credits**

A seminar study of advanced literary topics through close textual analysis and extensive critical reading with weekly structured discussion. Individual research and oral presentations. Prerequisite: junior or senior standing or POI. Offered as needed.

**SPA-0499 - SPANISH COMPREHENSIVE EXAMINATION****0 credit****SSC-0490 - INTERNSHIP****1-3 credits**

Supervised work experience at an industrial or research or community organization site. The type of work, period of work, and means of evaluation will be arranged by the work supervisor in consultation with the student's major advisor. Open to junior and senior social science majors.

**THE-0150 - THEATER WORKSHOP****3 credits**

Initial or advanced work on voice, movement, presence, and concentration through individual and group instruction, exercise and practice; scene development and speech interpretation through improvisational and conventional theatrical techniques, culminating in an individually tailored presentation performed publicly. This course may be repeated with advanced work and different materials. Offered fall semester.

**THE-0200 - ACTING****3 credits**

Studio work on freeing and using the voice, mind, and body for performance. Includes methods and practice in developing speeches, dialogue, and scenes, both scripted and improvised. Texts and scripts vary from classical to modern; the course

includes a public workshop performance. May be repeated with permission of instructor as a more advanced acting course. Required for the theater minor Cross-listed with COM-0200. Offered fall semester.

**THE-0211 - REHEARSAL & STAGING****3 credits**

A course requiring analyzed and graded contributions in acting and/or staging by agreement with the instructor in the semester's productions. The course may be repeated with permission of instructor. Offered spring semester.

**THE-0212 - REHEARSAL & PRODUCTION****3 credits**

A course requiring significant, analyzed, and graded contributions in the areas of staging and acting in a semester's production. Scheduled an average of five hours every week for full credit, this course is required for the theater minor, can be repeated with permission of instructor. In order for a student to become involved in any areas of the spring production, such as cast or crew, she needs to register for this course for either one or three credits. Offered spring semester.

**THE-0213 - DEV OF THEATER/DRAMA I: CLASCL/1790****3 credits**

An historical survey of drama and theater from its origins to about 1790. A study of major forms and plays through scripts, videotapes, and lecture-discussion. Offered as needed.

**THE-0214 - DEV. THEATER/DRAMA II: 1790 - AV G**  
**3 credits**

An historical survey of drama and theater from about 1790 to contemporary experiments. A study of major forms, theories, and plays through scripts, videotapes, and lecture-discussion. Offered as needed.

**THE-0225 - ACTING II****3 credits**

Building upon the work done in Theater Workshop and Acting, more advanced exercises and scene work will emphasize the development of the actor's vocal and physical resources as a means of creating and communicating characters, emotions and relationships. Prerequisite: THE-0150 and THE-0200.

**THE-0310 - DRAMATURGY****3 credits**

As will appear in the college catalogue - Clear, brief, 50 words. This course is an introduction to Dramaturgy and will consider the dramaturg's evolving role as a resource for directors, playwrights, actors, and designers. Through readings, research, and hands-on assignments, this course aims at helping students develop the skills and artistic expertise necessary to develop a play for production. There will be an exploration of plays spanning classical through modern periods. Students will investigate the plays' cultural background, production histories, and adaptations. Special consideration will be given to students' individual areas of interest: Acting, Design, Costuming, Dance, etc. Prerequisites: 2 Theater courses or POI

**WGS-0100 - WOMEN'S GENDER AND SEXUALITY STUDIES****3 credits**

This course is an introduction to critical thinking about the construction of gender and the intersections of gender with race, ethnicity, class and sexual orientation. Drawing on material from a wide range of fields and media, the students will examine the ways in which these construction and intersections shape people's lives. This interdisciplinary course will highlight multicultural perspectives in U.S. society. Offered fall semester.

**WGS-0230 - DIVERSITY OF GENDER****3 credits**

This course takes an interdisciplinary and multicultural approach to studying the impact race, ethnicity, class, sexual orientation and religion play in shaping the lives of women and men living in the US today. We will explore such areas as education, work, the media, and the family. We will incorporate feminist approaches from disciplines including psychology, sociology, history and religion for this discussion base course.

**WGS-0240 - WOMEN AND VIOLENCE****3 credits**

A discussion of common forms of violence against women in the United States and elsewhere, emphasizing how race, class, ethnicity, and sexual and religious identifications dramatically figure in gendered violence. Offered as needed.

**WGS-0245 - GENDER, WAR, AND PEACE****3 credits**

This course examines changing roles for women and men during times of war. Through a close examination of masculinity and femininity during military conflicts, students will explore the role of gender in both warfare and pacifism.

**WGS-0300 - THEOR. PERSPECTIVES WOMEN/GENDER****3 credits**

An overview of gender and feminist theories with special attention to their connection to activism and everyday life. Students will be introduced to key questions that guide research in Women and Gender studies and become familiar with ethical issues in this research. Prerequisites: WGS-0100 or WGS-0230. Offered spring semester.

**WGS-0326 - HISTORY OF GENDER****3 credits**

This seminar investigates the histories of women and gender in the United States through primary and secondary source analysis. Our inquiry into the past will be framed around the theoretical and methodological questions of the field of U.S. Women's and Gender History.

**WGS-0360 - WOMEN'S CHANGING GENDER ROLES IN CONTEMPORARY FRANCE, 1920-2020****3 credits**

Students begin critically thinking about the range of women's gender roles in Contemporary France from 1920 to 2020, and how these roles of half the country's population define an ever-evolving modern European nation. Following a 100-year trajectory of women in French society and culture, themes include the arts, work, war, politics, literature, sexuality, body image, partnership, reproductive rights, feminism, motherhood. Historical and sociological analysis as well as some feminist literary theory. Particular focus on Joséphine Baker, Simone Veil, Simone de Beauvoir, Christine Delphy and Hélène Cixous. Prerequisites: WGS-0100 or WGS-0200 and FRE-0201 or POI

**WGS-0400 - WOMEN/GENDER STUDIES INTEG. SEMINAR****3 credits**

A seminar designed to help student integrate their knowledge of Women and Gender Studies scholarship. Writing a senior thesis and sharing the

contents of the student's research are an integral part of the course. Offered spring semester.

**WGS-0405 - INDEPENDENT STUDY**

**1-3 credits**

Area of study selected by the student in consultation with a faculty mentor. Arranged on an individual basis.

**WGS-0410 - INTERNSHIP**

**1-3 credits**

Supervised work experience that provides practical, real-life experience with issues relevant to Women and Gender Studies.

**WPL-0100 - WRITING PLACEMENT**

**0 credit**

Online testing format for incoming students to ensure proper assessment and placement in required writing courses.

**WRL-0260 - FRENCH CIV. THROUGH LITERATURE**

**3 credits**

**WRT-0110 - WRITING**

**3 credits**

This course focuses on writing in a variety of rhetorical modes and includes work in grammar and usage as well as a research project and instruction in library skills. Periodic interviews or tutorials allow the shaping of this writing experience to the needs and abilities of each student. This intensified approach to the teaching of writing increases the student's ability to discern and analyze the meaning of the words of others and to formulate and express her/his own thoughts. All matriculated students are required to pass this course. Offered fall and spring semesters. This course fulfills a Core Skills requirement in the Undergraduate College's General Education program.

**WRT-0170 - ADVD. COMP. & ORAL COMMUNICATION**

**3 credits**

In Advanced Composition and Oral Communication, students will build upon the writing, research, and analytical skills he/she developed in First-Year Writing. Through a consideration of a range of genres, styles, and audiences, students will use their critical-thinking and research skills to craft both written and oral arguments. Assignments will include papers, short writing assignments, oral presentations, and a final group project.

Prerequisite: WRT 0110. This course fulfills a Core Skills requirement in the Undergraduate College's General Education program.

**WRT-0210 - CREATIVE WRITING NON-FICTION**

**3 credits**

Creative Writing – Nonfiction teaches students how to write effective prose in the genre popularly referred to as Creative Nonfiction. In this class, students will analyze the work of established creative nonfiction writers and then build upon that research through writing their own creative nonfiction. Through class discussions, workshops and conferences, students will also learn how to give and receive productive feedback on the creative nonfiction of their peers and how to submit their work for publication. Prerequisite: WRT-0110 or POI.

**WRT-0215 - CREATIVE WRITING SHORT FICTION**

**3 credits**

The workshop format of this course will allow students to read and discuss each other's work as well as a range of short fiction from established writers—contemporary and classic. With a focus on individual goals, students will create a portfolio to include flash fiction as well as short stories of varying lengths, including a chapter for a longer text. Offered every third year. Prerequisites: WRT 0110

**WRT-0220 - CREATIVE WRITING POETRY**

**3 credits**

Students write and discuss their own projects in poetry. Offered every third year.

**WRT-0225 - CREATIVE WRITING PLAYWRITING**

**3 credits**

A course for students to write an original play and then direct their own script. Offered every third year.

**WRT-0240 - BUSINESS WRITING**

**3 credits**

Business Writing is designed for students from a range of majors to learn the necessary rhetorical and research skills needed for their professional careers. Assignments will include business letters, memos, reports, proposals, and collaborative projects. The subject-centered focus of the course will vary each semester at the instructor's discretion. This course is offered spring semesters. Prerequisite: WRT-0110. This course cross-lists with COM-0240.

**WRT-0245 - EMPOWERED THROUGH PROSE****3 credits**

Do words really hold power in today's climate? What does it mean to be a writer-activist? How can we use our writing to advocate for and enact social change? These are questions we will seek to answer in this creative writing course. This class will be equally focused on both the craft of writing for social action (and reading) and the practice of workshopping your own work through fiction writing, poetry, creative nonfiction, and community writing. The hybrid format allows for both in class and digital writing, collaboration, and production. Prerequisites: WRT 0110 or POI

**WRT-0250 - THE POWER OF THE PEN, WRITING ABOUT PLACE, THE CITY OF PHILADELPHIA****3 credits**

A study of the historical and literary works in the city of Philadelphia. Through careful reading, critical thinking, and persuasive writing, students will focus on learning the importance of place in writing. This course also explores modes of writing and rhetoric that had influences past and present writers in the city of Philadelphia. Firsthand visits to literary and historical sites in the city will be included within this course.

**WRT-0255 - MAGAZINE WRITING****3 credits**

This course introduces students to the skills, techniques, and styles for reporting and writing feature-length, non-fiction articles for magazines. Offered as needed. This course is cross listed with COM -0255 Prerequisite: WRT-0110.

**WRT-0412 - SEMINAR: SPECIAL TOPICS****3 credits****WRT 0460 - INDEPENDENT STUDY****3 credits**

**SCHOOL OF PROFESSIONAL AND GRADUATE  
STUDIES COURSE DESCRIPTIONS**

**ADS-0100 - PRINCIPLES FOR ACADEMIC SUCCESS****3 credits**

This course provides tools to increase academic potential, to develop an educational plan, and to begin learning and applying strategies for success in college and life-long learning. Topics include the academic environment, personal and career goals, self-discovery, learning systems and study strategies, critical thinking, communication skills, career plans, and college resources and policies.

**AFS-0100 - INTRODUCTION TO AFRICANA STUDIES****3 credits**

This course introduces students to the interdisciplinary field of Africana Studies and to the foundational concepts and institutional experiences upon which the field is built. Intro to Africana Studies provides a basic understanding of the history of the field and how various American interest groups fought to establish and develop academic programs that focused on the study of Africa and its diaspora populations.

**AFS-0110 - WE WERE KINGS AND QUEENS****3 credits**

This course introduces students to the kingdoms and queendoms of Africa prior to the Atlantic Slave Trade. We Were Kings and Queens provides a basic understanding of the great civilizations throughout the continent of Africa and their ways of life, ruling, organization, technological advancements, and more.

**AFS-0150 - THE ATLANTIC SLAVE TRADE****3 credits**

This course explores the arrival of European traders, the Triangular Slave Trade, and the Middle Passage. The Atlantic Slave Trade provides an understanding of how Africans were captured, transported, and sold into slavery. This course fulfills the Humanities requirement in the SGPS General Education program. Prerequisite: AFS-0110

**AFS-0200 - THE BLACK EXPERIENCE****3 credits**

This course investigates the African beginnings of Black people in America, how black identity evolved from disparate and diverse origins, and how people built a new culture from the seventeenth to the twentieth century. The Black Experience provides an overview of the cultural influence of Black lives and

broader issues of the African Diaspora as it pertains to the advancement of the United States.

**AFS-0210 - BLACK CONTRIBUTIONS TO THE DEVELOPMENT OF THE UNITED STATES****3 credits**

This course journeys through centuries of Black inventions and innovations that have led to the advancement of the United States. Black Contributions to the Development of the United States provides an overview of Black persons, groups, and establishments that have spearheaded or aided in technological, educational, political, social, scientific, and/or health advancements.

**AFS-0220 - THE NEW JIM CROW****3 credits**

This course addresses mass incarceration of Black people and the concept of school to prison pipeline. The New Jim Crow provides an examination of different pieces of literature, such as Michelle Alexander's book *The New Jim Crow*, to explore real-life experiences that demonstrate the rebirth of a caste like system in the United States.

**AFS-0250 - SOCIAL RESPONSIBILITY IN ELIMINATING SYSTEMIC RACISM****3 credits**

This course challenges and transforms the student into a change agent. Social Responsibility in Eliminating Systemic Racism develops a sense of social responsibility and strong intellectual and practical skills. This course fulfills the Multiculturalism and Gender or Global Awareness-Culture requirement in the SGPS General Education program. Prerequisite: AFS 0100 or AFS 0110

**AFS-0300 - SPECIAL TOPICS IN AFRICANA STUDIES****3 credits**

This course in "special topics" addresses specific issues within Africana Studies and current events that are not currently explored in other existing courses within the discipline. The course subject matter or content may vary within specific sections across terms as indicated by that course's title and description.

**ART-0200 - UNDERSTANDING ART & DESIGN****3 credits**

In this foundational course, students will learn the fundamental elements, principals, and vocabulary of



art. Students will participate in a step-by-step process of acquiring the tools to read or see line, shape, value, color, texture, space, motion, emphasis, rhythm, and proportion -- by comparing paintings and advertising design work. At the conclusion of the course, students will be able to go to an art museum with a strong understanding of the work they're seeing, and with a sophisticated vocabulary to express that understanding. These skills will carry over into the workplace and help students evaluate advertising and graphic design.

#### **ART-0225 - WEBSITE DESIGN**

##### **3 credits**

In this hands-on course students will create and post their very own Web sites to the internet. The capabilities of the World Wide Web along with the fundamentals of web design will be taught. Students will plan the content, structure and layout of a Web site. Students will learn to build links between the pages, add color, backgrounds, graphics, tables, hot buttons, and animation.

#### **ART-0235 - HANDS ON: ART AND IMAGERY**

##### **3 credits**

This course will give students the opportunity to explore art making in a variety of medium and learn about some of the basic principles of composition, color theory and mark making. The instructor will lecture on and give examples of the work of significant artists in each of the categories that we address in our studio sessions. We will arrange a visit to the Philadelphia Museum of Art that will enrich students' understanding of the arts in the 20th Century.

#### **BIT-0300 - SYSTEMS ANALYSIS AND DESIGN**

##### **3 credits**

This course covers the methods used in analyzing business needs, determining business requirements and specifying a systems solution. Both modeling an object - oriented methods are typically covered.

#### **BIT-0320 - DATABASE MANAGEMENT SYSTEMS**

##### **3 credits**

Students learn about relational database design, normalization, security, database administration, data warehousing as well as hands-on skills to access data.

#### **BIT-0340 - INFORMATION SECURITY & RISK MGT**

##### **3 credits**

Examines design strategies for securing systems and data and for controlling and monitoring business risk.

#### **BIT-0360 - GLOBAL OPERATIONS & INFORM TCHNLGY**

##### **3 credits**

Examines concepts and issues critical in the globalization of business operations and information technology. Topics covered include the organization of global operations, cultural and national comparisons, planning global operations, facilities locations, product development, and transborder data flow.

#### **BIT-0380 - INFORMATION SYSTEMS PROJ. MGMT.**

##### **3 credits**

Teaches students software life cycle project management including estimating, project planning, project monitoring, and use of standards, reviews and software control mechanisms.

#### **BUS-0215 - PRINCIPLES OF BUDGET AND FINANCE**

##### **3 credits**

This course is intended to help a broad base of people to become familiar with the basic building blocks of budget and finance. The course is designed to deal with the study of annual business budgeting processes including projections, forecasts, and reconciliation. Income statements, balance sheets, and budget cuts will also be studied.

#### **BUS-0419 - CONSUMER BEHAVIOR**

##### **3 credits**

This course explores the many facets of consumer behavior. Participants will be exposed to and gain an understanding of the differing internal and external influences impacting consumer behavior. Course topics will focus on the following issues: consumers as individuals and decision-makers; social class and income levels; cultures and sub-cultures (religious, age, ethnic and race); personality traits and value systems and consumer sentiment post 9/11/01.

#### **BUS-0430 - CORPORATE FINANCIAL POLICY**

##### **3 credits**

This course emphasizes the diverse responsibilities of a financial manager, from determining the optimal sources of funds for a business enterprise to deciding the optimal use of assets in which that capital is invested. Financial tools discussed include

capital budgeting, present value analysis, the mechanics of stock and bond issuance, receipt and disbursement of funds, credit management and inventory control.

#### **BUS-0451 - DIVERSITY IN THE WORKPLACE**

##### **3 credits**

Learners will begin to develop an understanding and appreciation of the diverse cultures and lifestyles that contribute to organizations and communities. The impact of cultural diversity on personal and organizational effectiveness will be explored from both a leadership and management perspective. Students will build on this learning to understand the applications of diversity in the workplace as well as in their personal lives.

#### **BUS-0452 - MANAGEMENT OF HUMAN RESOURCES**

##### **3 credits**

This course provides the student with a working knowledge of the human resource management system. Since all managers have human resource responsibilities, interrelationships of the various functions of human resource management will be examined. How these functions contribute to the success of an organization will also be explored. Course topics include an introduction to human resource management and the environment of human resource management analysis, planning and staffing, performance evaluation and compensation, training and development of human resources, labor relations, employee safety, health and quality of work life, and social responsibility in a culturally diverse workplace.

#### **BUS-0454 - ORGANIZATIONAL BEHAVIOR**

##### **3 credits**

This course presents an overview of individual behavior, group behavior, and organizational structures and processes that impact the effectiveness of organizations. The course emphasizes the analysis and application of knowledge to improve performance and organizational effectiveness and to manage organizational change.

#### **BUS-0456 - BUILDING & MANAGING A DIVERSE WKPLC**

##### **3 credits**

This course intends to provide learners with a forum for identifying, assessing, and analyzing the demographics that influence the workplace. Learners, using data from the US Census Bureau,

international agencies, and their own workplaces, discuss and write about the multiple factors facing management, labor, and the community at large relative to employment. With 6.3 billion people worldwide, and the United States having a little less than 5 percent of that total population, it's critical for employers and employees to know demographics in order to plan and strategize with relevancy and reduced risk. This course takes a databased perspective toward the countless challenges and opportunities of a diverse workplace. Some of the issues' learners discuss are the typical diversity demographics of age, gender, and race. Under the category of age, for example, learners identify and discuss the composition of a first-time workplace phenomenon, i.e., four distinct generations (Veterans, Baby Boomers, Generation X'ers, and Generation Y'ers (aka Millennials)) being in the workforce at the same time. In addition, this course addresses other demographics such as education, religion, and socio-economic influencers.

#### **BUS-0458 - INTERNATIONAL BUSINESS LAW**

##### **3 credits**

This course looks at the scope and practice of law in the global business market including a direct focus on economics, the law in relation to international commercial transactions, licensing procedures, tariffs and taxes, and other intricacies which are used to regulate international dealings between government entities or multinational initiatives.

#### **BUS-0461 - MANAGEMENT**

##### **3 credits**

This course surveys managerial principles, theory, and functions applicable to a variety of organizational settings and conditions. Specific techniques related to each of the managerial functions will be explored as well as general issues and trends that influence the practice of contemporary management.

#### **BUS-0471 - LABOR & TECH TRANSFER IN GLBL ECON**

##### **3 credits**

This is an introduction to Job Growth and Development as influenced by Technology Transfer in the Global Economy. The course will examine the cultural, economic and political factors affecting the global strategies of multinational corporations. While the course is presented from an American perspective, it develops principles and concepts applicable to international operations of globally dispersed firms in general. Understanding

the cross-cultural evolution of technology and the competitive importance of trade and comparative national advantage is vital to the survival and success of any enterprise on the international stage. During the course, students will examine and apply some of the key concepts and processes that underlie the various strategies and tactics used in the transfer of jobs and technology around the world.

#### **BUS-0475 - INTERNATIONAL ECONOMICS**

##### **3 credits**

This course is an introduction to the study of International economics. It introduces the theory of supply and demand, and how the theory is applied to explain the functioning of international markets. It introduces interdependence and the basic theories economics. The course also explores international trade and finance. Students will learn to read/interpret graphs and use them as a means of communication. They will gain familiarity with the law of supply and demand, equilibrium price and quantity, the difference between a change in demand and a change in quantity demanded, and the difference between a change in supply and a change in the quantity supplied both domestically and internationally.

#### **BUS-0479 - MANAGING TECHN. FOR BUSINESS STRAT.**

##### **3 credits**

This course is a managerial approach to information systems concepts and applications for students. Computers have become a part of our lives. Managers have a responsibility to determine organizational needs, and work with professionals to design and implement information systems that meet those needs. The student will develop an understanding of the issues underlying information systems for planning, development and implementation.

#### **BUS-0481 - BUSINESS LAW**

##### **3 credits**

This course introduces the American legal system with emphasis on legal process, civil dispute resolution, business law, contracts and government regulation of business and commerce.

#### **BUS-0488 - INTRODUCTION TO BUSINESS RESEARCH**

##### **3 credits**

The overall objective of the course is for participants to learn the fundamentals of developing credible research in all areas of business. Accordingly, this course is intended to provide a clear and practical methodology for creating research proposals, developing data collection plans, and evaluating research designs. Participants will develop and present, both orally and in written form, a credible research proposal for a problem or issue that is relevant to business.

#### **BUS-0495 - ETHICAL DECISION MAKING IN BUSINESS**

##### **3 credits**

This course examines a variety of ethical theories and applies a moral philosophy to a range of business issues such as corporate responsibility, whistle-blowing, equal employment opportunity, affirmative action, employee privacy, conflict of interest, advertising and marketing, product liability, employee safety, and international business.

#### **BUS-0496 - BUSINESS CAPSTONE**

##### **3 credits**

This course focuses on previous business knowledge and courses to introduce students to real world problems dealing with strategic management in all types of organizations and policy formulation and implementation. This integration of knowledge will rely heavily on the students' previous learning in Business Research, Management, Organizational Behavior, Human Resource Management, Technology in Organizations, Financial Policy, Ethics, Marketing, and other courses. This course also concentrates on the organization's successful adaptation to its environment. Students apply qualitative and quantitative methods of analysis to integrating the management functional areas of the organization. There will be a strong emphasis on written, as well as oral, communication skills in developing and defending strategic plans.

#### **BUS-R420 - MARKETING**

##### **3 credits**

An analysis of the activities and functions performed by manufacturers, service operators, distributors, and retailers to make products and services available to customers. The marketing variables, which consist of product, place, promotion, and price, are

discussed in detail, as they apply to for-profit, and/or governmental organizations.

**BUS-R440 - LABOR RELATIONS AND ECONOMICS**  
**3 credits**

This course is an examination of labor-management relations under a variety of market conditions. The course explores the dynamics of labor markets, the emergence of labor unions, collective bargaining under modern labor laws, and the impact of labor market issues and collective bargaining on wages and labor utilization in the workplace.

**CNS-5999 - COUNSELING THEORY AND PRACTICE**  
**3 credits**

The course provides an overview of the field of counseling with emphasis on understanding the nature and stages of counseling as well as the counselor's role in individual and group work. Major counseling theories and the techniques associated with the theoretical approaches are presented. Awareness of professional organizations and scholarly work is highlighted.

**CNS-6002 - GROUP DYNAMICS AND STRATEGIES**  
**3 credits**

This course examines how to establish, facilitate, and terminate various counseling groups in an effective manner. Group counseling theories and specialized techniques for enhancing interpersonal communication skills are presented. Students will actively participate in group sessions to better comprehend group dynamics, stages of the group development, and the role of the facilitator in group counseling sessions.

**CNS-6008 - COGNITIVE BEHAVIORAL THEORY AND STRATEGIES**

**3 credits**

This course focuses on the theories and methods used in Cognitive Behavioral Therapy. Emphasis will be placed on core beliefs, automatic thoughts, the structure of a therapeutic session and techniques and strategies related to counseling skills. Through case studies and skills practice, students will become proficient in implementing practical counseling skills related to the Cognitive Behavioral approach.

**CNS-6010 - COUNSELING SKILLS AND TECHNIQUES**  
**3 credits**

This course focuses on the development of counseling skills through instruction and experiential exercises including videotaped practice sessions.

Techniques and skills including developing a treatment alliance, active listening, reflection, formulation of questions, and addressing issues of resistance to treatment and personal biases will be examined.

**CNS-6015 - INTRODUCTION TO PLAY THERAPY**  
**3 credits**

In this course, students will learn the basic principles of play therapy, the most developmentally appropriate intervention for young children. The major theories of play therapy and the utilization of play to facilitate the child's self-exploration, self-expression, self-understanding, and personal growth will be explored.

**CNS-6021 - CLINICAL MENTAL HEALTH COUNSELING**

**3 credits**

This course explores professional practice issues in clinical mental health counseling. It examines the history of the profession, professional counseling identity, roles and functions of clinical mental health counselors, ethical and legal considerations of the profession, multicultural competencies, and modern trends impacting the field and practice of mental health counseling.

**CNS-6022 - DIAGNOSIS & TREATMENT/PSYCHOPHARMACOLOGY**

**3 credits**

This course emphasizes the formal diagnosis of mental disorders using the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) as well as the International Classification of Diseases (ICD-10). This course will use case studies to explore the identification of symptoms and symptom clusters, with examination of etiology, co-morbidity, and treatment options for different disorders, as well as understanding the usefulness and limits of formal diagnosis. Other topics will include intake information gathering, mental status evaluation, and assessment of specific clinical challenges. The course will also review possible treatment modalities along with ethical and multicultural issues.

**CNS-6025 - ASSESSMENT AND APPRAISAL IN COUNSELING**

**3 credits**

This course examines the theory, administration, interpretation, and reporting of tests and assessments. Students will become familiar with the administration of various assessments for diagnostic

purposes and career counseling. Students will review information on the intake process, appropriate selection of assessment with considerations towards cultural sensitivity, behavioral observation techniques, and the integration of test data for report writing.

#### **CNS-6030 - ADVANCED RESEARCH & EVALUATION**

##### **3 credits**

The course is an investigation of descriptive, relational, and experimental approaches to research, with a focus on statistics and design issues, including control strategies and procedures for establishing validity. Special emphasis will be placed on how to design and conduct a research project, including the collection, analysis, and interpretation of data. Students will read, interpret, and critically evaluate qualitative and quantitative studies within the counseling literature.

#### **CNS-6040 - LEGAL AND ETHICAL ISSUES IN PROFESSIONAL PRACTICE**

##### **3 credits**

This course explores a discussion of legal and ethical issues in professional practice. This in-depth study of legal and ethical topics is guided by state and federal laws as well as the code of ethics of national organizations in counseling, such as the American Counseling Association (ACA) and American Mental Health Counselors Association (AMHCA). Current legal and professional thought is explored by drawing on court cases and clinical dilemmas.

#### **CNS-6043 - LEGAL & ETHICAL ISSUES IN SCHOOLS**

##### **3 credits**

This course is designed to provide prospective school counselors with information about contemporary professional issues in school counseling. This course is designed to examine current professional issues in school counseling, the transformed role of the school counselor, and components of successful comprehensive school counseling programs. In addition, essential theories, research and practice of the profession will be investigated. Emphasis is placed on developing the awareness, knowledge and skills necessary to effectively negotiate the cultural, educational, social and philosophical forces that impact the lives and academic achievement of students in a pluralistic society.

#### **CNS-6050 - FAMILY COUNSELING**

##### **3 credits**

This course presents as an introduction to family counseling and therapy. Class sessions will address both conceptual and practical skills in working with families, specifically families with children and/or adolescents. The course is designed to provide a foundation for conceptualizing the dynamics of familial relationships. Couples counseling and marital therapy will be reviewed.

#### **CNS-6055 - SUBSTANCE USE & ADDICTION**

##### **3 credits**

This course examines the classification of drugs as well as the physiological and psychological effects of drug use and drug abuse. Personal, social, and biological frames of reference will be used as a basis for understanding the causes of addiction and its impact on the individual, family, and society. Prevention and intervention counseling models and strategies will be reviewed as well as common methods of assessing substance use disorders.

#### **CNS-6060 - MULTICULTURAL COUNSELING**

##### **3 credits**

This course reviews counseling theory and approach as it pertains to the treatment and intervention with various multicultural populations, included but not limited to race, ethnicity, age, disability, and gender. Reading and discussion with emphasize current research concerning learning, personality, attitudes, perceptions, abilities, and adjustment of multicultural populations in a variety of counseling contexts. Examination of self and other awareness will be highlighted.

#### **CNS-6065 - SCHOOL COUNSELING PK-12**

##### **3 credits**

The course provides students with an understanding of the various roles of school counselors to promote a strong professional identity in alignment with the American School Counselor Association (ASCA) National Model. Topics for review will highlight an approach to connect school counselor competencies for building and implementing a comprehensive school counseling program. Current issues in school counseling will be examined through national publications, scholarly research, and the professional experiences of school counseling within the field of practice.

**CNS-6070 - CAREER & LIFESTYLE COUNSELING****3 credits**

This course examines theories of career choice and cultural and social influences on the world of work across the lifespan. Students will review career decision-making problem-solving strategies, gender stereotyping, occupational information resources, academic preparation, and lifework planning. Vocational counseling sessions will be practiced for study and analysis during class.

**CNS-6082 - DEVELOPMENT ACROSS THE LIFESPAN****3 credits**

This course is an advanced theoretical examination of physical, cognitive, social, moral and personal development during infancy, childhood, adolescence, and adulthood. The process and stages of development throughout the lifespan form the context for the study of human behavior. Theories and models of human development will be reviewed from a historical and modern-day perspective.

**CNS-6089 - TRAUMA STUDIES****3 credits**

This course is an in-depth examination of current theory and research on the development, assessment, and treatment of psychological trauma. Attention will be given to the identification of risk and protective factors in the development of trauma responses for individuals with various mental health needs across the lifespan. Evidence-based assessment and treatment techniques are reviewed, including utilization of DSM criteria and early warning signs and symptoms.

**CNS-6090 - MINDFULNESS & MEDITATION****3 credits**

This course reviews evidenced-based practices in mindfulness and meditation. Students will learn how effective mindfulness and meditation practices can support healthy functioning in specific demographics for counseling prevention, intervention, and postvention. Mindfulness and meditation practices will be highlighted in relation to counselor self-care as well professional counselor identity development.

**CNS-6093 - COUNSELING THE EXCEPTIONAL LEARNER****3 credits**

The course is designed to prepare students to effectively provide academic, behavioral and emotional guidance to the exceptional learner in

individual and group counseling settings. A historical overview of special education, including legislation and litigation issues will be explored as well as an examination of current practices in the field of special education. Students will review evidenced based strategies for exceptional learners and competencies to be culturally sensitive to the identified populations

**CNS-6220 - COUNSELING ENGLISH SPEAKERS OF OTHER LANGUAGES****3 credits**

This course is designed to provide an understanding of the specific academic, behavioral and emotional challenges a student may experience in acquiring English as a Second Language. Areas of emphasis will focus on counseling strategies, interventions and techniques most appropriate for guiding and supporting the ESL population. Academic readiness, closing the achievement gap and culturally sensitive and diverse strategies are covered.

**CNS-6330 - VICTIMOLOGY****3 credits**

This course introduces students to central questions and research in the field of victimology. Emphasis is placed on the role of victims in the criminal process, problems of adjustment to victimization, offender relationships, victim compensation, restorative justice, and victim's rights. Several victim typologies will also be addressed. Students will be given the tools necessary for critical evaluation and understanding of the often-neglected role of the victim before, during, and after the criminal event.

**CNS-6340 - STRATEGIES FOR TREATING GRIEF AND BEREAVEMENT****3 credits**

This course focuses on the different types, stages, and symptoms of grief, bereavement, and loss. Students will review high-risk behaviors for prolonged grief/bereavement learn coping strategies' and understand best practices in counseling. Pathology in relation to grief, bereavement, and loss will be explored as well as grief and loss through the lens of divorce, disability, and infertility. Community resources and support systems for grief and loss will be emphasized from a cultural perspective and students will assess their own self-awareness towards their experience of grief and loss."

**CNS-6350 - OFFENDER TREATMENT****3 credits**

This course is designed to provide a basic understanding of counseling techniques and the relationships with adult offenders in our society. Major topics to be covered include mental health issues common with adult offenders, assessment and diagnosis of adult offenders, role of counselors working with adult offenders, and current treatment approaches. The role of political ideology and social context in generating and supporting different correctional strategies will be reviewed.

**CNS-6500 - CLINICAL MENTAL HEALTH COUNSELING PRACTICUM****3 credits**

This course functions to support the development and application of knowledge and skills for clinical mental health counselors through practical experience at hospitals, private practices, community mental health facilities, and other clinical settings. The course requires the accrual of 50 direct service hours and 50 indirect service hours (100 total hours) in addition to the review of recorded counseling sessions to assess skills and techniques.

**CNS-6501 - CLINICAL MENTAL HEALTH INTERNSHIP I****3 credits**

This course functions to support the development and application of knowledge and skills for clinical mental health counselors through practical experience at hospitals, private practices, community mental health facilities, and other clinical settings. The course requires the accrual of 120 direct service hours, 120 indirect service hours, and 60 instructional hours (300 total hours) in addition to the review of recorded counseling sessions to assess skills and techniques.

**CNS-6502 - CLINICAL MENTAL HEALTH INTERNSHIP II****3 credits**

This course functions to support the development and application of knowledge and skills for clinical mental health counselors through practical experience at hospitals, private practices, community mental health facilities, and other clinical settings. The course requires the accrual of 120 direct service hours, 120 indirect service hours, and 60 instructional hours (300 total hours) in addition to the review of recorded counseling sessions to assess skills and techniques.

**CNS-6600 - SCHOOL COUNSELING PRACTICUM****3 credits**

This course functions to support the development and application of knowledge and skills for school counselors through practical experience at an elementary, middle, or high school setting. The course requires the accrual of 50 direct service hours and 50 indirect service hours (100 total hours) in addition to the review of recorded counseling sessions to assess skills and techniques.

**CNS-6601 - SCHOOL COUNSELING INTERNSHIP I****3 credits**

This course functions to support the development and application of knowledge and skills for school counselors through practical experience at an elementary, middle, or high school setting. The course requires the accrual of 120 direct service hours, 120 indirect service hours, and 60 instructional hours (300 total hours) in addition to the review of recorded counseling sessions to assess skills and techniques.

**CNS-6602 - SCHOOL COUNSELING INTERNSHIP II****3 credits**

This course functions to support the development and application of knowledge and skills for school counselors through practical experience at an elementary, middle, or high school setting. The course requires the accrual of 120 direct service hours, 120 indirect service hours, and 60 instructional hours (300 total hours) in addition to the review of recorded counseling sessions to assess skills and techniques.

**COM-0210 - SPEECH COMMUNICATION****3 credits**

The purpose of this course is to provide practical training in the fundamentals of effective public and professional presentation, with emphasis on the research, preparation, and delivery of informational, persuasive, impromptu, descriptive, business, question and answer, and personal experience speeches. Locating sources, outlining, media support, observation and active listening will be stressed in the discussion of contemporary and traditional speech communication issues.

**COM-0285 - COMMUNICATION: THEORIES/STRATEGIES****3 credits**

This course is designed to introduce students to contemporary concepts about the meanings and functions of communication in organizations. In

addition, this class will consider the theories that are the foundation of communication. The focus of the course is strategic communication - how to analyze an organizational situation, select appropriate strategies from among various options, and carry out those strategies effectively. In order to understand how to solve communication problems, it is essential that students have a firm grasp of the theories that are the backbone of communication behavior.

**COM-0400 - INTERCULTURAL COMMUNICATIONS**  
**3 credits**

Intercultural communication examines discourse between individuals who have different backgrounds, beliefs, goals and behaviors. Students will develop the skills to understand the nature of various cultures through study, research, and personal experience. The goal is to understand the communications process and apply the elements of this model to interaction with other cultures.

**COM 0410 - CRITICAL THINKING AND WRITING**  
**3 credits**

This is a course in argument and persuasion. It asks the student to consider and develop critical thinking and writing skills and then apply the newly learned skills to well-constructed, well-organized essays that argue points and explain a particular point of view.

**COM-0418 - ORGANIZATIONAL COMMUNICATION**  
**3 credits**

This course is designed to introduce students to contemporary concepts about the meanings and functions of communications in organizations. The focus of the course is strategic communication – how to analyze an organizational situation, select appropriate strategies from among various options, and carry out those strategies effectively.

**COM-0485 - POSITIONAL BARGAIN/PRIN  
NEGOTIATION**

**3 credits**

This course intends to offer learners a multi-layered approach to resolving the most natural, and often the most pernicious of human interaction, conflict. Regardless of the parties involved, conflict is ever present and must be resolved. As such, this course takes a perspective assuming that everyone, every day, is presented with conflicting ideas, data, information, positions, and decision-making. This relentless conflict calls on the use of cognitive and communication skills that appropriate the proper strategy needed to reach resolutions between the

differing parties. Beginning with Roger Fisher and William Ury's seminal work (1981) on principled negotiation, and including the traditional technique of positional bargaining (win/lose), this course encourages learners to challenge their assumptions, identify alternative techniques, and discuss the fundamental components inherent in all negotiations, i.e., issues versus interests. This course goes beyond the principles associated with the investigation of the many intricacies of negotiations and bargaining. Since negotiation is considered an artistic skill, classroom time is reserved for exercises is to practice developing the skills necessary to negotiate successfully.

**CRJ-0125 - LEARNING AND SUCCESS STRATEGIES  
FOR THE CRIMINAL JUSTICE PROFESSIONAL**

**3 credits**

This course introduces students to learning strategies and success resources that a student employs to learn and succeed in the accelerated classroom and in their career for being successful with a holistic approach: academically, emotionally and socially. Students will build critical thinking skills as they assess the credibility, accuracy, reasonableness, and support of their academic success resources in study skills, test taking skills, reading & note taking, research tools, student wellness, goal setting, time management, and Rosemont College student support resources. \* Mandatory for students who have not been in college or are no transferring college credit.

**CRJ-0150 - THE CRIMINAL JUSTICE SYSTEM**  
**3 credits**

An overview of the criminal justice system: an investigative look into the agencies of social control including law enforcement, corrections, and the courts. To include brief discussion of crime causation in order to identify methods of crime control.

**CRJ-0200 - CRIMINAL LAW**

**3 credits**

This course examines American crime problems in a historical perspective, examines crime causation, social and public policy factors affecting crime, the impact of crime and crime trends, social characteristics of specific crimes, and the prevention of crime.



**CRJ-0207 - CRIMINAL PROCEDURE****3 credits**

This course is designed to introduce students to the field of criminology, providing an overview of the issues involved in defining, measuring, and explaining crime. Students will learn about the field of criminology, examine general characteristics of crime and criminals, review early and contemporary theories, which attempt to explain criminal behavior, and discuss crime in the modern world.

**CRJ-0210 - INTRODUCTION TO LAW ENFORCEMENT****3 credits**

This course provides an overview and analysis of the American system of law enforcement, examining the origins, development, roles, and operations of policing in a modern democratic society. Students will develop a detailed understanding of the issues involved in policing a democratic society and will examine critical issues and new advances in law enforcement.

**CRJ-0215 - DIVERSITY AND THE LAW****3 credits**

A look into minority issues relating to our criminal justice system. Which age, race, gender, or social class is most likely to be in a correctional institution and why? Is racial/ethnic profiling appropriate or necessary? What are some of the applied sociological theories and practices behind the statistics?

**CRJ-0217 - INTRODUCTION TO CORRECTIONS****3 credits**

This course is designed to introduce students to the field of corrections, providing an overview of the issues involved in the American corrections system from the beginning to present day. Students will learn about practices based on philosophies of retribution, deterrence, and rehabilitation. The course emphasizes the role of sociology and other interdisciplinary approaches to the field of corrections and society's response.

**CRJ-0220 - JUVENILE DELINQUENCY****3 credits**

This course discusses the history, development, and policy of the juvenile justice system. Understanding theories along with biological, and psychological factors that contribute to juvenile delinquent behavior are covered through discussion of targeting, preventing, redirecting, and controlling delinquent behaviors. Topics also include

punishment vs. rehabilitation, intervention strategies, youth gangs and substance abuse issues.

**CRJ-0230 - DRUGS, CRIME AND SOCIETY****3 credits**

Explores how drugs and crime are interrelated issues and how these issues affect society. The development and implementation of laws pertaining to prescription and non-prescription use and abuse. Discussions of drug courts and drug treatment approaches are discussed. What are the real effects that chemical dependency has on our society?

**CRJ-0235 - PROBATION, PAROLE & COMM.****CORRECTNS****3 credits**

This course presents probation as a judicial process and parole as a community function. Also discussed are the role of the probation/parole officer; pre-sentence investigation; selection, supervision, and release of probationers and parolees. A historical review of trends in probation and parole such as halfway houses, work release programs and parole clinics; reintegration of offenders in society; and future trends are explored.

**CRJ-0240 - ORGANIZED AND WHITECOLLAR CRIME****3 credits**

The history and organization of organized crime in America: from neighborhood gangs to large scale, sophisticated organizations like the Cosa Nostra. Recruitment, activities (drugs, prostitution, protection, extortion, gun running, etc.), codes, inter/intra-organization rivalry, law enforcement evasion, and criminal justice system responses. A closer look at the proliferation of violence and escalating weaponry; the financial, moral, and social impact on society; interaction with legitimate organizations and infiltration; predicting the future demographic immigration patterns.

**CRJ-0245 - CRIMINOLOGY****3 credits**

This course offers an interdisciplinary, scientific approach related to the study of criminal behaviors. Includes an introduction to the organization of the criminal justice system; theories of crime causation; crime typologies; research methods utilized to collect and analyze crime trends; and analysis of the crime trend statistics themselves.

**CRJ-0250 - SEXUAL OFFENSES, OFFENDERS, VICTIMS**  
**3 credits**

Types and definitions of sexual offenses; typologies, causations, assessment, and treatment of offenders: and care and treatment of sex crimes. Monitoring issues. Juvenile vs. adult sexual offenders.

**CRJ-0260 - CRIMINAL INVESTIGATIONS**  
**3 credits**

This is an applied course relating to conducting criminal investigations. This course examines the history, theories, and problems of criminal investigations. What really needs to be done to solve the case? Topics to include identifying, collecting, and processing physical evidence; understanding the relative value of evidence as it is applied to a specific case; conducting interviews and interrogations. Successful criminal investigations rely on an analytical process to uncover and sort evidence and information to determine what occurred.

**CRJ-0265 - INTRODUCTION TO HOMELAND SECURITY**  
**3 credits**

This course provides the student with an overview of homeland security. Major themes and issues considered essential for understanding homeland security including border security, threat analysis, critical infrastructure, planning, preparedness, mitigation, response, and recovery are analyzed and critiqued by students.

**CRJ-0268 - ESSENTIALS OF PRIVATE SECURITY**  
**3 credits**

This course provides the student with an examination of the multi-billion dollar a year private security industry from both a historical and a professional perspective. Topics include the history and evolution from watchmen to professionals, liability, ethics, legal issues, commercial, industrial, institutional, training, and challenges in the private security industry.

**CRJ-0270 - CYBERCRIME**  
**3 credits**

This course is an examination of the act and response to the recent explosion in computer-related crimes. Topics to include legal issues in relation to investigation (electronic surveillance, Fourth Amendment issues), prosecution, and defense, emerging legislation, computer crimes

(hacking, viruses, espionage, terrorism, etc.), and ways in which to combat cybercrime.

**CRJ-0280 - UNDERSTANDING TERRORISM & CRIM JUST**  
**3 credits**

How terrorists operate and how they differ from other criminals. Conducting terrorism investigations including the collection of evidence. Differences between domestic and international terrorists. The Jihad, other religious fundamentalist movements, and indigenous terrorists' groups. The threat of bioterrorism. Is prevention possible? The public's role in prevention. Dangers to the public and specifically, first responders. Impact of the media. This course will move from motive, to terrorist acts, to evidentiary issues, to investigation, prosecution and resolution.

**CRJ-0290 - WOMEN IN THE CRIMINAL JUSTICE SYS**  
**3 credits**

This course examines the roles of women in the criminal justice system. The topics of women as victims, offenders, and practitioners in the field of criminal justice will be examined. A theoretical and pragmatic approach will be applied to those crimes, which have a greater impact on females in society, such as rape, prostitution, and domestic abuse. The evolving role of women as professionals in the field of criminal justice will be explored. Also considered will be societal views and the role of the media concerning these issues.

**CRJ- 0300 - SOCIOLOGY OF LAW AND VIOLENCE**  
**3 credits**

Examine the relationship between society, the law, and causes of violence applying sociological concepts such as inequality, stratification, social control and social change. Includes analysis of violent behaviors, law enforcement practices, court processes, the legal professions, the law itself, and related social institutions.

**CRJ-0305 - POLICING TECHNIQUES:**  
**INTRVW/INTERRO**  
**3 credits**

This course is designed to provide students with proven techniques that can be applied in various accusatory and non-accusatory interview situations. Students will develop new skills in preparing for the interrogation with a "game plan" which emphasizes a pro-active rather than reactive role. Participants will learn what to expect, what to look for, and how

to interpret what is happening in the interrogation setting. Constitutional and other legal considerations are discussed through case studies.

**CRJ-0310 - STATISTICAL ANALY/CRIM JUSTICE SYS**  
**3 credits**

Collecting, compiling, and assessing statistics related to the criminal justice system. Learning what raw data truly represent and utilizing numbers to convey useful, meaningful information.

**CRJ-0315 - PRINCIPLES OF CRISIS/EMERGENCY MGT**  
**3 credits**

This course is an introduction to the science of crisis management and emergency preparedness. Students learn about managing incidents from before they occur up until the end of the recovery period, working with community, state, and federal levels for emergency operations. The emergency management cycle, emergency operations planning, mitigation, response, and recovery will be dissected from a professional emergency management point of view.

**CRJ-0317 - EOC OPERATIONS**  
**3 credits**

This course provides the student with an in-depth knowledge of the Emergency Operations Center, Incident Command System Interface, terminology, players, and management philosophy. From EOC organization, activation, operation, and termination are covered as well as staffing, training, and briefings. Supervision and leadership issues focusing on human resources problems and incident resources problems are tackled, along with the geopolitics of running an emergency operations center during a crisis situation.

**CRJ-0320 - INVESTIGATIONAL RESEARCH METHODS**  
**3 credits**

This course is designed to assist the criminal justice major in performing research in the field: formulation of research design, data collection, and interpretation of information; knowing what to access, where to access it, and how to compile meaningful information that may accurately describe certain statistical probabilities.

**CRJ-0325 - MANAGEMENT OF DISASTER OPERATIONS**  
**3 credits**

Students explore the principles that promote effective disaster response and recovery operations

after disasters. The course examines the nature of disasters as well as the roles and responsibilities of various actors involved in emergency management. The course will review popular myths and realities regarding human behavior in catastrophic events in addition to divergent approaches to disaster management. Each student will gain a solid comprehension of common post-disaster problems and how to overcome those challenges.

**CRJ-0340 - FORENSIC ANTHROPOLOGY**  
**3 credits**

An introductory study of the scientific discipline that applies the methods of physical anthropology and archaeology to the collection and analysis of legal evidence. Areas of specialized focus include the identification, excavation and recovery of skeletonized remains at crime scenes.

**CRJ-0355 - VICTIMOLOGY**  
**3 credits**

An exploration of experiences from the perspective of the victim, their families, and society from major crimes including: robbery, burglary, carjacking, assault and battery, rape, domestic violence, stalking, homicide, arson, child sexual abuse and exploitation, child pornography crimes, federal crimes, identity theft, terrorism, and Internet crimes. The psychopathology of trauma, offender motivation, secondary traumatic effects, and the re-traumatization of victims during the adjudication process are evaluated.

**CRJ-0360 - CRIMINALISTICS: REAL ART/SCI FORNSC**  
**3 credits**

An overview of the field including realities and falsehoods of the mass media. An introduction to criminalistic procedure: how the sciences are used at and after crime scene investigations. Fingerprints, DNA, firearms analysis, hair and fibers, document examination, and more. Crime scene investigation procedures: preserving the scene, transporting, storing, and analyzing evidence. What type of evidence is "court-worthy" and how does that evidence need to be handled to be admissible in a court of law? Closing the case with the right expert testimony. Mock crime scene simulations and visiting experts who work in the field.

**CRJ-0367 - TRANSPORTATION SECURITY****3 credits**

This course provides the student with an in-depth analysis of transportation security management in the United States. Students will take real look at the vulnerabilities and risks of the transportation infrastructure including rails, maritime, air, and utilities, and apply a risk management approach to protecting our systems. Legal, economical, and political aspects of the transportation security will be explored in-depth.

**CRJ-0370 - FOUNDATIONS PUBLIC ADMINISTRATION****3 credits**

An overview of the field of public administration, to include major themes in the profession, as well as an examination of the topics with which public administrators deal each day. This course studies the political aspects of administering an agency and interacting with elected officials and citizens. Case studies are used to support the topics and give practical expression to abstract theories.

**CRJ-0372 - PRIVATE INVESTIGATIONS****3 credits**

This course provides the basic foundations of conducting private investigations. Case studies, professionalism with clients, attorneys, courts; law enforcement, other agencies and the general public are major themes. This course will also discuss statutes, licensure, and regulatory compliance associated with private detectives including liability, rules of evidence, and ethics to be the most successful private detective in the marketplace.

**CRJ-0375 - CRIMINAL JUSTICE ORGANIZATIONS****3 credits**

This course examines the organization, administration and practice of police, courts and correctional organizations at the federal, state and municipal levels and the need for these organizations to work together and communicate with each other to be a more effective criminal justice system. A framework will be developed for understanding and analyzing organizations in general and criminal justice organizations specifically.

**CRJ-0377 - PA ACT 235 TRAINING PROGRAM****3 credits**

Student must have PSP Letter of Approval and student must see Program Director prior to

registering. This course, facilitated by state police certified instructors provides the student with an in-depth knowledge of the Pennsylvania requirements for becoming a licensed agent within the Commonwealth to understand the use of force, legalities, and liabilities of lethal weapons including any firearm, device, instrument, material, or any other substance that is capable of bringing about great bodily harm or death. It also meets the Commonwealth's requirements for becoming a licensed private detective.

**CRJ-0380 - MANAGEMENT OF PUBLIC ORGANIZATIONS****3 credits**

An overview of the theories and processes of management in public agencies, to include major themes in the profession, as well as an examination of the unique elements of public employment with which public administrators deal each day. Case studies and landmark legal decisions are used to support the topics and give practical expression to abstract theories.

**CRJ-0400 - CRIMINOLOGY****3 credits**

This course offers an interdisciplinary, scientific approach related to the study of criminal behaviors. Includes an introduction to the organization of the criminal justice system; theories of crime causation; crime typologies; research methods utilized to collect and analyze crime trends; and analysis of the crime trend statistics themselves.

**CRJ-0405 - PRINCIPLES OF EFFECTIVE SUPERVISION AND LEADERSHIP****3 credits**

This course provides the student with an in-depth look at the management of line operations, staff and auxiliary services, investigative and human relations units. It introduces the concepts needed to advance to line/ field level supervisor positions by providing effective supervision and leadership in the police environment. It examines policies, procedures, rules and regulations pertaining to being a effective leader transitioning to middle management positions in a law enforcement agency preparing students for the line supervisor promotional process.

(This course prepares students for the PPD Corporal / Sergeants exams)

**CRJ-0410 - BASIC TACTICAL MEDICINE****3 credits**

This course is designed as an entry-level course for all medical operators and is also designed for law enforcement personnel to be grounded in the basics of tactical medicine, regardless of their level of medical experience. It will provide practitioners with the tools necessary to operate in a tactical environment. The class consists of introduction to tactical medicine, Care Under Fire, Tactical Field Care, Tactical Evacuation care, Lessons Learned and Updates/ Current Practices in tactical medicine. (\* Taught by a Licensed Medical Doctor/ ER Physician & Tactical Medicine Expert)

**CRJ-0415 - COMMAND AND CONTROL****3 credits**

This course covers the federal guidelines of the National Incident Management System (NIMS) and the standards of the Incident Command System (ICS) presenting communication and operational best practices for handling crisis incidents from any size-big or small. It draws on the lessons learned from decades of emergency management, hazmat safety, risk and public safety planning and preparedness to give insight into the field's evolution. Students will learn to use ICS forms, checklists and sample documents for improving organizational and interagency operations, and become certified in ICS 100, 200, 300, 400, 700, and 800.

**CRJ-0440 - ENERGETIC MATL/WEAPONS MASS****DESTRC****3 credits**

This course explores the core concepts of successfully managing Energetic Materials/ WMDs in critical and emergency response. This course evaluates the threat posed to society by chemical, biologic, radiological, and nuclear (CBRN) weapons. Students will learn about explosive and incendiary devices that could be used as terrorist weapons, and explore historic overview of suicide bombing, characteristics of a suicide bomber, and how emergency organizations can disrupt a terrorist's ability to carry out a suicide bombing. Completion of this course will provide students with two certifications from the US Department of Homeland Security in Energetic Materials.

**CRJ-0445 - SPECIAL TOPICS IN CRIMINAL JUSTICE****3 credits**

This is an elective course that enables the program and students to address the very latest issues in the

criminal justice system. Special Topics in Criminal Justice is a seminar course on current issues such as terrorism, homeland security, police ethics, racial profiling, court decisions, and social justice topics.

**CRJ-0450 - PROF SEM: CRIM JUSTICE ETHICS/PRA****3 credits**

A look into the codes, standards, and the decision-making processes that apply to the professions within the criminal justice system: police, correction officers, forensic scientists, attorneys and judges.

**CRW 7006 - SPECIAL TOPICS IN LITERATURE****3 credits**

This course number is reserved for seminars on subjects of interest not in regular rotation in the catalog. The course focuses on the analyzation of given texts in a specific topic, critical examination of the texts, and the generation of new work, both academic and creative. Special topics courses have included Dystopian Literature and the Full Range of Experience: Making the Personal Fictional, just as examples.

**CRW 7075 - SCRIPT ANALYSIS****3 credits**

In this course students breakdown and assess the texts of plays, television scripts, and film scripts using in-depth analysis, with an emphasis on the vision and intention of the authors. Special consideration is given to how an author's vision for the text can come into conflict with the vision of the director during production. Students generate new critical and creative work inspired by these discussions.

**CRW 7100 - FICTION WORKSHOP I****3 credits**

A workshop that focuses on short fiction craft. Students engage in peer critique in a supportive environment. They also analyze the tools of the fiction writer's art by reading and evaluating the published work of successful fiction writers. Emphasis is on the craft of fiction and how content should be used in devising form. Students submit a variety of fictive forms for analysis that may include short stories, flash fiction, and excerpts from novels.

**CRW 7101 - FICTION WORKSHOP II**  
**3 credits**

**CRW 7102 - FICTION WORKSHOP III**  
**3 credits**

**CRW 7103 - FICTION WORKSHOP IV**  
**3 credits**

**CRW 7111 - FREELANCE NONFICTION**  
**3 credits**

This course provides craft exercises and research strategies specific to the writers of contemporary creative nonfiction article-length works. This includes travel and food writing, feature articles and profiles, interviews, and news writing. Students write, workshop, revise, read, analyze, and critically respond to student-generated and published articles, with a focus on establishing a primary or secondary career in freelance writing.

**CRW 7118 - CONTENT AND FORM IN POETRY**  
**3 credits**

This course is a seminar designed to help writers explore the relationship between content and form in poetry. The goal of this approach is to both further the student's literary background and to survey and assess the repertoire of strategies and techniques employed by a variety of authors. The emphasis for this course is the study of poetry forms, and how the content of the poem affects or directs the choice of form. Students write new creative work in addition to analyzing and evaluating the work of others.

**CRW 7120 - POETRY WORKSHOP I**  
**3 credits**

This course concentrates on the craft of writing poetry. Students generate and evaluate new poetry of their own and the work of their peers in a supportive atmosphere. The poetry workshop may concentrate on specific aspects of the poet's art, such as studying the techniques of a specific poetic genre or movement (e.g., the Romantics); focusing on specific methods or aspects of creating poetry, such as subverting sentimentality; or investigating larger issues of the poetic life, such as creating a chapbook or thematic collection of poetry.

**CRW 7121 - POETRY WORKSHOP II**  
**3 credits**

**CRW 7122 - POETRY WORKSHOP III**  
**3 credits**

**CRW 7123 - POETRY WORKSHOP IV**  
**3 credits**

**CRW 7124 - WORKSHOP: FLASH FICTION**  
**3 credits**

Flash Fiction focuses on the fundamentals of writing (very) short fiction generally work under 1,000 words. This includes generating ideas, narrative structures, voice, image patterns, endings, revision, and submission strategies to get the work published. Students use online, peer, and workshop methods of critique. Published works of flash fiction are analyzed and reviewed. The course culminates with the students' compilation of a chapbook of original work.

**CRW 7126 - WORKSHOP:**  
**SCREENWRITNG/PLAYWRITING I**  
**3 credits**

This workshop concentrates on the craft of creating screenplays and stage plays. Students generate new creative work and engage in peer critique in a supportive environment. They also analyze the tools of the script writer's art by reading and evaluating the published work of successful writers. Special attention is given to formatting and style with an emphasis on script craft and content.

**CRW 7127 - WORKSHOP: SCREENWRTG/PLAYWRTG**  
**II**  
**3 credits**

**CRW 7128 - WORKSHOP: SCREENWRTG/PLAYWRTG**  
**III**  
**3 credits**

**CRW 7129 - WORKSHOP: SCREENWRTG/PLAYWRTG**  
**IV**  
**3 credits**

**CRW 7131 - EKPHRISIS AND MAD ARTISTS**  
**3 credits**

Ekphrasis is a literary response to visual art. This course combines the analysis and critique of ekphrastic poetry, drama, and fiction with critical work on ekphrasis. Students also review excerpts from the journals and letters of artists. In addition to close readings of literary texts and the consideration of visual art, students generate original ekphrastic pieces of their own for peer evaluation.

**CRW 7132 - WRKSH: POETICS OF WITNESS & RESIST**

**3 credits**

Using model poems from the 20th and 21st centuries, written or translated into English, this course surveys theories and poetic practices of bearing witness and mounting resistance to cultural oppression and social injustice. The course asks how the poem both contextualizes, resists, and repairs perceived injustice or imbalance. Movements include the Harlem Renaissance, Black Arts Movement, and poems in response to global and domestic anti-war and pro-social justice movements. Through a combination of analytical discourse and poetry critique workshops, students construct poems of aesthetic and cultural value in dialogue with the poetic traditions of witness and resistance.

**CRW 7133 - WORKSHOP: POETRY SEQUENCE**

**3 credits**

This course provides the opportunity to write and workshop distinct types of poetry and prose poetry sequences. Students learn strategies and theories about the ordering, arrangement, design, thematic patterning, and editing of traditional and contemporary sequences. The writing, reading, and critical review of student work is complemented by the analyzation and evaluation of published sequences and scholarly articles. The course also considers the use of the sequence in the construction of chapbooks and full-length books, along with markets open to publishing entire sequences. Prerequisite: CRW 7100 Poetry Workshop or CRW 7124: Flash Fiction Workshop

**CRW 7134 - CONSTRUCTING THE NOVEL**

**3 credits**

Following the example of National Novel Writing Month, students draft a complete novel of at least 50,000 words over the course of a semester. The emphasis is on generating new material and not on revising or workshoping chapters. By the end of the semester, the draft must be complete in the sense that it has a structural beginning, middle, and end. Students read several small novels and use them as models for assessing and developing craft.

**CRW 7142 - CREATIVE NONFICTION CRAFT**

**3 credits**

This course provides craft exercises and research strategies for the writer of book-length creative nonfiction manuscripts. Narrative and prose theory along with hands-on exercises provide the

basis for the instruction in developing a knowledge of and facility with the craft of writing long form creative nonfiction. Students breakdown and assess seminal examples of book-length creative nonfiction and in the process devise and construct a formal plan for the creation of their own work.

**CRW 7143 - CONTENT & FORM IN CREATIVE NON-FIC**

**3 credits**

This seminar enables writers to break down the relationship between content and form in creative nonfiction. The goal is to both enhance the student's literary repertoire and to assess the strategies and techniques employed by creative nonfiction authors. Readings include compressed essays, memoirs, and lyric essays, and other work that illustrates a range of styles and effects. Students integrate theory and practice by writing original creative nonfiction in a variety of styles.

**CRW 7145 - CREATIVE NON-FICTION WORKSHOP I**

**3 credits**

This workshop focuses on a variety of creative nonfiction genres. The course is structured as a workshop with a central emphasis on the production of new student writing and peer review. The analyzation of published work and consideration of elements of craft such as voice, sensory detail, characterization, and dialogue is undertaken. Students produce such elements in their own original work.

**CRW 7146 - CREATIVE NON-FICTION WORKSHOP II**

**3 credits**

**CRW 7148 - CREATIVE NON-FICTION WORKSHOP III**

**3 credits**

**CRW 7149 - CREATIVE NON-FICTION WORKSHOP IV**

**3 credits**

**CRW 7150 - MYSTERY/HORROR WRITING**

**3 credits**

Horror is meant to invoke intense feelings of revulsion and surprise, while a mystery is something that is difficult or impossible to understand. These two genres of writing have long been linked together for a variety of reasons. In this course, students analyze and evaluate seminal works in both categories and create new work of their own.

**CRW 7160 - RESRCH WRT & WRT HIS FIC & CR NON-FICTION**

**3 credits**

This course instructs students in research methods for writing historical fiction or creative nonfiction. The emphasis is on constructing believable and accurate historical details whether the work is fiction or nonfiction. Students create original historical fiction, memoir, or creative nonfiction and engage in peer critique.

**CRW 7163 - EDITING THE LITERARY MAGAZINE**

**3 credits**

Students working on the Rosemont Literary Magazine, *Rathalla Review*, are eligible to register for three credits of independent study once during their course of study. Students work together to create the editorial and managerial processes involved in publishing a literary journal both online and in print. Students work with the directors of the MFA and Publishing programs and solicit, evaluate, and select submissions for publication, communicate with contributors about editorial decisions, determine the layout and design of the journal, and make decisions about distribution. Students are also responsible for assisting in fundraising and working within the constraints of a budget.

**CRW 7165 - WORKSHOP: NOVEL WRITING I**

**3 credits**

Students evaluate their own work and the work of their peers in an intense, but supportive, atmosphere that is focused on addressing the particular issues inherent in writing novels. Students develop plans for revision and strategies for publication. The course culminates in a public reading. To enroll in this course, students must have completed a novel draft and have permission from the program director.

**CRW 7167 - WORKSHOP: NOVEL WRITING II**

**3 credits**

**CRW 7175 - SUMMER WRITING SEMINAR I**

**3 credits**

A weekend and week-long writing seminar during which students attend intense daily workshops in the genre of their choice such as poetry, fiction, novel writing, or creative non-fiction. The noontime Writers and Readers series allows students to experience their instructors' work and to engage in conversation about that work. Nightly readings and

panels provide students with the opportunity to learn more about the business of being a writer and to share their own work in a public forum. Students submit a final project (either a substantive revision of a workshop submission or a new piece) that directly incorporates the work covered during the seminar as well as a substantial reflection paper.

**CRW 7176 - SUMMER WRITING SEMINAR II**

**3 credits**

**CRW 7177 - SUMMER WRITING SEMINAR III**

**3 credits**

**CRW 7178 - SUMMER WRITING SEMINAR IV**

**3 credits**

**CRW 7185 - WINTER WRITING SEMINAR ABROAD**

**3 credits**

This intensive 10-day course of study concentrates on generative writing workshops in a variety of writing styles (such as poetry, fiction, novel writing, or creative nonfiction) while traveling abroad. Workshops are balanced with cultural and academic enrichment activities that form the foundation for the writing prompts. Opportunities for feedback and critique are part of the scheduled workshop time. Students analyze and evaluate selected works by published authors native to the countries visited and write a paper that synthesizes their own travel experiences and that of the work. Students also submit original creative work generated during the trip and a substantial reflection paper.

**CRW 7186 - WINTER WRITING SEMESTER ABROAD II**

**3 credits**

**CRW 7218 - EXPLORING THE MIDDLE GRADE NOVEL**

**3 credits**

Students in this course analyze and evaluate the evolution of middle-grade novel (books for readers ages 8-12). Students will break down critical analysis relative to the audience, and consider some popular middle-grade novels, both classic and contemporary. Writing styles, authors, themes, topics, and content will also be considered. Students will generate original creative work appropriate for middle-grade readers and new critical work.



**CRW 7219 - GRAPHIC NOVEL LITERATURE****3 credits**

Since the 1960's, comics have had a special place in the college community. Students in this course appraise and assess seminal titles in the genre and investigate the cultural importance of these works by generating original critical and creative work.

**CRW 7237 - YA GENRE STUDY****3 credits**

Young Adult literature pushes at historical boundaries by exploring topics such as race, gender roles, and suicide. YA is also comprised of action-adventure, fantasy, historical, mystery, sci-fi, speculative fiction, and memoir. Students in this class will break down and assess a variety of YA titles. Is it truly a genre or subgenre? Are there different levels of YA fiction and nonfiction, or should there be? And why do adults love some YA titles and not others? Students lead this industry discussion by developing a set of standards and criteria to define the genre through class evaluations and projects.

**CRW 7255 - PUSHING BEYOND GENRE BOUNDARIES****3 credits**

Designed for students who wish to explore genres outside their normal boundaries, this workshop specifically focuses on prose writers who want to explore poetry techniques and poets who want to try prose. This course is the ideal place for the poetry phobic and the fiction fearful to experiment. Students also assess how all genres overlap and how good writing technique is universal.

**CRW 7350 - MANUSCRIPT MENTORSHIP****3 credits**

A semester of individual mentorship where the candidate works one-on-one with a mentor revising their novel manuscript.

**CRW 7405 - THE WORLD OF FILM****3 credits**

The art of putting together a film is one that is different from any other. This course offers an intensive study into the world of film, from the independent, small budget market, to the major markets of Hollywood. To build a career in screenwriting, a writer must understand all aspects of the market from pitch to final product. Students consider and compare initial scripts to shooting scripts to final films and produce original work.

**CRW 7407 - WRITING FOR TELEVISION AND FILM****3 credits**

Students survey television and film screenwriting strategies, including how to write and develop half-hour pilot formats for television comedies, how to write and develop one-hour pilot formats for television dramas, and how to write and develop feature length films. Students analyze and evaluate scripts from produced work and create original work.

**CRW 7425 - SURVIVING AS A WRITER****3 credits**

Students break down and assess ways to earn a living writing and/or teaching, as well as, how to protect and nurture their craft after graduation. Students also develop plans for applying for grants, entering contests, attending writers' conferences, and going to artists' colonies, and how, through careful consideration, networking, and tenacity, they can expand those opportunities and push through to publication.

**CRW 7435 - NOVEL CRAFT****3 credits**

Students analyze, evaluate, and develop craft exercises and research strategies necessary for writers of book length fiction manuscripts. Narrative and prose theory along with hands-on exercises provide the basis for the instruction in developing a knowledge of and facility with the craft of writing novels. Students assess and design a collection of research that forms the foundation from which to draft a novel. A variety of novels are read, evaluated, and critiqued for elements of craft by students who then synthesize what they've learned and apply it to their own work.

**CRW 7440 - WORKSHOPPING THE WORKSHOP****3 credits**

Students survey strategies for teaching writing workshops in undergraduate and graduate settings and workshops for adults in non-credit community settings. Adaptation of both pedagogical theory and workshop leadership techniques for younger writers is also addressed. Students analyze and evaluate academic writings on pedagogical theory, group process/dynamics theory, and concurrently, participate in and periodically lead their own writing workshops. As part of workshop participation, students break down and assess assigned examples of published writings. In addition, they produce and workshop their own writings. All genres of creative

writing—poetry, fiction, and creative non-fiction are examined and workshopped.

#### **CRW 7444 - CONTENT AND FORM IN FICTION**

##### **3 credits**

Students investigate and integrate the relationship between content and form in fiction. The goal of this approach is to expand the student's literary background and to explore the repertoire of strategies and techniques employed by a variety of authors. Students evaluate and assess these works and adapt new methods for their own use. Readings include short fiction, novels, and novellas that illustrate a range of styles and effects.

#### **CRW 7445 - CONSTRUCTING THE CNF BOOK**

##### **3 credits**

##### **CONSTRUCTING THE CREATIVE NONFICTION BOOK**

Students in this course write a complete draft of a book-length work of creative nonfiction. The emphasis is on generating material and not revising or analyzing. In addition to writing in class, students will analyze and assess a variety of small memoirs and works of creative nonfiction as examples and for inspiration.

#### **CRW 7447 - SCIENCE FICTION & FANTASY**

##### **3 credits**

##### **SCIENCE FICTION AND FANTASY: THE LITERATURE OF IDEAS VERSUS THE LITERATURE OF LONGING**

These two arguably very different forms of literature have long been linked together. Students break down and assess seminal works in both genres in terms of form, content, and influence, both on other writers and on society. They also evaluate the overlap of these two forms while generating new creative and critical work.

#### **CRW 7450 - WRITING FOR YOUNG ADULTS**

##### **3 credits**

Students execute craft exercises and research strategies specific to the writers of young adult fiction. Narrative and prose theory along with hands-on exercises provide the basis for instruction. Analyzing and evaluating young adult texts as a writer and assessing critical writings about young adult fiction supplement the craft coursework. To develop a knowledge of and facility with the craft of young adult writing, students generate original work and engage in peer review in a supportive environment.

#### **CRW 7455 - CRITICAL WRTGS FOR CREATIVE WRTRS**

##### **3 credits**

This course uses contemporary literature as the "teachers" for the contemporary writer. Students work with the instructor to create a reading list of four (4) books or collections that correspond with the students' genre (poetry, creative non-fiction, and/or fiction), literary interests (steampunk, literary fiction, urban fantasy, young adult gothic, and so on), and project goals (memoir, poetry chapbook, flash fiction collection, novella, literary fiction novel, and so on). Students produce critical writings and present their findings while publishing for the community of writers the craft lessons and insights they've gleaned from their readings.

#### **CRW 7465 - MAGIC REALISM AND THE AMERICAS**

##### **3 credits**

Magic realism is work in which the supernatural is commonplace and is accepted as reality by the inhabitants of the work. This course examines seminal works in the genre long associated with Latin America. Students will analyze and evaluate this work and create original works of their own.

#### **CRW 7500 - THESIS**

##### **3 credits**

The thesis is designed as a culminating experience that allows students to undertake original work to reflect and extend the breadth of their graduate program experience. Eligible students choose a topic and a faculty thesis advisor and submit, for review and approval by the program director, a written plan for the thesis project. Open only to matriculated students in good academic standing (GPA of 3.0 or higher) who are within 12 credit hours of graduation.

#### **ECO-0320 - PRINCIPLES OF ECONOMICS 1/MACRO**

##### **3 credits**

This course is an introduction to the study of macroeconomics and will examine how an economy works as resources are combined to produce the goods and services that people want. Macroeconomics deals with a study of the economy in the aggregate, or the economy in general.

#### **ECR-0405 - SERVICE LEARNING**

##### **0 credit**

Student participated in a service- learning trip through Rosemont College. Meets the experiential learning requirement. Pass/Fail

**ECR-0490 - TRAVEL (INTENT TO COMPLETE)****3 credits**

This is a placeholder course for students intending to participate in a Travel course. Students must be approved by the Office of Post Graduate Success before they will be dropped from this course and placed in their intended travel course.

**ECR-0499 - INTERNSHIP (INTENT TO COMPLETE)****3 credits**

Student intends to complete an internship in the semester. Students must work with their major advisor and the Office of Post Graduate Success to complete the Internship Agreement prior to the end of Add/Drop at which point they will be registered for their internship. This is just a placeholder for preregistration and will be dropped prior to the end or add/drop if student does not complete internship paperwork.

**EDU-4431 - INDEPENDENT STUDY IN EDUCATION****0 credit****EDU-4500 - CHILD DEVELOPMENT LEARNING THEORIES****3 credits**

The purpose of this course is to examine child development through the lenses of strategic learning and instructional practices. Students/teacher-candidates will be able to apply major concepts, tools, and skills in developmentally appropriate areas which support highly effective and stimulating instruction for every child. Basic research-proven classroom learning, and instructional practices will be demonstrated and evidenced in simulated teaching environments through designing and teaching a direct lesson plan; applying specific application and alignment of key goals and objectives; designing, as a cooperative group, an inquiry/indirect lesson; and developing the initial program's portfolio incorporating all four categories of professional knowledge and practice of the 430 PDE. Emphasis of systematic mechanisms to assess each student's development and then reflect to modify and improve instructional practices will offer a lifetime of professional growth.

**EDU-4503 - ELEMENTS OF EFFECTIVE INSTRUCTION****3 credits**

This course is designed to give prospective teachers an in-depth introduction to the field of education by examining the diverse roles and responsibilities of teachers. Contemporary theories, issues and

problems will be discussed in light of recent research and best practices in teaching and learning. Students will learn basic models of effective teaching, methods to assess student achievement, the influence of standards, and efforts to reform schooling. The Charlotte Danielson framework will be studied to further develop classroom observation and analysis skills and to address the required state competencies to satisfactorily complete the field experiences in preparation for student teaching."

**EDU-4506 - HISTORICAL AND PHILOSOPHICAL FOUNDATIONS****0.75 credit**

This course is designed to examine four essential questions relative to the continued existence of public schools. These questions will initiate discussion on the personal and societal responsibilities for education.

1. What is the purpose of schooling?
2. Who is responsible for our schools?
3. What should be taught?
4. How do we address the problem of inequity in our schools?

The course will conclude with the submission by each student of a five page personal philosophy of education which includes responses to each of the four essential questions.

**EDU-4508 - CLASSROOM MANAGEMENT STRATEGIES****1.5 credits**

This course is focused on teaching prospective teacher's essential skills and strategies for managing individual student and group behavior in the PK-4 classroom. You will learn specific techniques and you must demonstrate the use of these techniques to successfully pass the course. Students will have opportunities to practice and demonstrate basic classroom management skills in class and through targeted assignments. This course is designed to help teachers understand why young children behave as they do in the classroom. Major concepts such as the drive to belong, private logic, birth order and Goals of Misbehavior, logical consequences, reflective listening, questioning skills and class meetings will be explored in detail. Additionally, we will develop the link between the way adults respond to misbehaving children and how it will either feed or extinguish the problem. This course is a comprehensive study of understanding that self-disciplined children come from being in relationship with self-disciplined adults. It examines adult

response patterns to children's misbehavior on three levels - adult thinking/attitudes, adult language, and adult actions. There will be a follow-up (1.5 credit) version of this course during your student teaching semester, as part of the Graduate Seminar course, aimed at coaching you through handling classroom management during your student teaching.

**EDU-4510 - IDENTITY/ DEV. OF THE YOUNG CHILD  
3 credits**

This course is designed to explore the various aspects of development of children pre k-4th grade. A special emphasis will be placed on defining the aspects of the whole child and how each person is unique in their own development.

**EDU-4512 - TECHNOLOGY IN THE CURRICULUM  
1.5 credit**

Students will explore the effective use of technology in the K-12 classroom environment. Topics covered will include computer hardware and software terminology and functions; a wide variety of educational applications; the use of technology to facilitate differentiation and the use of higher order thinking skills; media and information literacy; effective use of the internet for information, communication and collaboration; policies and procedures; and current issues and trends in the field. The format of the course will be a combination of lecture, discussion, online communication and collaboration and hands-on lab time.

**EDU-4513 - TEACHING AND TECHNOLOGY  
3 credits**

Technology has become a key component in the classroom today and it is imperative that teachers have a solid understanding of how best to utilize this important tool. Students in this course will explore the effective use of technology in the K-12 classroom environment, covering a wide variety of educational applications and websites. The course will also address the use of technology to facilitate differentiation, critical thinking and problem solving; developing media and information literacy skills; effective use of the internet for information, communication and collaboration; policies and procedures; and current issues and trends in the field. The format of the course will be a combination of virtual and live discussion and collaboration as well as hands-on lab time.

**EDU-4514 - TEACHING FINE ARTS**

**1.5 credits**

The focus of this course will be on the classroom teacher's role in establishing a learning environment that promotes children's expressive abilities across the PK-4 age band. Emphasis will be on the "teacher as student", taking risks to learn new things and understanding what it feels like to be a beginner. Student/teachers will expand their ability to design and conduct age-appropriate art and music experiences for their PK-4 students in a way that builds on a child's natural enthusiasm for art and music in order to introduce core concepts. We will examine how national and state standards and goals can be combined with core curriculum objectives to create highly engaging lessons that make connections between the visual arts, musical arts and other discipline.

**EDU-4516 - MOTOR DEVELOPMENT FOR CHILDREN**

**1.5 credits**

The elementary classroom teacher will have in-depth opportunities to learn about and promote children's motor skills and health related habits across the PreK-4 age band. Numerous topics will be covered, including, but not limited to; priorities for high quality and meaningful physical activity and its relationship to learning, self-confidence and enjoyment, priorities for physical education and how its related to the Pennsylvania standards. The course will preview the overall health curriculum, especially focusing on, nutrition and related healthy choices, safety and preventing hazardous practices and environments. Both National and Pennsylvania standards regarding Physical Education, including the National Association for Sport and Physical Education will be examined and incorporated into their curriculum. Also, a brief theory and philosophy of 'the value of play' will be introduced to provide perspective on selecting valued activities for vital growth and age-appropriate development. Finally, a portion of the course will focus on hands-on opportunities of new and innovated techniques of meaningful kinesthetic movement throughout the elementary classroom teacher's curriculum.

**EDU-4518 - SOCIAL & POLITICAL ISSUES IN EDUC**

**3 credits**

This course examines contemporary issues in education, including the political and social influences on schools. Students will examine relevant educational policy on the local, state, and

national levels and the risk factors that many students must overcome to succeed in the classroom. Trends in curriculum, instruction, and assessment will be analyzed as students reflect on the research and best practices that contribute to effective schools, teaching and student learning.

**EDU-4520 - TEACHING ENGLISH LANG LRNRS (ELL)**  
**3 credits**

The focus of this course will be the teacher's role in establishing an academic field of study through which English Language Learners (ELL) are instructed in social, cultural, and academic language skills to improve her/his school performance. Instruction involves the teaching of listening, speaking, reading, and writing at appropriate developmental and proficiency levels with little or no use of the native language. Classroom and ESL teachers are expected to collaborate for the delivery of an effective learning experience utilizing various assignments, lesson plans, projects, assessments and/or field work. All grade levels (K-12) are discussed, but for these specific certification curriculum purposes, the PK-4 broad ban will be specified in all assignments and activities.

**EDU-4524 - TEACHING MODELS & LEARNING THEORIES**  
**3 credits**

This course addresses the relationships among three fundamental aspects of the educational process: the subject matter of the curriculum, the diverse abilities of students, and the teacher's responsibilities to design and implement instruction. Behavioral, social cognitive, developmental, neuropsychological, and constructivist learning theories that address pedagogy, student achievement and diversity, motivation, and assessment will be examined.

**EDU-4525 - EDUCATIONAL LEADERSHIP**  
**3 credits**

This is the first course in a sequence leading to candidacy for PA administrative certification as a K-12 school principal. The theories of leadership, organizational culture and planned change are studied. The principal as instructional leader, to improve teaching and learning, is investigated as well as the importance of school visions, missions, strategic planning and data-driven decision making. The role of the school principal in supporting curriculum and professional development and the research underpinnings of effective schools are reviewed.

**EDU-4526 - LITERACY AND SOCIETY**  
**3 credits**

This course focuses on the refinement of individual knowledge and skills to enhance logical reasoning and thinking, reflective judgement, problem solving abilities. Students will interpret, analyze, and critically evaluate current and changing factors and events in society that influence the culture of schools and the educational issues that must be addressed to meet the diverse needs of students and their communities.

**EDU-4528 - STANDARDS-ALIGNED CURRICULUM AND INSTRUCTION**  
**3 credits**

This course examines curriculum, instruction and assessment in the context of standards-based education. It provides school leaders with the ability to understand major curriculum design models, interpret school district curricula, initiate needs analyses, plan and implement a framework for aligning curriculum, instruction, and assessment. Standards and benchmarks, state and national influence, and curriculum assessments will be examined. Emphasis is given to providing knowledge and skills that will enhance pedagogy, effective school and classroom leadership, and creating a culture that supports learning.

**EDU-4530 - INTRODUCTION TO SPECIAL EDUCATION**  
**3 credits**

This course provides teacher candidates with competencies and knowledge of current topics in special education as well as an historic overview of special education history and regulations, a general understanding of the IEP/IFSP and organization of special education programs, knowledge of specific disabilities and appropriate techniques in working with children with special needs. Teacher candidates will explore collaborative efforts of professionals, paraprofessionals, families, and community supports to accommodate students with various disabilities.

**EDU-4536 - FINANCE & RESOURCE MANAGEMENT**  
**3 credits**

This course is designed to introduce the concepts and issues related to public school finance and fiscal control. Key concepts will include the history of school finance; legal basis for finance and court challenges; technical aspects of school finance; implications of financial decisions on instruction; and sources of federal, state and local revenue and

support. Current issues regarding school finances, budgeting, and resource allocation will be addressed.

### **EDU-4537 - SCHOOL LAW AND ETHICS**

#### **3 credits**

This course will focus on the study of legal and ethical issues as related to practical problems of school administration. Laws are reviewed that pertain to public schools, including constitutional laws, state laws and landmark court decisions that have helped to shape school law. The impact of school law on the formulation and implementation of school-based policies and procedures that directly affect educators and students, and the responsibilities that accompany legal rights, will be explored.

### **EDU-4540 - SPECIAL EDUC. LEGAL REQUIREMENTS**

#### **3 credits**

This course is intended to provide the teacher candidate with an in-depth understanding of laws and legal cases that determine current practices in the field of special education. In addition, teacher candidates will review state regulations, state forms, and explore websites providing information and support regarding students / parents / professionals in meeting legal requirements in the education of special needs students. Professional and educational organizations will be explored parents / professionals in meeting legal requirements in the education of special needs students. Professional and educational organizations will be explored.

### **EDU-4545 - SUPERVISION AND EVALUATION**

#### **3 credits**

This course provides a theoretical and practical overview of the supervision and evaluation of instruction. Evolving concepts of supervision of instruction are combined with opportunities to acquire skills to function in supervisory roles are introduced. The domains, current issues and best practices are studied to develop the practical skills for using the clinical process and developmental approach to supervision. Supervision and evaluation policies, procedures and professional growth opportunities are studied.

### **EDU-4550 - TEACHING SPECIAL NEEDS STUDENTS**

#### **3 credits**

The course objectives are clear and specific expectations including preparation for each class leading to a stimulating and engaging setting for all

present beginning with completed homework assignments from each student. In return, students may expect homework promptly graded and returned, and the instructor available (by appointment) for discussion outside of class in order to clarify questions, concerns, assignments, and evaluations.

### **EDU-4560 - LANGUAGE DEVELOPMENT AND LITERACY FOUNDATIONS**

#### **3 credits**

Teacher candidates will demonstrate a competent ability in utilizing PreK through 4th grade language development foundations and literacy skills by connecting these guidelines with standards and instructional strategies through projects, lesson plan writing, research, and oral presentations.

### **EDU-4561 - WRITING FOR THE 21ST CENTURY**

#### **3 credits**

This course is designed to explore current research-based instructional strategies and curricular practices that enhance children's writing. Instruction will integrate technology and writing practice so that teachers can immediately apply, organize, manage, and evaluate a writing curriculum for their classroom that will provide positive results.

### **EDU-4562 - APPLIED LINGUISTICS**

#### **3 credits**

Participants in this course will become knowledgeable about the nature and structure of language and how first and secondhand languages are developed and acquired. Basic concepts, scope, and methodology of the science of linguistics in its historical and descriptive aspects will be reviewed including topics and issues in current linguistic studies. Students will explore and develop a repertoire of effective ELL teaching strategies to become proficient at supporting students' secondary language and literacy development and academic achievement.

### **EDU-4563 - READING & WRITING IN CONTENT AREAS**

#### **3 credits**

The purpose of this course is to introduce students to the theoretical bases of comprehension and meaningful vocabulary development with a focus on improving reading and writing skills across disciplines. Best practices in teaching, writing, assessing reading comprehension, and vocabulary development are integral components of this course.

**EDU-4564 - PROGRAM DESIGN & RESOURCES****2 credits**

This course provides an overview of the process for the development of a program of services for ELL students. Curriculum development and implementation; instructional design; and models of effective ESL programs in schools are studied. Special attention is given to appropriate educational goals and the adaptation of methods, strategies, resources, and materials to address the specific needs of ELL's to assist them achieve success in the classroom. Evaluation of varied curricular and teaching activities for diverse ELL's will be addressed.

**EDU-4565 - MULTICULTURAL LITERATURE****3 credits**

Multicultural Literature addresses ILA Standard 4 (Diversity) through readings and discussion of writings by and about diverse cultures, ethnicities, religions, genders, and socioeconomic groups. We will work together to critically examine K-12 literature and the context in which it is read. Categories of differences will be considered to explore relationships between ourselves' and others including interpersonal and institutional relationships. This course is designed to engage us as critical readers and consumers of K-12 literature.

**EDU-4566 - CURRENT ISSUES & TRENDS TCHG ELL****2 credits**

CURRENT ISSUES AND TRENDS IN TEACHING ELL  
This course examines the educational theories, practices, and research related to the education of English Language Learners (ELL) and Bilingual Education. Current trends and key issues that contribute to effective teaching and learning for ELL's in the classroom are studied in addition to the linguistic, cultural, and social needs of students who are speakers of languages other than English.

**EDU-4568 - MULTICULTURAL & DIVERSE CLASSROOMS****3 credits**

The increase in ethnic diversity has caused many educators to expand their knowledge of multicultural education in schools. Students in this course will study the process that creates a culturally responsive classroom to embrace and maximize student diversity in a positive manner which increases academic achievement. They will develop the attitudes, knowledge, and skills to work effectively in schools that are diverse in terms of

race, ethnicity, gender, ability, language, socioeconomics, and family configurations. Furthermore, students will work together to gain theoretical and practical knowledge and resources applicable in any K-12 setting.

**EDU-4570 - LITERACY DEVELOPMENT FOR SOCIAL STUDIES AND SCIENCE****3 credits**

This course is designed to study best practices and strategies employed by elementary school teachers that are effective in motivating children to acquire informational skills and develop modes of reasoning, unique to the curricular areas of Social Studies and Science. The emphasis is on addressing current scientific and technological issues and developments within society through literature. This course bridges theory and practice, providing hands-on experience in the application of constructivist learning theory to designing and delivering effective classroom experiences. Methods for teaching elementary school science are explored including strategies and technologies to support student learning as defined by the state and national science standards. Inquiry-based model of learning and assessment emphasized. This course is an interdisciplinary approach to studying science and social studies which incorporates theoretically sound methodologies that emphasize inquiry and discovery base approaches for assisting pupils to become independent thinkers and learners. Coursework, field experiences, assessments, and intervention strategies will be addressed through the development of strong reading skills and habits. The graduate students are expected to plan, author, and present instruction plans for demonstrating the use of various methods, techniques, and materials and expand their understanding of the fields of social studies and science.

**EDU-4575 - CHILDREN & ADOLESCENT LITERATURE****3 credits**

This course presents an overview of the theoretical and practical aspects of the study of literature for children and adolescents. Students will develop both a wide familiarity with children's/adolescents' books as well as an understanding of how literature can be used in elementary/middle/secondary school curricula. Students will complete individualized course projects that focus on literature in specific classroom, research, critical, theoretical, home, community, and/or professional contexts.

**EDU-4580 - INSTRUCTIONAL METH. FOR MATHEMATICS****3 credits**

This course focuses on preparing perspective Pre-K-4 teachers for the rigors of instruction in mathematics. The course is designed to enable new teachers to understand core math knowledge and to use effective instructional strategies. Students will develop both the skills to stay current using research concerning best practices for content instruction, and the ability to effectively deliver core academic content. Students will investigate the NCTM standards and spend considerable time engaged in classroom activities connected directly to numbers and operations, algebra, geometry, measurement, data analysis, and probability. Additionally, students will explore the importance of developing children's problem solving, reasoning and communication skills. Students will demonstrate both direct and inquiry instructional strategies. Requirements include access to the Internet, selected readings, discussion, class work, writing assignments, presentations, and reflections. Additionally, students will explore the importance of developing children's problem solving, reasoning and communication skills. Students will demonstrate both direct and inquiry instructional strategies. Requirements include access to the Internet, selected readings, discussion, class work, writing assignments, presentations, and reflections.

**EDU-4585 - Instructional Strategies for Teaching Reading****3 credits**

This course is designed to explore current research-based instructional strategies and curricular practices that promote children's literacy competencies in grades PK-12 in accordance with the International Literacy Association's Standards for Reading Professionals. The focus throughout this course is intended to engender and enhance the pre-service reading specialist's knowledge and ability to help students construct meaning.

**EDU-4590 - CLASSROOM ASSESSMENT & ANALYSIS****3 credits**

This course will introduce students to current best practices in classroom assessment and explore the critical role that assessment plays in the teaching and learning process. Understanding of the use and purpose of formative and summative assessment strategies will be developed, with an emphasis on providing feedback and making adjustments to

instructional practices. The link between assessment and grading will also be discussed. Assessment will also be viewed in light of No Child Left Behind (NCLB) and the emphasis on data-driven decision making and standards-based instruction. Concepts related to assessment and measurement, such as validity, reliability, and other statistical measures will also be explored.

**EDU-4593 - CLASSROOM ASSESSMENT/ANALYSIS READING****3 credits**

The purpose of this course is to acquaint students with the theoretical bases and the nature of differences in literacy acquisition. The developmental nature of literacy growth and the importance of instruction within the learner's zone of proximal development will be explored. How literacy differences are influenced by social, emotional, psychological, physical, and educational factors will be investigated. Best practices in teaching, supporting, and assessing students with literacy difficulties will be an integral part of the course.

**EDU-4595 - ACTION RESEARCH IN EDUCATION****3 credits**

Participants in this course will engage in explorations of action research in theory and practice in relation to serving as an administrator or teacher in their school. Students will make connections between their theoretical understandings of research and their own emergence as practitioner researchers in educational settings. Participants will view themselves as producers of knowledge who can learn more about administration or instruction by studying their own experiences to improve school effectiveness and student learning. They will have an opportunity to identify a problem in their school, or practice, devise a plan, gather and analyze data, report results and develop implications for their future administrative or teaching practices and action research.

**EDU-4596 - LITERACY PRACTICUM & SEMINAR****3 credits**

The Literacy Practicum and Seminar focuses on assessment and instruction of students experiencing literacy difficulties. A required field experience is scheduled across elementary and secondary levels under the supervision of a licensed Reading Specialist or other certificated mentor. Program participants will provide individualized and small



group instruction at assigned schools and will meet on a regular basis with their college supervisor, or instructor, in a seminar format for additional instruction and support to attain and demonstrate the competencies and performance levels of effective Reading Specialists.

#### **EDU-4600 - STUDENT TEACHING/SEMINAR**

##### **6 credits**

Student Teaching represents the culminating experience in the teacher preparation program. It consists of a 14-week placement and is a fulltime responsibility. Students are placed in an approved school system and are mentored by a Cooperating Teacher selected for their classroom expertise. A College Supervisor is assigned to serve as the primary liaison between the college and school. College Supervisors also plan a schedule of Seminars during the semester, on timely topics, to support the student teacher. Student Teaching performance will determine whether or not the student is recommended to the Pennsylvania Department of Education for an Instructional I certificate.

#### **EDU-4615 - ADMINISTRATIVE INTERNSHIP**

##### **1 credit**

The administrative internships are field-based assignments to prepare aspiring principals to function as school administrators and leaders on the elementary and secondary levels. Each course in this certification program includes practicum components, assignments and projects to contribute to a yearlong concurrent internship. The Administrative Internship will last for one full year and equate to a minimum of 360 hours. The Internship must be completed sequentially in three distinct phases; namely, fall, spring and summer. However, the student can select the starting phase as long as the program is sequential. Interns must complete a minimum of 120 hours in each phase of the Internship. Interns/Students will receive one hour of credit for successful completion of each phase of the Internship. Two PDE 430 forms will be completed by the college supervisor during each phase of the Internship; thereby, totaling six.

#### **EDU-4620 - PK-4 MASTER'S THESIS**

##### **3 credits**

Students pursuing a Master of Arts in Education have the option to complete a Thesis as part of their graduate education degree program. Students will conduct a major in-depth research of an approved personal interest topic that will contribute to the

knowledge base of the chosen field. A faculty member serves as the student's advisor to provide guidance in completing the study. A final oral presentation to M.A. in Education faculty and student colleagues is required.

#### **ENG-0160 - COLLEGE WRITING I: COMP/CRIT THGHT**

##### **3 credits**

The first of the course's three principal assumptions is Rosemont College's School of Graduate and Professional Studies (SGPS) undergraduate programs are "reading and writing" intensive; students' opportunities for academic success are directly related to skills such as comprehension, interpretation, analysis and oral and written communication.

The college's tradition and philosophical underpinnings of "meeting the needs of the age" inspire the second assumption: Rosemont's SGPS programs target both the traditional student and the adult learner, i.e., individuals who are working, possibly raising a family, and may have been out of formal academic settings for years. The SGPS provides courses for learners who may not have the opportunity to continue or complete education within traditional educational settings. This open-ended acceptance of students from all walks of life, across all age cohorts, and across a diversity of living and educational experiences calls for all learners to begin their academic endeavors with a course that introduces concepts, clarifies expectations, and provides guidance for success.

The third assumption is based on the "learning curve." Because acceptance into the SGPS is not predicated on standardized test scores, students of all levels of experience and expertise enter the program equally. However, not every student is prepared for the demand and expectations that govern accelerated degree requirements. This particular course intends to identify those different levels of writing competence and guide students toward appropriate intervention when needed. This introductory course will help allay anxiety, assess needs, and direct learners toward a path of academic success. This course is designed to assist all learners to reflect, assess, and plan the path best suited for their personal development.

#### **ENG-0170 - COLLEGE WRITING II: WRTG/RESEARCH**

##### **3 credits**

This course, the second in a series of two, (Pre-requisite ENG 0160 College Writing I: Composition

and Critical Thought), focuses on generating and organizing ideas, conducting library research, and learning to use the APA citing format. Emphasis is placed on developing papers using principles of logical reasoning (Argumentative/Persuasive). Language style and audiences are also stressed. A library seminar is included in the course.

**FIN-0300 - FINANCIAL INSTITUTIONS & MARKETS**  
**3 credits**

This course will focus on the study of contemporary financial institutions, practices and legislative developments and how they relate to the Federal Reserve System and contemporary monetary theory. Also includes money and capital markets, mutual funds, insurance companies and pension funds.

**FIN-0320 - INVESTMENT ANALYSIS**  
**3 credits**

In-depth examination of the nature and function of securities markets, financial instruments, assessment allocation, and portfolio construction. The course will also include an emphasis on security analysis and valuation. Students may team-manage a simulated portfolio.

**GCC-6000 - FOUNDATIONS OF INFORMATION SECURITY**  
**3 credits**

This course provides the framework and language to understand what is considered an information security problem. This includes understanding the essential properties of information security -- confidentiality, integrity, and availability -- as well as ways to implement controls that ensure the application of those properties. There are several control frameworks in use around the world that provide easy starting places to ensure protections are in place. This course will help students evaluate those control frameworks for applicability in their environments.

**GCC-6100 - THE GEOPOLITICAL THREAT LANDSCAPE**  
**3 credits**

The threat landscape in the world today is poorly understood, often being diluted to easy and pithy words and phrases that do not adequately explain what is happening or who the attackers are. This course is about clearly identifying threat actors and their motivations, including the geopolitical and economic reasons for their actions.

Misunderstanding the adversary can lead to missing the best approaches to circumventing attacks, as

well as opportunities to think more broadly about how to address security-related issues globally rather than using only local controls at each individual business.

**GCC-6200 PSYCHOLOGY AND SOCIOLOGY OF INFORMATION SECURITY**  
**3 credits**

Information security is all about people. People are the first, last, and best line of defense. Attackers regularly make use of this understanding, spending a lot of time thinking about how to best manipulate people into performing actions against their best interests. Too often, security practitioners believe they can require people to behave in certain, tightly circumscribed ways. They miss that humans will continue to be humans, so it is best to work with them rather than against them. Understanding not only the attacker mindset but also the diverse mindsets of the people within the organization can help identify the best controls to implement.

**GCC-6300 - SECURITY ORGANIZATION**  
**3 credits**

Appropriate security must start with business needs, since the business defines what essential resources they can invest in that effort. This begins with policies but continues through standards and processes. None of these can be developed in isolation, however, nor can they remain stagnant since attacker techniques are continuing to evolve to counter controls in place. This is why threat intelligence and effective communication with staff and external stakeholders are both essential.

**GCC-6050 -OFFENSIVE SECURITY**  
**3 credits**

A common approach to identifying defensive strategies is to go on the offensive. The theory is, if a friendly entity identifies vulnerabilities, they can be remediated before an attacker can identify them. However, some of these practices simply result in a false sense of security for organizations. Students will come away from this course with an understanding of what types of offensive security practices would be best for their organization.

**GCC-6150 - DEFENSIVE SECURITY**  
**3 credits**

Offensive security can be helpful to identify vulnerabilities that need to be addressed, but you can't protect against everything. Organizations need to be vigilant and have the necessary visibility to

notice when attackers are attempting to compromise systems. This requires appropriate architectures that enable extensive logging and the ability to consume and act on those logs. Again, this requires threat intelligence to know what is happening in the world with respect to threat groups and their activities, as well as an understanding of business requirements to identify attempts to compromise critical information assets.

#### **GCC-6250 - INCIDENT RESPONSE**

##### **3 credits**

Logging and alerting are important to get visibility into activities within the business systems but as soon as an alert happens, the organization needs to be able to respond. Often, there is a focus on the purely technical investigation when people look at incident response. This entirely misses the planning that is required when building the incident response plan and framework, since there are a variety of legal, management, regulatory, and communications considerations. These are not the types of considerations that should be considered in the middle of a crisis when an attacker is in the environment, as that is a luxury of time that no organization has at that moment.

#### **GCC-6075 - PROGRAMMING IN RUST**

##### **3 credits**

Learning to program is an essential practice, since it forces a structured, logical way of thinking, while also encouraging a level of creativity in problem solving. Languages like C have been used to teach programming for decades, but C has been enabling very bad programming practices since the late 1960s. Newer languages like Rust encourage better programming practices, focusing on solid exception handling, in addition to good memory management techniques. This course is a primer on programming in Rust, without the expectation of anyone coming out an expert in programming but having had an understanding of the approach to problem solving necessary for programming tasks.

#### **GCC-6175 - SOFTWARE VALIDATION**

##### **3 credits**

Vulnerabilities often start in software. This is not entirely true, since the biggest source of vulnerabilities is the human element, but to the extent possible, vulnerabilities can be controlled with solid software testing and validation. This course will build on the programming skills from the Programming in Rust course, introducing testing

practices and principles used against software, including native as well as web-based applications.

#### **GCC-6275 -SECURITY ACROSS THE LIFECYCLE**

##### **3 credits**

The software industry is undergoing a major shift in the delivery of functionality to the end user. Many traditional native applications (applications that run on a local system) are moving to a web-based delivery model, where a uniform interface is used regardless of the application -- the web browser. This shift has put a lot more control back in the hands of the company developing the software and has the potential to enhance security, by reducing vulnerabilities and enabling better resilience in a more cost-effective way. This course introduces security early in the software development lifecycle, identifying ways to inject security practices in the requirements, development, testing and deployment phases. Understanding how to protect information from the start of the development process all the way through deployment of software will go a long way to making it harder to get to information assets.

#### **GPP-7000 - INTRODUCTION TO DIGITAL PUBLISHING AND CONTENT DEVELOPMENT**

##### **3 credits**

This course will introduce students to the quickly evolving world of digital content publishing. It will begin by tracing a brief history of digital products, from CD-ROMs to some of today's most exciting options for publishing a diverse and dynamic content mix. Students will examine the evolving definition of digital content and look in depth at the increasingly important interrelationship between editorial and marketing content. Topics covered will include e-Books; social media platforms for content publishing; hybrid platforms for multimedia storytelling; business models for publishing digital content; and more. Present day case studies will help illustrate key concepts and challenges and enable students to develop ideas for creating digital content of their own.

#### **GPP-7005 -THE MECHANICS OF EDITING**

##### **3 credits**

This course will explore the various forms of editing, while paying particular attention to what editing professionals do, how, and why they do what they do matters, as well as where their skills can be applied in the editing profession. Students will learn and enhance editing skills

such as proofreading, copyediting, fact-checking, indexing, and the use of style guides and other resources. Students will also learn about the day-to-day responsibilities and the challenges of working both "in-house" and as a freelancer.

**GPP-7020 - MARKETING BOOKS & MAGAZINES: TRADITIONAL & CONTEMPORARY APPROACHES**

**3 credits**

Marketing is not what it used to be - today there are numerous platforms, both traditional and new that marketers must utilize to best position their product, whether a physical book, an eBook, a magazine, or an eZine. This class will examine both traditional approaches to marketing both the book and the magazine, such as developing an audience, and combine those methods with more contemporary approaches such as social media, viral marketing, search engine optimization, mobile marketing, and other innovative ways using the internet to communicate effectively with customers.

**GPP-7163 - EDITING THE LITERARY MAGAZINE**

**3 credits**

Students working on the Rosemont Literary Magazine, Rathalla Review, are eligible to register for three credits of independent study once during their course of study. Students will work together to create the editorial and managerial processes involved in publishing a literary journal both online and in print. Students will work with the directors of the MFA and Publishing programs and will solicit, evaluate, and select submissions for publication, communicate with contributors about editorial decisions, determine the layout and design of the journal, and make decisions about distribution.

Students will also be responsible for assisting in fundraising and will work within the constraints of a budget.

**GPP-7165 - EDITING BOOK LENGTH FICTION**

**3 credits**

In this course, students will learn to edit novel-length fiction on a developmental level providing detailed comments and recommendations on flow, structure, character development, plot, voice, themes, setting, and genre-specific issues, as well as copyediting to address sentence structure, typographical

errors, etc. Students will work on novel-length student manuscripts to give them the opportunity to develop the necessary skills to foster a productive editor/author relationship

**GPP-7200 – PUBLISHING OVERVIEW**

**3 credits**

This survey course provides a comprehensive overview of the publishing industry, including book, magazine, newspaper, and online publishing. The goal is to help the student understand both the larger picture of how each segment of the industry operates from a business and financial perspective, as well as the step-by-step details of how publishing operates. Students will learn about the roles played by all participants including, writers, agents, editors, and publishers.

**GPP-7203 - ILLUSTRATED BOOKS: CHILDREN'S**

**3 credits**

In children's books, the images and text must work together seamlessly to tell the whole story. In this class, students will develop a historical and artistic understanding of the illustrated book - how images enhance the story in terms of pacing, page-turning, anticipation, etc. Students will also learn more technical skills such as what it takes to succeed in the children's picture book market, how to develop a character model sheet, and how to prepare a book worthy dummy.

**GPP-7204 - PUBLISHING CHILDREN'S PICTURE BOOKS**

**3 credits**

Picture books are often a child's first introduction to reading and books. Despite the increase in e-book sales, because it is primarily a visual, auditory, and tactile experience, children's picture books are still mostly sold as print books and are mostly sold via bookstores. Through this class, students will look through two specific lenses: the quality of the literature and the subsequent publishing side: editorial, marketing, and distribution of this segment of the industry. Students will read a wide selection of current titles, classics, and relevant articles as they explore where this segment has been, where it is trending, and ultimately where it is headed. Students will also look at the digital options and how these options can be best integrated into this successful segment. It is highly recommended students have access to a tablet.

### **GPP-7205 - ACQUISITIONS EDITING**

#### **3 credits**

This fast-paced and immersive course introduces students to the responsibilities and key competencies of acquisitions or "commissioning" editors - management-level publishing professionals who "sign" (i.e. identify and contract) new books and other intellectual properties for their firm to publish and who oversee teams of colleagues in order to see book projects through from initial contract to publication. Acquisitions editors serve a hybrid role that combines editing and writing with functions generally associated with marketing and sales. AEs must be skilled researchers; capable analysts; confident negotiators; agile relationship managers; results-oriented team-leaders, and more. Working collaboratively with the instructor and classmates, each student will develop her/his own "list" for out class publishing company. Through short weekly assignments and presentations students will learn how to identify publishing opportunities; perform market research and market sizing; complete competitive analyses; write marketing and sales support materials; and create complete, polished acquisitions proposals that meet industry standards and present solid business cases for the acquisition of new titles. Prerequisite: GPP 7206 Developmental Editing or consent from the Program Director. Limit 10 students.

### **GPP-7206 - DEVELOPMENTAL EDITING**

#### **3 credits**

This course explores the delicate, artful, and yet surprisingly technical art of editing. Skilled editors help their authors shape and organize their work, offering constructive suggestions for improvements. Unlike copyediting that focuses on online edits such as grammatical, spelling, etc. developmental editing involves looking at and analyzing structure, language, meaning/message, and gaps in content. Students will learn how the developmental editor works closely with the author to achieve the goal - completion of the book without diminishing or altering the authors voice.

### **GPP-7210 - ROLE OF THE LITERARY AGENT**

#### **3 credits**

The Literary Agent plays a crucial role in the book publishing industry as the liaison between the author and the publishing house. A successful

literary agent must have the ability to seek out and recognize good quality and marketable book content, and a judicious editorial eye to help authors craft successful proposals and manuscripts. The agent must also build and maintain a strong network with editors in various publishing categories and serve as an advocate and sales agent on behalf of their author clients. Agents conduct sales, negotiate contracts, and then mentor the fulfillment of contractual negotiations, including handling financial issues and subsidiary rights. In this changing era of book publishing, authors rely heavily on literary agents to shepherd them through the publishing process.

### **GPP-7213 – PROMOTING CHILDREN’S BOOKS**

#### **3 credits**

This course will introduce students to the role of marketing within the children's book publishing house. Students will learn the principles of successful marketing strategies - both print and online - as well as the fundamentals of product development, branding, and advertising across multiple channels in trade and school & library markets. Students will study the latest trends in children's publishing along with successful marketing campaigns.

### **GPP-7214 - LIBRARIES & K-12 TRADE PUBLISHING**

#### **3 credits**

Library and school markets for books aimed at young readers change under several factors including shifts in educational approaches, cultural developments, and social changes. This course explores the ideas related to how children's books are defined, structured, and analyzed through the lenses of these affiliated with schools, libraries, and the general public. This course will also explore how these attitudes and practices have changed during the 20th and 21st centuries and how these attitudes and practices have affected publisher and the collections of schools and libraries.

### **GPP-7217 - BRANDING AND SOCIAL MEDIA**

#### **3 credits**

What is a brand? Is it a product, a logo, a brochure? Can a person be a brand? With the popularity and widespread use of social media, branding has become easier and yet more complicated. In this class, students will focus on using various social media platforms to effectively build a personal brand to better understand the components of

branding and how publishers, authors, and others use social media to promote their brand with the aim to develop a larger network and gain media exposure.

#### **GPP-7218 - EXPLORING THE MIDDLE GRADE NOVEL**

##### **3 credits**

As young adult fiction tackles more and more edgy and difficult topics and readers become more and more sophisticated, there is a greater need to ensure that appropriate topics are available to the middle grade reader (ages 8-12). In this class, students will explore the range of middle grade fiction, compare it to lower young adult, and discuss the decisions that are necessary to determine in which category titles belong. Students will also look at writing styles, authors, themes, topics, content, etc. to better understand this segment of the children's industry.

#### **GPP-7220 - MAGAZINE PUBLISHING**

##### **3 credits**

A consideration of the strategies and game plans at work in the mass magazine marketplace today. Drawing on examples from print, electronic, cyberspace, and traditional media, the course will detail the issues, theories, techniques, and financial realities that determine the success or failure of magazines.

#### **GPP-7225 - ROLE OF THE MAGAZINE EDITOR**

##### **3 credits**

In this class, students will examine the various types and responsibilities of each of the editorial positions within the magazine industry: contributing, copy, associate, managing, and editor-in-chief. Students will also closely examine how each of these editors work on a daily basis to ensure that each article and story written, printed, and/or uploaded directly speaks to the magazine's editorial vision. In addition to understanding the role of each of these types of editors, students will look at the role of the editor in ensuring the overall success of the magazine.

#### **GPP-7227 - PUBLISHING LAW**

##### **3 credits**

Writers, editors, agents, and publishing professionals face legal issues such as copyrights, contracts, commercial, privacy and libel law as well as First

Amendment questions involving freedom of speech/press and censorship. This course is designed not only to inform the students of the basic legal concepts involved but also to become competent to critically examine these matters as they arise and competently resolve them.

#### **GPP-7228 - EDITORIAL ROLES IN PUBLISHING**

##### **3 credits**

The terms of Developmental Editors or Acquisitions Editor leads to a common misconception that there are only two editorial behaviors: fixing manuscripts and styling "yes" or "no" to a manuscript. In reality, the editorial process is complex. Editors manage the expectations (and frustrations) of individuals both up and down the production chain, from authors and agents to senior editors and imprint directors. Editorial work means managing resources, managing people, staying informed, researching, communicating clearly and persuasively, using data to make informed decisions, and performing other tasks to help projects succeed. Through readings, discussions, and projects, students will learn terms and skills that will allow them to better perform a range of editorial duties in book publishing.

#### **GPP-7235 - CONTEMPORARY ISSUES IN CHILDRN PUBLH**

##### **3 credits**

In this course, students will survey the broad field of publishing for children and young adults, including both trade and academic publishers. We will investigate issues affecting publishing children's books including reading levels, censorship, race and cultural diversity, marketing, and how publishers are (or are not) dealing with digital pressures. Students should be prepared to read a large number of books over the course of the semester.

#### **GPP-7243 - ACADEMIC JOURNAL PUBLISHING**

##### **3 credits**

Philadelphia and its surrounding region are home to many public and private research institutions in medicine and other fields, and this reality positions the city as a hub for academic and research journal publishers. The publishing of journals differs from magazine and book publishing in several ways, and this course provides an overview of journal publishing to explain those differences and prepare students to work in this sector of the publishing industry.

Various administrative roles key to journal publishing are also explained: editorial, production, marketing, sales, and the positions within these roles. This course also looks at recent sector changes and how those changes suggest the industry's future.

### **GPP-7260 - SMALL PRESS PRACTICES**

#### **3 credits**

This course will give students hands-on experience in running a small publishing company. Through the course, students will follow the stages of publishing a book from acquisition, editorial, layout, design, promotion, marketing, and distribution. Students will actually publish a book that will sell on Amazon. Students will establish and manage a small "break even" or better budget.

### **GPP-7275 - PUBLISHING INTERNSHIP**

#### **3 credits**

Publishing Internship offers students hands-on experience in the publishing industry for graduate credit. Students are encouraged to intern during their studies, but only students who enroll in GPP 7275 can earn credit for an internship. If a student is considering this, the student must discuss a specific internship with the Program Director to determine if the internship meets criteria in the internship agreement form in the course syllabus. If it does, and the student is hired as an intern, the student will manually enroll for this course via the Program Director who serves as the course instructor. The Graduate Publishing Program assists students in finding and applying for internships but cannot guarantee placement. Prerequisites: Students must have completed 18 credits, have a cumulative GPA of 3.0 or higher, and have completed GPP 7200 Publishing Overview with a grade of "B" or higher.

### **GPP-7305 - DIGITAL VIDEO AND VIRAL MARKETING**

#### **3 credits**

This course will comprise an overview of the growing importance of digital video in marketing, with a focus on its use on websites and in social media. The basics of video production such as concept development, storyboarding, interviewing techniques, branding, and audience targeting will be covered. In addition, there will be some basic training in editing and post-

production on Adobe Premier, as well as a review of key Adobe software commonly used in video production. The course will culminate with the presentations of original marketing videos created by each student.

### **GPP-7313 - TYPOGRAPHY, COLOR, AND DESIGN**

#### **3 credits**

This course will focus on basic principles of Typography, Color, and Design for the use of print materials. Students will study the history of communication and typography, learn the classifications of typography and usage including the study of selection of proper type for specific purposes. Students will study color, how to use the color wheel, the psychology of color and the proper use of color for print. This course will also focus on developing a student's awareness of design elements using type including the principles of Emphasis, Contrast, Balance, Alignment, Repetition, and Flow.

### **GPP-7345 - DESIGN I: DIGITAL FOUNDATIONS**

#### **3 credits**

This course is an introduction to the electronic tools necessary to function in the graphic design field.

Industry standard software will be taught to create page layouts that incorporate scanning and illustration. Emphasis will be placed on work created as well as the mechanics of software. Students will be capable of understanding the uses as well as the mechanics of Adobe Illustrator, Adobe Photo Shop and Adobe InDesign. Students will be given a test which consists of recreating a layout that will utilize all the functions of each piece of software taught so students will be sure to have a full understanding before moving on to the next software.

### **GPP-7347 - DESIGN STUDIO II**

#### **3 credits**

Students will improve upon their knowledge of the Adobe Design Suite (Adobe Photoshop, Adobe Illustrator, and Adobe In-Design) by choosing a more in-depth project of their own choice. The project will be approved by the instructor. Students will work through issues pertaining to page layout, photo composting, illustration, and production through the completion of their project. The completed project will be of a quality to use in their portfolio.

Prerequisite: GPP 7345 Design Studio I or consent by Program Director.

### **GPP-7349 - DESIGN STUDIO III**

#### **3 credits**

Students will improve upon their knowledge of the Adobe Design Suite (Adobe Photoshop, Adobe Illustrator, and Adobe In-Design) by choosing a more in-depth project of their own choice. The project will be approved by the instructor. Students will work through issues pertaining to page layout, photo composting, illustration, and production through the completion of their project. The completed project will be of a quality to use in their portfolio.

Prerequisite: GPP 7345 Design Studio I or consent by Program Director.

### **GPP-7350 - DESIGN STUDIO IV**

#### **3 credits**

Students will improve upon their knowledge of the Adobe Design Suite (Adobe Photoshop, Adobe Illustrator, and Adobe In-Design) by choosing a more in-depth project of their own choice. The project will be approved by the instructor. Students will work through issues pertaining to page layout, photo composting, illustration, and production through the completion of their project. The completed project will be of a quality to use in their portfolio.

Prerequisite: GPP 7345 Design Studio I or consent by Program Director.

### **GPP-7355 - WEB DESIGN STUDIO I**

#### **3 credits**

Students will learn and enhance their knowledge of HTML, XML, and JavaScript. The features of Web editing software will also be covered. All skill levels will create a Web page (more advanced students will create "real world" Web projects), paying strict attention to designing error-free, well-executed code. More advanced students will further their skill base by working on DHTML. Prerequisite: GPP 7355 Web Design Studio I for subsequent Web Design Studio Courses or consent by Program Director.

### **GPP-7357 - WEB DESIGN STUDIO II**

#### **3 credits**

Students will learn and enhance their knowledge of HTML, XML, CSS, and JavaScript. The features of web

editing software will also be covered. All skill levels will create a Web page (more advanced students will create "real world" Web projects), paying strict attention to designing error-free, well-executed code. More advanced students will further their skill base by working on DHTML.

### **GPP-7380 - PRACTICES OF THE PUBLISHING PROFESSIONAL**

#### **3 credits**

This course guides students in the best practices of successful publishing professionals by focusing on two core skills that are crucial: industry research and professional peer-to-peer communication. Over the course of the term students will study examples of open questions in publishing, and they will join conversations (literal and figurative) with publishing professionals in order to better understand, or answer, these questions. Further, as students consider these questions and interact with publishing professionals, they will position themselves to be adequately prepared to begin work in GPP 7500 Publishing Thesis and GPP 7275 Publishing Internship

### **GPP-7430 - INDEPENDENT STUDY**

#### **3 credits**

### **GPP-7500 - THESIS/CAPSTONE**

#### **3 credits**

The thesis is designed as a culminating experience that allows students to undertake original work to reflect and extend the breadth of their graduate program experience. Eligible students choose a topic, secure a faculty thesis advisor, and submit, for review and approval by the program director, a written plan for the thesis project. Thesis is open only to matriculated students in good academic standing (GPA of 3.0 or higher) who are within 18 credit hours of graduation.

### **HCA-6001 - Healthcare Organization and Administration**

#### **3 credits**

An overview of the organization and structure of health care in the United States. Principles of the administration of health care organizations will be explored with emphasis on resources, system organization and technology. Analysis of the



interaction between the health care organization and social-environmental issues and the design implementation of health care delivery systems.

**HCA-6002 - Economics of Health Care and Public Policy**

**3 credits**

An examination of legislative, regulatory and political processes and their effect on the delivery of health care. This course discusses the role of health care organizations in public policy issues and the analysis of socioeconomic factors such as health sector, medical markets and health care regulation.

**HCA-6003 -Risk Management and Patient Affairs**

**3 credits**

Survey of major legal issues impacting the administration of health care. This course will cover liability, licensure, malpractice, patient rights, JCAHO compliance and regulatory factors.

**HCA-6004 - Healthcare Reimbursement Systems**

**3 credits**

Examination of various healthcare reimbursement systems in place both in the United States and abroad including evolving models, terminology and differences among insurers and payor types. The course will examine the use of financial incentives to restrict health care costs including managed care concepts of utilization review and peer review.

**HCA-6005 - Psychosocial Aspects of Health**

**3 credits**

A survey of psychological, social and behavioral theories as they relate to health issues such as chronic illness, mental illness and disability. Students will examine the changing role of the health care provider in contemporary society.

**HCA-6006 - Long-term Care Administration**

**3 credits**

Reviews theory and practice related to long term care administration and policy. Legal and ethical aspects of long-term care facilities and alternatives to nursing home care will be explored. The course examines the external forces that impact on the operation and management of long-term care facilities; including government payors, state regulatory bodies, and national accreditation bodies.

**HCA-6007 - Health Care Quality Assurance**

**3 credits**

Students will explore current theory and methods of quality assurance in the health services industry. Outcomes assessment measures and the development of continuous improvement strategies will be discussed.

**HCA-6008 -Special Topics in Healthcare Administration**

**3 credits**

Formal course addressing relevant trends or timely topical issues in healthcare administration. Suggested topics may include: health care and the internet; exploring socialized medicine; the role of the FDA in American healthcare; labor relations in the healthcare industry.

**HES-0099 - VERITAS TECHNOLOGY TRAINING**

**3 credits**

This introductory course provides students with an opportunity to become knowledgeable about concepts and processes in higher education; develop education goals; and integrate their professional, personal, and academic experiences into a comprehensive learning framework and a tool for applying knowledge gained in the classroom into the student's work environment. The course draws on student motivation, critical reflection, oral and written communication, and analytical skills to help students become active and successful in the learning process. Students will operate the computer programs and internet resources needed for participation in an online course; work effectively within the learning management system, using all components that provide organization for the course and opportunities for participation; work efficiently using all the components that provide communication between the student and the college; engage in honest, relevant and thorough research, clarifying the appropriateness of the sources being used, determining information that is important, relevant and usable; develop a practice research paper, understanding the concept of formatting a paper and avoiding any instance of plagiarism; respect and learn from the perspective of others, interact with college library; and participate in advanced discussions, especially through online discussion forums.

**HIS-0299 - HISTORY OF THE MIDDLE EAST: ISLAM**  
**3 credits**

This course is a survey of the political, economic, military and cultural development of the lands now known as Egypt, Saudi Arabia, Israel, Palestine, Jordan, Lebanon, Syria, Turkey, Iran and Iraq. Major topics will include the High Caliphate, the rise and fall of the Ottoman Empire, Arab nationalism, the rebirth of Israel, the Arab-Israeli conflict, the Iranian Revolution and the Gulf Wars.

**HLS-2013 - RESEARCH & WRITING FOR HOMELAND SEC**

**3 credits**

The purpose of this course is to advance critical thinking, research and inquiry skills as a first step in the thesis writing process. This course identifies and teaches the principles of quality investigational research including research methodologies, sources, thesis organization and development. The goal of the sequence is to provide a sound foundation for initiating a thesis project and to support the degree objectives of the MA-HLS program by preparing students to conduct graduate-level, policy-relevant research and deliver the results of this research in an academically rigorous thesis.

**HLS-3028 - COMPARATIVE GOV. FOR HOMELAND SEC.**

**3 credits**

This course will provide students with the skills to learn from global best practices and successful tactics used in combatting terrorism and apply those lessons to current threats in the United States. Students will learn to apply best practices within the scope of U.S. law while protecting individual human rights. Students will better understand the threats, policies and strategies democratic countries use to cope with terrorism.

**HLS-3100 - INTRODUCTION TO HOMELAND SECURITY**

**3 credits**

This course provides an overview of the essential ideas that constitute the emerging discipline of homeland security. The objectives of the course are to expand students' abilities to think critically, analyze and communicate the central tenets of homeland security from a social justice perspective. Students will examine the evolution of terrorist movements, strategies to combat terrorism, crisis management, response to conventional and non-conventional threats and the impact of heightened

security and surveillance on individual rights and civil liberties.

**HLS-3210 - THE UNCONVENTIONAL THREAT TO HS**  
**3 credits**

The purpose of this course is to provide an introduction to the operational and organizational dynamics of terrorism. Specific topics addressed in this course include terrorism by suicide, the role of the media, innovation and technology acquisition, the decline of terrorism and methods of measuring the effect of counterterrorism policies, strategies and sabotage. Emphasis in designing effective measures for countering and responding to terrorism based upon an understanding of organizational and operational dynamics in Homeland Security are integrated within the course to provide students with a real world approach to unconventional thinking in order to counter unconventional threats."

**HLS-3660 - CRITICAL INFRASTRUCTURE: VULNERABILITY ANALYSIS AND PROTECTION**

**3 credits**

This course analyses principles of critical infrastructure, in both the private and public sectors, vital to our community on a local, state, and federal level while demonstrating how critical infrastructure protection is one of the cornerstones of homeland security. This course evaluates risk reduction techniques to determine the optimal strategy for protection of each sector of critical infrastructure. This will include risk assessments for hard and soft targets that address risk mitigation plans and appropriate countermeasures in an all-hazards approach. Students will also apply vulnerability analysis techniques to critical infrastructure within their multi-jurisdictional region and derive optimal strategies and draft policies for prevention of future terrorist attacks.

**HLS-4010 - TECHNOLOGY FOR HOMELAND SECURITY**

**3 credits**

This course provides practitioners involved in homeland security a broad overview of homeland security technology, information systems, inspections and surveillance technology, communications, knowledge management and information security with an emphasis on an individual's right to privacy. A specific focus on technology as a tool to support homeland security personnel regardless of functional specialty is used

to frame technology in terms of its contribution to deterrence, preemption, prevention, protection and response after an attack through the study of principles and theory combined with homeland security examples and cases.

### **HLS-4081 - RESEARCH COLLOQUIUM**

#### **3 credits**

The purpose of the research sequence (HLS 2013 and HLS 4081) is to advance critical thinking, research and inquiry skills for HLS students in order to produce a strong thesis. The Research Colloquium identifies the main steps and modalities of good research methods and practices including further development of a compelling research question and preparing research and analysis for the question while formulating this into the scientific method.

### **HLS-4133 - THE PSYCHOLOGY OF TERRORISM**

#### **3 credits**

This course serves as an introduction for homeland security professionals to terrorism as a psychological phenomenon. Government agencies involved in homeland security need to understand the psychological consequences of mass-casualty terrorist attacks and other disasters. This course provides a broad overview of the psychological effects of terrorism; the status of and fallacies related to the interventions applied to victims of terrorism and the generalized fear and anxiety experienced by the public at large. Current government strategies used to disseminate information to terrorist groups; psychological phenomena related to media coverage of terrorism; misconceptions and inaccuracies about the socio-political and religious motivations of terrorist groups; "profiling" and the typical psychological and cultural makeup of modern terrorists; and the social and cultural psychology of public conceptions of terrorists and acts of terror will be examined.

### **HLS-4156 - INTELLIGENCE FOR HOMELAND SECURITY**

#### **3 credits**

This course examines key questions and issues facing the U.S. intelligence community and its role in homeland security and homeland defense, including terrorism, emergency management, and cyber security. Intelligence community operations at the state and local levels, with federal cooperation through the Intelligence Reform and Terrorism Prevention Act of 2004 are examined. This will afford

students the opportunity to address, analyze, and critique policy, oversight, intelligence support, organizational protection of civil liberties and substantive issues regarding homeland defense/security and national decision-making.

### **HLS-4232 - HOMELAND SECURITY CAPSTONE**

#### **3 credits**

This course is intended to provide practitioners with the opportunity to expand their ability to apply their education (undergraduate and graduate), training (vocational, career, job-related), and experience and knowledge to the homeland security capstone project. The homeland security capstone encompasses material in the other MA-HLS courses and, provides practitioners with the skills to perform their professional roles in new ways that will initiate and sustain change even at the level of the broader institutional context of governance in which they must function. This course completes the thesis project as the final step before graduation.

### **HLS-4239 - HUMAN RIGHTS AND SOCIAL JUSTICE IN THE AGE OF TERRORISM**

#### **3 credits**

This course is designed to highlight important topics pertinent to the protection of human rights during a time of national security concerns. Protecting individual rights is an inseparable part of a democratic society, the rule of law and a government dedicated to the advancement of the common good. The aim of this course is to create a clear understanding among students how respect for human rights can positively impact human security and promote civil societies.

### **HLS-4881 - MULTI-DISCIPLINARY APPROACHES/HLS**

#### **3 credits**

The purpose of this course is to provide students with insight into the structural, conceptual, intellectual foundations and implications of a multi-disciplinary approach to homeland security. Students will examine how the perceptions of homeland security varies among professionals in the field, the general public and differing ethnic, racial, religious and socio-economic groups.

### **HRM-6000 - ORGANIZATIONAL STRATEGY AND TACTICAL PLANNING IN HUMAN RESOURCES**

#### **3 credits**

This course prepares students to understand the complexities of creating and implementing Human Resources Strategy that aligns with an organization's

mission and overall long-term strategy. Students will learn strategic application and data driven decision making of human resource theories to realistic scenarios. The course will specifically address different types and methods of analysis in order to establish short and long-term measurable objectives. It will also provide how technology supports human resources role as a strategic partner.

### **HRM-6010 -STRATEGIC TALENT MANAGEMENT, TRAINING, DEVELOPMENT**

#### **3 credits**

This course covers the lifecycle of employees and prepares students to facilitate staffing decisions and apply the most relevant and effective recruiting tactics. Students will learn how to avoid legal risks inherent in the recruiting process. The course will specifically address strategic talent management, workforce planning, compensation and benefits. It also includes recruiting, developing existing employees, employee retention and succession planning. Discussions will include the return on investment (ROI) with leadership training and succession planning as well as how key performance metrics support overall business strategy.

### **HRM-6020 – HUMAN RESOURCES RESPONSIBILITY IN ORGANIZATIONAL CULTURE AND CHANGE**

#### **3 credits**

Organizational culture can have a major impact on organizational performance, either positive or negative. This course prepares students to create organizational cultural programs that drive performance. The course will specifically provide the tools that will help organizations build excellent workplace culture, positive culture and influence organizational behavior. The course covers diversity, change management and coaching for success. Participants will learn how organizational development and company dynamics tie into the organization's culture. It also includes elements of persuasion, effective communication and taking employees through change.

### **HRM-6030 – LEGAL AND ETHICAL HUMAN RESOURCE ISSUES**

#### **3 credits**

This course examines the laws and professional codes of ethics pertaining to the practice of Human Resources to ensure an organization is in compliance. Students will learn how legal and ethical issues impact Human Capital Management and an organization overall. It also includes employee

relations, labor relations, and ethics in the workplace. Participants will learn various aspects of collective bargaining agreements, the immigration process and how to stay compliant.

### **HRM-6040 - CONTEMPORARY ISSUES IN HUMAN RESOURCE MANAGEMENT PRACTICE**

#### **3 credits**

This course prepares students to effectively use the most relevant tools in the modern practice of Human Capital Management. It covers the ethical and social determinants that shape today's workplace (e.g., gender, racial inequality, changing family structures, new healthcare laws, poverty, immigration, and privacy). Participants will learn how to address social media concerns that may affect your organization. It will also address the talent life-cycle with a focus on multi-national recruitment strategies.

### **HUM-0220 - CULTURAL CRITIQUE THROUGH FILM**

#### **3 credits**

This course is an introduction to the study of popular film as both a prescription for and expression of cultural mores and norms of behavior within society. Students are encouraged to become active observers, as opposed to passive spectators, of Hollywood films that both reflect and generate culture within the United States. This course first looks at the manner in which organized religion is portrayed in film, particularly Islam and Christian Fundamentalism. Secondly, students will critique the compulsory heterosexuality, female body image, and conventional notions of beauty in Disney animated films. Students will also evaluate the manner in which racism, sexism, and classism are either perpetuated or challenged by popular Hollywood films. Finally, students will develop the skills to write critically about the cultural impact of select films.

### **HUM-0225 - IMMIGRATION: CURRENT ISSUES**

#### **3 credits**

This Turbo looks at new ways to understand a central fact of American history—Immigration. The course focuses on current issues in immigration to the United States and also encompasses selected aspects of 19th and 20th century immigration. Through a combination of readings, discussion, and film, the course seeks to establish the history, politics, and sociology of immigration to the United States with emphasis placed on immigration as an active process within the larger event of global

migrations. Students have the opportunity to examine the impact of race, ethnicity, and gender on this process, and discuss and write about how the political, social, economic, and religious factors, to varying degrees, effected both immigration from the homeland and immigrant acceptance in America.

#### **LDS-0300 - FOUNDATIONS OF LEADERSHIP**

##### **3 credits**

The course will focus on an Introduction to the history and theory of leadership, to critical thinking and methods of inquiry as they bear on the basics of leadership, to the ethics of leadership, and to relevant leadership contexts. The focus will be on the analysis of the historical concepts, evaluating contemporary theories of leadership and then applying the theoretical concepts to actual leadership situations.

#### **LDS-0320 - LDRSHIP IN ORGANIZATIONS AND SOCIETY**

##### **3 credits**

Focus on leadership theory and research within and across formal organization settings such as public/private, profit/non-profit, professional/non-professional, and unitary/multi-divisional. This course exams rational, natural and open systems and how leadership differs in each system.

#### **LDS-0340 - MULTI-CULTURAL ISSUES IN LEADERSHIP**

##### **3 credits**

The course will examine cultural styles of leadership and various leadership styles which can be employed in different cultural settings. Students will examine the role of culture in attitudes toward society, family and work.

#### **LDS-0360 - LEADERSHIP DECISION PROCESS**

##### **3 credits**

The course will focus on models and techniques that support effective and efficient decision processes. An experiential focus will be placed on the identification and avoidance of known cultural and cognitive biases, and other process pitfalls that can seriously hinder successful leadership decision-making.

#### **LDS-0380 - LEADERSHIP SYS: STRATEGY & PROCESS**

##### **3 credits**

The course will focus on strategic planning methodologies and issues leaders must address. Emphasis will be on application of contemporary

theory, methods and techniques for developing and sustaining organizational strategies.

#### **LIT 7000 - SEM: CONTEMPORARY WOMEN WRITERS**

##### **3 credits**

Students will survey and assess seminal works of poetry, creative nonfiction, and fiction written by authors who identify as women with a particular emphasis on BIPOC authors and their often under acknowledged contributions to the literary cannon. This course will also examine issues surrounding female-identifying authorship particularly as they relate to the literary marketplace.

#### **LIT 7002 - SEMINAR IN THE SHORT STORY**

##### **3 credits**

Students in this course will survey and review the literary short story, its permutations and development from its inception in the 19th century up through the work of contemporary writers by reading individual texts and entire collections. While the insights of some short story theoreticians will be given consideration, the vision, sensibilities, and craft of the authors will be the chief objects of analysis. Students will generate both critical and original creative work.

#### **LIT 7007 - POET LAUREATES**

##### **3 credits**

In this class students engage in collaborative learning and will, in a participatory seminar setting, construct their understanding of the issue of voice in poetry. Through the analysis and evaluation of many of America's Poets Laureate, students will break down the concept of an "American" voice and consider whether such a thing does or should exist. Student will also consider the impact individual poets have had on the contemporary American poetic cannon.

#### **LIT 7031 - SEMINAR: CLASSICAL READINGS**

##### **3 credits**

Students survey and assess classical Greek and Latin plays, lyric poetry, mythology, and prose along with contemporary work inspired by such writing. The purpose of this course is to ground the student in the material that was the common repertory for western authors and to explore its continued influence on contemporary writers and culture. Students will write critical and original

**LIT 7041 - INT TO CRIT THEORY: EXPLR MEANING**  
**3 credits**

In this course students survey the discipline of critical thought and its use in the study of literature and art. Special emphasis is paid to the concept of how meaning is shaped and interpreted by both the individual and society at large. Students will generate original critical analyses in response to the work.

**LIT 7042 - RHETORIC AND COMPOSITION**  
**3 credits**

Composition pedagogies—process, expressive, rhetorical, collaborative, cultural studies, critical, feminist, community-service, writing across the curriculum, writing center, and basic writing—and the compositional and rhetorical practices associated with them make up the content of this course. As writers, readers, teachers, and scholars, students develop the skills and experience to teach, develop, and assess critical reading, writing, and research skills in the composition classroom.

**LIT 7045 - SELF-PORTRAITS IN LITERATURE**  
**3 credits**

How do writers shape their experience and try to define themselves in their art? Students deconstruct these questions by reading and assessing a variety of work that engages in the art of self-portraiture. Students also keep a journal and draw from that journal to produce original creative work based on their experience. This work will include short stories, poems, short memoirs, or essays.

**LIT 7052 - SHAKESPEARE AND ADAPTION**  
**3 credits**

One of the reasons that Shakespeare has survived to become the literary and cultural force he is today is because of the endless possibilities embodied in his dramatic works. Shakespeare's plays have fostered a nearly endless trail of adaptations, continuations, reinterpretations, and revisions, reaching as far back as the seventeenth century. This course will focus both on Shakespeare's original texts and on a corresponding body of adapted works including novels, short stories, television, films, ballet, opera, and musical theatre. Students will interrogate the intertextuality between source material and adaptation by producing original critical work. Students will also produce their own adapted creative work.

**LIT 7056 - CONTEMPORARY PLAYS AND PLAYWRIGHTS**  
**3 credits**

Students in this course survey the work of some of the most influential and interesting playwrights of the 20th and 21st centuries, and the specific themes and issues that connect them. Particular attention will be paid to how the playwright's success hinges not only on the actual written element of their work, but also upon production of the work.

**LIT 7061 - GOTHIC LITERATURE**  
**3 credits**

This course is an examination of Gothic literature, its prevailing tropes, and the far-reaching effects that this genre has had on subsequent literary movements and contemporary fiction. Students will analyze and evaluate the conflict between the high-reaching artistic achievements of certain classic Gothic works and popular, money-making works of the Gothic trade. Students will also break down the influence of Gothic literature on contemporary writing.

**LIT 7065 - PERCEPTIONS OF WITCHCRAFT IN LIT**  
**3 credits**

Students survey and assess a variety of eras and styles of writing, from the Renaissance to the 21st century, which include “the witch” as a character. Students will consider “the witch” as a perennial figure and examine the social and cultural forces that affect our perception of her. This course will necessarily consider community and marginality and how history has demonized outsiders, particularly women—and how recent generations have reclaimed witchcraft as a tool for empowerment.

**LIT 7070 - FILM: ADPTTN OF LITERATURE TO FILM**  
**3 credits**

Like the translator, the writer who adapts a work of literature for the screen is engaged in an act of transformation that requires them to balance the narrational, thematic, and stylistic elements of one moment in a text with those in another. Usually the goal is to choose from this nexus of interaction and meaning a solution that is cinematically equivalent to the original text. But should this be the end goal? The central aim of this course is for students to analyze and assess the intertextual relationship between what is adapted (text) and the adaptation (film) by writing critical responses and by creating original adaptations.

**LIT 7072 - POPULAR CULTURE AND LITERATURE****3 credits**

Students in this course survey and debate the relationship between pop culture and literature. Students will break down the ways that film, radio, television, music, comic books, pop art, and advertising have influenced literature, in terms of both form and content. Situating each work within its historical, social, and political contexts, students will critique how specific writers engaged with the pop culture of their day and confronted such issues as civil rights, feminism, class conflict, racial antagonism, intimacy, sexual liberation, war, and terrorism. In addition to works of pop culture, the reading list will draw on fiction, poems, plays, memoir, and creative nonfiction.

**LIT 7080 - MODERN CREATIVE NONFICTION****3 credits**

Students in this course appraise and review the changing landscape of contemporary creative nonfiction, which includes personal essays, memoir, travel and food writing, biography, literary journalism, and other hybridized forms. This course not only involves reading contemporary creative nonfiction texts but also scholarly and generalist writings about contemporary creative nonfiction, its characteristics and definitions, and the ethics of writing creative nonfiction.

**MBA-6600 - LEADERSHIP FUNDAMENTALS: ETHICAL LEADERSHIP & VALUES DRIVEN ORGANIZATIONS****3 credits**

This course focuses on differentiating the conceptual and theoretical aspects and models of leadership and leadership studies in order for students to apply leadership skills and principles in their places of business. The fundamentals of leadership are taught with an emphasis on how to live out these fundamentals in an ethical manner.

**MBA-6620 - DECISION-MAKING MODELS AND STRATEGIES****3 credits**

This course develops competence and judgmental skills in using quantitative models for planning and decision-making. Emphasis is placed on recognizing situations where models can be used advantageously, when to work effectively with them, and how to make good use of them once they have been developed. Topics include, decision making under conditions of uncertainty, decision and risk analysis, forecasting, linear programming, modeling

applications in marketing, manufacturing, finance and scheduling, and project management methods.

**MBA-6640 - ETHICS, INTEGRITY & SOCIAL RESPONSBLT**  
**3 credits**

This course explores the basic concepts and fundamentals of marketing and data analysis. It applies these concepts toward improving the prospects of companies faced with opportunities and challenges of doing business today. Focus is on implementation of strategies through pricing, distribution channels, promotion, and new product decisions. Qualitative research techniques are addressed. To make the study of marketing realistic, exciting, and dynamic, the case analysis approach is used to illustrate how concepts and tools presented can be applied in marketing decision-making. Cases allow the student to work on real marketing problems, to develop an appreciation for the types of problems that exist, and to develop skills of analysis and decision-making necessary for success in marketing and other areas of business.

**MBA-6651 - MARKETING THEORY & DATA ANALYSIS****3 credits**

This course explores the basic concepts and fundamentals of marketing and data analysis. It applies these concepts toward improving the prospects of companies faced with opportunities and challenges of doing business today. Focus is on implementation of strategies through pricing, distribution channels, promotion, and new product decisions. Qualitative research techniques are addressed. To make the study of marketing realistic, exciting, and dynamic, the case analysis approach is used to illustrate how concepts and tools presented can be applied in marketing decision-making. Cases allow the student to work on real marketing problems, to develop an appreciation for the types of problems that exist, and to develop skills of analysis and decision-making necessary for success in marketing and other areas of business.

**MBA-6653 - MANAGERIAL ECONOMICS IN THE WORKPLACE****3 credits**

This course provides students with a broad perspective of the important issues in the 21st century global marketplace. Students will engage in readings and discussions on issues related to global markets, interrelated global economics, the impact of government mandates, and the shift to a

knowledge-based economy. An examination of analysis of demand, cost and output, market structure, and pricing policy is included.

### **MBA-6666 - FINANCIAL PRINCIPLES AND POLICIES MANAGEMENT**

#### **3 credits**

This course examines the theoretical framework and practical concepts of financial principles and policies. Particular attention will be given to the understanding of financial statement analysis from a business decision-making perspective. Learning components integrate standard accounting and financial analysis with emphasis on business activities of day-to-day operations. Students will learn to analyze cost flow and to construct cost flow statements.

### **MBA-6700 - COMPETING IN A GLOBAL MARKET**

#### **3 credits**

This course examines the interactive nature of the everchanging marketplace locally, regionally, nationally and internationally is the focus of this course. Learners consider how the dynamics of these relationships provide inherent risks and opportunities, and most likely on unprecedented business opportunities for the future. The underlying current of this course is the question of how economics and political globalization affects culture and vice versa. Because there is a tendency to view globalization only within the process of economic advancement, this course intends to move beyond that singular conception and encourage learners to identify the cultural, political and social dimensions as well.

### **MBA-6705 - MARKETS, GLOBALIZATION & CULTURE**

#### **3 credits**

This course examines the interactive nature of the ever-changing marketplace locally, regionally, nationally and internationally is the focus of this course. Learners consider how the dynamics of these relationships provide inherent risks and opportunities, and most likely on unprecedented business opportunities for the future. The underlying current of this course is the question of how economics and political globalization affects culture and vice versa. Because there is a tendency to view globalization only within the process of economic advancement, this course intends to move beyond that singular conception and encourage learners to identify the cultural, political and social dimensions as well.

### **MBA-6712 - INTERNATIONAL LAW**

#### **3 credits**

This course will examine business law as it exists in a global environment. Globalization and the politics of the United States and its trading partners will be reviewed so that students will acquire an understanding of the legal basis for businesses in other countries around the world. Students will be introduced to the basis of contractual negotiation, examine ethical decision-making processes in multinational enterprises; and examine the working of non-government organizations.

### **MBA-6760 - THESIS**

#### **3 credits**

#### **Thesis**

### **MGT-6715 - GLOBAL SEMINAR**

#### **3 credits**

This course explores the business, legal, political, and social aspects surrounding the phenomenon called Intellectual Property. In particular, this course is predicated on two fundamental questions, "What is Intellectual Property, and does my company have it?" This simple yet powerful inquiry---and the subsequent responses---guides the course over four days of intensive readings, discussions, and writings.

### **MGT-6735 - BUS. PLAN I: OVERVIEW OF ENTREPRNR**

#### **3 credits**

Students will apply the entrepreneurial concepts that they have learned throughout this course to create a detailed entrepreneurial business plan. The Kauffmann Program will continue to be utilized to review the multitude of issues related to the process, including marketing planning and financial planning.

### **MGT-6740 - BUS. PLAN II: MARKETING & FIN. PLN**

#### **3 credits**

Students develop the ability to analyze and identify opportunities to improve effectiveness of organizations through the use of appropriate information technologies. Technologies that influence organizational strategies, structures, risks and processes are emphasized. Ethical global and security issues are also covered.



**MGT-6745 - BRANDING AND SOCIAL MEDIA FOR ENTREPRENEURS**

**3 credits**

This course explores the ways in which entrepreneurs use social media to influence a brand. Using a mix of discussion, lecture, analytical writing, and engagement with social media products, this course allows students to practice positioning a business, reaching the public via the web, using social media activity to help shape a brand, using social media and brand-related terms, identifying the factors affecting a business's choice in social media use, and connecting real-world networking to social media activity and branding. Course work includes analyzing the social media activities of other brands, identifying ideas from experts in the field, and using evidence to make intelligent decisions about social media and entrepreneurial endeavors.

**MSL-6600 - LEADERSHIP FUNDAMENTALS**

**3 credits**

This course focuses on differentiating the conceptual and theoretical aspects and models of leadership and leadership studies in order for students to apply leadership skills and principles in their places of business. The fundamentals of leadership are taught with an emphasis on how to live out these fundamentals in an ethical manner.

**MSL-6610 - INFORMATION SYSTEMS**

**3 credits**

Students develop the ability to analyze and identify opportunities to improve effectiveness of organizations through the use of appropriate information technologies. Technologies that influence organizational strategies, structures, risks and processes are emphasized. Ethical global and security issues are also covered.

**MSL-6620 - DECISION MAKING METHODS**

**3 credits**

This course develops competence and judgmental skills in using quantitative models for planning and decision-making. Emphasis is placed on recognizing situations where models can be used advantageously, when to work effectively with them, and how to make good use of them once they have been developed. Topics include, decision making under conditions of uncertainty, decision and risk analysis, forecasting, linear programming, modeling applications in marketing, manufacturing, finance and scheduling, and project management methods.

**MSL-6625 - ORGANIZATIONAL PSYCHOLOGY & BEHAVIOR**

**3 credits**

Organizational Psychology and Behavior concentrate on employee behavior and processes in organizations. The focus of this course is on individual, group, inter-group and organizational wide behavior and its impact on employee satisfaction and productivity. The course attempts to add to each student's understanding of life in complex organizations by covering topics which span the micro or individual level of analysis (motivation, decision making) and the macro or organizational level of analysis (culture, structure). Attention is given to group dynamics, change and development.

**MSL-6630 - POWER & POLITICS OF COMMUNICATION**

**3 credits**

This course focuses on the persuasive communication techniques and strategies that can be used when one does not have or does not want to resort to the use of direct authority. The role of ethics is considered throughout. Situations include how to overcome resistance, and how to effectively manage conflict. Students will use their organizations, as cases employing communication technologies as appropriate.

**MSL-6640 - ETHICS, INTEGRITY & SOCIAL RESPONSIBILITY**

**3 credits**

This course will engage learners in the discussion of ethics, studying how personal values, ethical models and reflective processes shape our ethical decision making in a leadership context. Discussions and study will be grounded in western philosophical thought, organizational and societal moral realities including social responsibility. Research will focus on ethical leadership, its importance and how leaders/learners can continue to integrate ethics into their own leadership stance.

**MSL-6653 - ECONOMICS IN THE WORKPLACE**

**3 credits**

This course provides students with a broad perspective of the important issues in the 21st century global marketplace. Students will engage in readings and discussions on issues related to global markets, interrelated global economies, the impact of government mandates, and the shift to a knowledge-based economy. An examination of analysis of demand, cost and output, market structure and pricing policy is included.

**MSL-6670 - LEADING CHANGE FOR INNOVATION AND ALIGNMENT**

**3 credits**

A leader's ability to understand and follow the change management process in a collaborative manner is a vital skill to master. A proactive mindset is a critical element in successful business or personal change. Students will learn the various change management models, problem solve to find the best ways to leverage change agents and how best to manage ethical change. Students will create a model of change for workplace application.

**MSL-6710 - GLOBALIZATION & CULTURAL NEGOTIATION**

**3 credits**

Today's business success requires intercultural awareness as well as effective cross cultural and cross generational communication skills. This course demonstrates the importance of cross cultural and cross generational communication and the benefits of being sensitive to the differences in organizational settings. Concepts of negotiating styles, cultural differences, proper etiquette, and conflict analysis/resolution will be discussed at length.

**MSL-6730 - DEVELOPING A LEARNING ORGANIZATION FOR THE KNOWLEDGE BASED ECONOMY**

**3 credits**

Students in this course will learn forward thinking concepts of coaching, mentoring and succession planning to promote a learning organization. Students will learn how to leverage the Human Capital Management model as a tool to foster knowledge transfer between employees. A focus of the course will be the elevation of learning to a strategic organizational imperative.

**MSL-6760 - THESIS**

**3 credits**

**MUS-0220 - MUSIC APPRECIATION: A GLIMPSE OF MUSIC FROM THE YEAR 590 - PRESENT**

**3 credits**

A music appreciation course designed to introduce the student to a variety of genres of music (Gregorian Chant, Classical, Jazz, Motown, Present Day). This weekend/five (5) week course will enhance the skill of listening and provide exposure to composers and music literature. The enjoyment of listening will be a bridge using these five (5) periods of music to your daily life situations using therapeutic music activities.

**PHI-0380 - PHILOSOPHY OF STRAIGHT THINKING**

**3 credits**

This course is intended to introduce the student to the study of logic, emphasizing the structure of arguments. The purpose is twofold: first, to develop analytical skills for understanding how arguments work, how they are structured, and how they are to be evaluated, and second, to develop compositional skills for constructing arguments and defending claims in order to express oneself clearly and forcefully. To this end students will study the types and structure of various forms of argumentation considering their validity as well as their persuasiveness.

**PHI-R250 - INTRODUCTION TO PHILOSOPHY**

**3 credits**

This course is a brief introduction to Western philosophical thought. The course focus is on the following themes, Western philosophy, the nature of philosophy, and questions of Faith and Reason. Topics such as Epistemology- The question of knowledge, and Ethics-The questions of virtue, morality and justice will also be explored.

**PHI-R360 - ETHICS**

**3 credits**

What is the foundation of ethical judgment? On what basis do we make judgments about right and wrong, good and bad? What constitutes human happiness and the best way for people to live? This course takes up a variety of possible answers to these questions and focuses on how these answers can be practically brought to bear on contemporary moral issues such as racism, poverty, health care, reproductive freedom, and human sexuality.

**PLA-0299 - PRIOR LEARNING ASSESSMENT SEMINAR**

**1 credit**

**PSC-0215 - OIL: THE GOOD, THE BAD, THE UGLY**

**3 credits**

This is a seminar course using student lead discussions to research the topic of oil and energy policy in the United States. The goal of seminar classes is to get students to evaluate a chosen thesis relating to the course topic while developing their skills for researching, critical thinking, writing, and making presentations. All students are expected to take a great deal of responsibility for their own learning and to actively participate in class.

**PSC-0390 - RELIGION & POLITICS****3 credits**

Religion and politics are two major institutions shaping both the history of the United States and all its citizens. Every American is affected by the interaction between them, whether or not he/she is actively engaged in either. In "Religion and Politics", we will identify the relationship between these two institutions and examine its effect on American history, law and society.

**PSY-1001 - INTRODUCTION TO PSYCHOLOGY****3 credits**

This course is a general introduction to the science of behavior and mental processes. The basic concepts, principles, methods and research findings of psychology are studied. Emphasis is on those topics and research areas that are important to the understanding of human behavior and thought. These include biological and environmental influences, sensation, perception, development, learning, cognition, emotion, motivation, personality, mental health, and social interaction. Introduction to Psychology is also designed to give students a solid foundation for reading and understanding materials in more advanced psychology courses. Prerequisites none.

**PSY-1005 - SCIENTIFIC WRT/BEHAVIORAL SCIENCES****3 credits**

This course provides a solid foundation for writing in the APA style. Students will learn how to present research findings while improving their writing skills. Students will communicate information from scientific literature in the behavioral sciences and will learn to write in a variety of formats to include abstract, poster presentations and journal-style writing. Prerequisites: PSY 1001

**PSY-2001 - STATISTICAL MTHD/ BEHAVIOR SCIENCES****3 credits**

This course provides an introduction to statistical concepts and methods used in the field of psychology, including probability and hypothesis-testing. Specific topics covered include central tendency, variability, correlation, t-tests, analysis of variance (ANOVA), and non-parametric tests. This course emphasizes a conceptual understanding of statistics applied in the context of psychological research. Prerequisites: PSY 1001

**PSY-2005 - QUANTITATIVE RESEARCH METHODS FOR BEHAVIORAL SCIENCES****3 credits**

This course aims to provide students with an understanding of and hands-on experience in the quantitative methods necessary to do research in psychology. This includes understanding and applying basic experimental methodologies, statistical analysis, and graphing data in a meaningful and appropriate way. Through real-life and hypothetical examples students will gain an understanding of which basic statistical analyses are appropriate for different types of data and different research questions. Topics include the ethical and practical limitations of experimental design, issues of validity and reliability, sample selection and assignment, and variations of experimental design. Students will read and interpret literature in psychology and practice their skills in APA style of report writing. Students will analyze data with a commonly used statistical analysis program. This course also aims to help students see research in Psychology as an exciting and interesting aspect of the field that has many applications to the real world. Prerequisites: PSY 1001, PSY 1005, PSY 2001

**PSY-2006 - QUALITATIVE RESEARCH METHODS FOR BEHAVIORAL SCIENCES****3 credits**

This course explains the fundamentals of qualitative research in the behavioral sciences. It aims to enhance a student's capacity to conceptualize, design and conduct qualitative research and the scientific method as it applies to answering questions about human behavior through non-experimental research methods such as survey and observation. Topics include the ethical and practical limitations of collecting data in applied settings via surveys, interviews, and observation. Students will be introduced to basic descriptive statistics which they will use to evaluate data. Prerequisites: PSY 1001, PSY 1005, PSY 2001

**PSY-2010 - DEVELOPMENTAL PSYCHOLOGY****3 credits**

This course explores current research findings and significant theoretical perspectives related to the cognitive, socioemotional and physical domains of human development and growth across the lifespan. A major theme of the course is the interaction between nature and nurture in human development. Prerequisites: PSY 1001

**PSY-2015 - PSYCHOPATHOLOGY****3 credits**

This course examines the principle forms of psychological disorders as described in the DSM-V, with emphasis on causes, symptoms and treatment. An analysis of adaptive versus maladaptive thinking and behaviors is included. Treatment approaches are considered from a variety of modalities and hands-on strategies and techniques are shown in class. Case studies are used as models for diagnosis and treatment. Prerequisites: PSY 1001

**PSY-3001 - PSYCHOLOGY OF PERSONALITY****3 credits**

This course examines the major theorists who represent the psychoanalytic, identity, needs-hierarchy, behavioral, and humanistic approaches to the study of personality. Also considered will be the influence of events in theorists' personal and professional lives on the development of these theories. The ways in which race, cultural issues, and gender play a part in the study of personality and personality assessment will also be explored. Prerequisites: PSY 1001.

**PSY-3010 - ORGANIZATIONAL PSYCHOLOGY****3 credits**

This course specifically examines psychology in the workplace. Students use psychological principles to deal with problems associated with employment and the work environment. Consideration of employee selection and training, behavior modification in leadership styles and motivational techniques are included. Prerequisites: PSY 1001.

**PSY-3015 - FORENSIC PSYCHOLOGY****3 credits**

This course explores the varied facets of the field of Forensic Psychology. Students will study landmark cases relevant to psychology and the law. Topics will include police psychology, expert testimony, forensic psychological assessment and homeland security. Ethics within forensic psychology will also be discussed, as well as correctional psychology and juvenile justice. Prerequisites: PSY 1001

**PSY-3020 - SOCIAL PSYCHOLOGY****3 credits**

This course studies human behavior within a social context. It addresses the reciprocal influences between everyday social experiences and the individual. Topics include relationships, person perception, attitudes, conformity and obedience,

persuasion, prejudice, group processes and attraction. Prerequisites: PSY 1001

**PSY-3025 - SPORTS PSYCHOLOGY****3 credits**

This course examines ways psychology is used to enhance the well-being of athletes, coaches and teams. Psychological and social theories as well as research related to performance, fitness and athletic programs will be explored. Prerequisites: PSY 1001

**PSY-3030 - PSYCHOLOGY OF IDENTITY****3 credits**

This course closely examines central topics of interest within social psychology such as specifically inherent social, dynamic and multi-faceted nature of the self and identities. Topics to be covered include self-esteem, self-concept, self-schemas, malleability of social identities, self-illusions and the role culture and social group membership play in defining the self. Also to be covered is the topic of the centrality of the self in processes such as memory, impression formation and attitude formation. How children develop the concept of self as separate from other people will also be examined. Prerequisites: PSY 1001

**PSY-3035 - PSYCHOLOGY OF TERRORISM****3 credits**

This course is an introduction to historic and contemporary terrorist groups and their motives and strategies. Students will study the psychological impact of terrorism on individuals, communities and the larger world. Recruitment efforts, terrorist goals, influences on group members and the dissolution of a terrorist group is examined. Prerequisites: PSY 1001

**PSY-3040 - CULTURAL PSYCHOLOGY****3 credits**

This course will provide a comprehensive introduction to general theories and methods related to culture and diversity. Emphasis will be on psychological research that links culture to mental processes. In addition, the focus will be on diverse aspects of humans' day-to-day lives—including social relationships, cognitive processes, basic visual perception, art, judgments of morality, and mental illness. Topics that bridge cultural psychology and identity, including group and identity formation, stereotyping, prejudice, stigma, intergroup contact, and multiculturalism are integral. Special emphasis will be placed on critically examining research

methods and analyzing real-world treatments of culture based on topics covered in the course.  
Prerequisites: PSY 1001

**PSY-4001 - CHILD & ADOLESCENT PSYCHOLOGY**  
**3 credits**

Students examine the development of the individual from conception through adolescence. The influences of heredity as well as developmental processes such as physical maturation, cognitive changes, personality and social and emotional development are studied. Students will explore various psychological theories and perspectives related to child and adolescent development.  
Prerequisites: PSY 1001, PSY 2015

**PSY-4005 - ADULT DEVELOPMENT AND AGING**  
**3 credits**

This course is an introduction to the scientific study of adulthood, with special emphasis on gerontology. Students examine theories, principles and research related to cognitive change and social development, particularly in the context of intergenerational relationships. Students will critically review research that focuses on how social partners affect physical, cognitive and emotional well-being throughout adulthood. Prerequisites: PSY 1001, PSY 2015

**PSY-4010 - INTERNATIONAL PSYCHOLOGY**  
**3 credits**

This course explores theoretical and practical issues of international psychology as they relate to human behavior. Course material and discussion focus on the state of psychology outside of North America. Specific emphasis is on issues regarding the interrelatedness of local, global, international issues, intercultural issues, trends and systems from psychological perspectives. Prerequisites: PSY 1001, PSY 3035

**PSY-4015 - HUMAN SEXUALITY**  
**3 credits**

This course explores sexual behavior and attitudes of individuals throughout the lifespan. Topics include biological, social, and psychological foundations of sexuality, human reproduction, cross-cultural perspectives, gender roles, stereotypes, and ethnicity as it relates to human sexuality, religious aspects and socioeconomic implications. Students will learn to critically analyze, reflect upon and evaluate different theoretical perspectives. Appropriate content from related sciences is also included. Prerequisites: PSY 1001

**PSY-4020 - PSYCHOLOGY OF GENDER**  
**3 credits**

This course is an introduction to the study of gender from a psychological perspective. Research examining social roles, status, and gender-related traits, particularly in regard to relationships and health will be discussed. This course was designed to provide the student with a richer understanding of gender and relationships, both personal and professional. Prerequisites: PSY 1001

**PSY-4095 - CAPSTONE SEMINAR IN APPLIED PSYCH**  
**3 credits**

This course is an integration of previous core coursework through the exploration of current issues in the field of psychology. Student-led presentations and discussions will be informed by readings and analysis of contemporary theories and research. Prerequisites: PSY 1001, taken in the last semester of major.

**PSY-R250 - INTRODUCTION TO PSYCHOLOGY**  
**3 credits**

This course is a general introduction to the science of behavior and mental processes. The basic concepts, principles, methods and research findings of psychology are studied. Emphasis is on those topics and research areas that are important to the understanding of human behavior and thought. These include biological and environmental influences, sensation, perception, development, learning, cognition, emotion, motivation, personality, mental health, and social interaction. Introduction to Psychology is also designed to give you a solid foundation for reading and understanding materials in more advanced psychology courses.

**PSY-6300 - CONTEMP. ISSUES IN FORENSIC PSYCH**  
**3 credits**

This course provides an overview of forensic psychology to include a comprehensive history of the field and how the field has changed to impact today's world. Forensic psychology will be examined as a profession, field of study and participant in the legal system. Emphasis will be placed on the relationship between psychology and law and the varying and expansive roles forensic counselors play in navigating both the mental health and the legal system.

**PSY-6330 -VICTIMOLOGY****3 credits**

This course introduces students to central questions and research in the field of victimology. Emphasis is placed on the role of victims in the criminal process, problems of adjustment to victimization, offender relationships, victim compensation, restorative justice, and victim's rights. Several victim typologies will also be addressed. Students will be given the tools necessary for critical evaluation and understanding of the often-neglected role of the victim before, during, and after the criminal event.

**PSY-6345 - JUVENILE JUSTICE, DELINQUENCY & DEV****3 credits**

This course is designed to provide a basic understanding of the juvenile justice system. Major topics to be covered include normal juvenile development, juvenile delinquency, and the juvenile justice process including prevention, intervention and treatment methods and juvenile justice codes and case law.

**PSY-6350 – OFFENDER TREATMENT****3 credits**

This course is designed to provide a basic understanding of counseling techniques and the relationships with adult offenders in our society. Major topics to be covered include mental health issues common with adult offenders, assessment and diagnosis of adult offenders, role of counselors working with adult offenders, and current treatment approaches. The role of political ideology and social context in generating and supporting different correctional strategies will be reviewed.

**RST-0122 – RELIGION IN AMERICA****3 credits**

This course examines the origins of the American national character, the religious and secular roots that have nourished it, and the myths—especially those of being a chosen people, of Progress, and of unlimited freedom. The dominant Protestant tradition in its Calvinist, Evangelical, and Fundamentalist forms will be examined, as well as the religious “outsiders” who came to be Americans: Catholics, Jews, Native Americans, Blacks, Muslims, Hindus, Buddhists, and East Asians. The secular tradition will be explored as a religion of possessive individualism and consumerism as a new way of being religious. Finally, the apocalyptic strain in American thought will be considered as feeding the desire for an American world empire.

**RST-0124 - WORLD RELIGIONS****3 credits**

A survey of the major world religions, primarily Hinduism, Buddhism, Judaism, Christianity, and Islam. The course will cover the origins, development, major religious beliefs and practices, and the contemporary status of each of these religions. Students will also reflect about the encounters between these religions, especially the prospect for inter-religious dialogue.

**RST-0200 - CATHOLIC INTELLECTUAL TRADITION****3 credits**

This course is a study of Catholicism through an examination of several key questions: What is the journey of faith? Who is God? Who is Jesus Christ? What is the meaning of the human person, salvation, the Church, the moral life, and Christian spirituality?

**RST-0233 - CATHOLIC SOCIAL JUSTICE TRADITION****3 credits**

This course examines the development and key elements of the Catholic Social Justice tradition. Tracing Catholic revelation, reason, tradition, and experience, this course will approach key issues of contemporary concern including peace and violence, hunger, racism, the dignity of work, care for creation, and other critical issues. Prerequisites: none.

**RST-0246 - INTERRELIGIOUS DIALOGUE****3 credits**

Inter-religious Dialogue on Global Issues intends to introduce students to the various positions within the scholarly study of religion that examine how different communities can stop the violence and enmity between them and work toward reconciliation. We will examine the history of the relationship between Muslims and Christians and various religious encounters in the United States.

**RST-0250 - CHRISTIAN ETHICS****3 credits**

This course is a study of Christian ethics—its nature and character, historical background, and contemporary questions—with a focus on issues of social justice. We will examine ways in which the dignity of individuals and communities is honored and empowered. Areas to receive particular attention include: the environment, racism, and gender.

**RST-0335 - RELIGION & SOCIAL CHANGE****3 credits**

This course is an introduction to the important, and yet ambivalent role that Western religions have played in historical and contemporary social movements throughout the world. Students will explore the spiritual and practical manifestations of religion within progressive social justice movements, as well as those movements that foster hatred, violence, and/or terrorism in the name of one religion or another. This course looks at the progressive international role of religion in such causes as the Civil Rights Movement, the Anti-Apartheid Movement, and the social revolutions in Central America during the 1980's. On the contrary, students will also review the religious motivations and theological underpinnings of the Christian Identity movement as well as anti-abortion violence in the U.S., violent Jewish extremism in Israel, Hamas suicide bombings, and the 1993 bombing of the World Trade Center.

Finally, the course will explore the role of religion and religious groups in the ongoing Global Justice Movement as it works to democratize the current state of corporate globalization. The primary objective of the course is to address the question: what is about religion that predisposes it to motivating and promoting social movement activism in ways that differentiate it from similar secular movements.

**SOC-0225 - INTRODUCTION TO SOCIOLOGY****3 credits****SSA-6010 - HIGHER EDUCATION ADMINISTRATION AND ORGANIZATION****3 credits**

This course provides an introduction to concepts of administration and organization as applied to the contemporary higher education setting. It will cover the literature on Organizational Theory as applied to higher education institutions, building a foundation of literature on management and administration in higher education. This course facilitates an understanding of the role and functions of various student affairs units and the application of organizational theory to understand how institutions make decisions, develop policy, and engage with the campus community.

**SSA-6020 -SYSTEMIC BIAS IN HIGHER EDUCATION****3 credits**

Colleges and universities have a special role to play in making sure America's prosperity is accessible to all. This course explores bias as it relates to higher education in this country, focusing on existing structural bias and the historical foundation that creates the milieu within which bias continues. A systems approach to problem solving, with a focus on creating inclusive communities, creates the opportunity for students to identify structural bias and to implement solutions to undermine and eradicate it in their functional areas.

**SSA-6030 - FOUNDATIONS AND FUNCTIONS OF STUDENT AFFAIRS****3 credits**

Overview of the work of the student affairs profession, including philosophical base, historical development, current practices, and future trends. Provides a comprehensive introduction to the field of college student affairs and its role in American higher education. This course examines the underpinnings of the college student affairs profession specifically, and higher education generally, including history, philosophy, roles, and functions. Students will also explore college student characteristics, analyze the influence of organizational type and culture on college students and the nature of student affairs work, and consider essential partnerships with stakeholders in college student affairs work.

**SSA-6015 - PRACTICUM I****1 credit**

Practical internships, offered in various College departments and offices, enable students to integrate conceptual knowledge with professional practices.

**SSA-6040 EVALUATION AND ASSESSMENT IN HIGHER EDUCATION****3 credits**

Introduction to evaluation and institutional assessment models, basic research methodological approaches, application of professional competency standards and use of skills and techniques to evaluate post-secondary co-curricular programming. This course will be practical in nature, with an emphasis on preparation to engage in assessment in a meaningful way. Students will have the opportunity to focus on institutional engagement, student affairs engagement, and the assessment of

student learning. Students will create an assessment plan for an on-campus unit, as well as gain experience presenting information related to assessment, which is an important component of the assessment process.

### **SSA-6050 - CULTURAL PLURALISM IN HIGHER EDUCATION**

#### **3 credits**

This course explores cultural pluralism philosophies, racial identity development, racial incidences, and educational practices related to racism and diversity for implementation in higher education. It will facilitate the development of culturally effective student affairs practitioners who understand the impact of the history and structure of higher education on various underrepresented groups in American higher education. The course is designed to promote cross-cultural understanding and the role of student affairs professionals as agents of social change.

### **SSA-6060 - STUDENT DEVELOPMENT IN HIGHER EDUCATION**

#### **3 credits**

This course provides an understanding of the various theories informing college student development and student affairs practice. It looks at social, psychosocial, cognitive structural, and integrative forms of development. Students will explore identity development models, as well as the ways they intersect. The objective is to use theory to inform practice, and then to effectively apply that theory to the greater systems of equity and inclusion, through an understanding of the developmental patterns of adolescents and young adults.

### **SSA-6025 - PRACTICUM II**

#### **1 credit**

Practical internships, offered in various College departments and offices, enable students to integrate conceptual knowledge with professional practices.

### **SSA-6170 - LEGAL ISSUES IN HIGHER EDUCATION**

#### **3 credits**

In a time when higher education is ever more directly impacted by the law, this course specifically addresses legal issues confronted by student affairs practitioners. Students will be exposed to how to read and interpret case law, legislation, and federal and state guidance and how to act within the parameters of the law. This course provides an

intensive and critical analysis of contemporary campus legal and leadership issues.

### **SSA-6180 - DIFFICULT CONVERSATIONS**

#### **3 credits**

This seminar explores how to broker and facilitate difficult and emotionally loaded conversations about areas related to the social justice and inequity, as well as the types of conflict that can create anxiety in new leaders. Students will gain an understanding of different types of difficult conversations, the neuroscience of what makes a conversation difficult, and the reason why avoiding these conversations can undermine an organization's effectiveness and students' self-confidence and sense of self. Through readings, group practice with feedback, analysis of past challenging conversations, and class discussions, students use the core skills to manage difficult conversations.

### **SSA-6190 - RESEARCH IN HIGHER EDUCATION**

#### **3 credits**

This course provides an introduction to higher education research methodologies, analysis, and decision-making through introduction of basics of research design including problem identification, literature review, method selection, data collection and analysis, application, writing, and ethics. Students will learn how to identify a problem, analyze its origins, understand the system within which it exists, and research potential solutions. The course prepares students for their capstone.

### **SSA-6115 - PRACTICUM III**

#### **1 credit**

Practical internships, offered in various College departments and offices, enable students to integrate conceptual knowledge with professional practices.

### **SSA-6120 - CAPSTONE: PROBLEM SOLVING IN HIGHER EDUCATION**

#### **3 credits**

Students will build on the research undertaken in Research in Higher Education to formulate an implementable solution to a significant and specific problem they've identified in an area of the college. Students will articulate the problem and build a case study with corresponding solution, along with an analysis of potential outcomes.



**SSA-6110 - FINANCE AND BUDGETING IN HIGHER EDUCATION****3 credits**

This course provides an introductory examination of financial, economic, and budgetary issues within higher education. Students review the primary political, economic, and social issues influencing higher education finance, examine revenue streams and expenditure patterns, survey tuition and financial aid policies, develop the ability to examine and analyze financial information, and assess the budget as an instrument of strategic planning, resource allocation, and control.

**SSA-6025 - PRACTICUM IV****3 credits**

Practical internships, offered in various College departments and offices, enable students to integrate conceptual knowledge with professional practices.

**SUS-0230 - INTRODUCTION TO SUSTAINABILITY****3 credits**

This course will examine the interrelationship between humans and their environment at various scales while providing an overview of the social, economic, and environmental aspects of sustainability. It uses an interdisciplinary approach to explore the principles, concepts, and tools used in various fields to gain a better understanding of environmental degradation, climate change, social inequalities, and how to build community resiliency in order to support a more sustainable future. This course investigates how the science of sustainability can improve decision-making processes in planning for a changing climate. Topics may include: The Origins of Sustainability, Cultural Influences of Sustainability, The Built Environment, Environmental Hazards and Human Health, Ecological Footprints, Water Resources and Pollution, Energy Efficiency and Resources, Corporate Responsibility and Sustainability, Sustainable Agriculture, and Environmental Justice.

**SUS-0240 - THE DIVERSITY OF LIFE****3 credits**

This course introduces students to the millions of life forms that have lived during the 3.5 billion year's records of life on earth. The course reviews the history and evolution of life on earth, and guides students in an exploration of the plants, animals, and other forms of life through lectures, class activities, and field observations. Students will document their

own observations through sketches and field notes and will supplement their own observations with basic library and internet research. Through their own observations, students will discover how various organisms interact by forming and testing their own hypotheses' and documenting their results. The course also examines the challenges and opportunities faced by each form of life on a planet dominated by human activities.

**SUS-0250 - ENVIRONMENT AND SOCIETY****3 credits**

This course will introduce learners to selected current issues affecting the environment from a scientific and social context. Topics are with a focus on implications for the global community. Key environmental issues are highlighted in the course, and students are encouraged to research additional topics in more detail through their independent research journals. Topics covered in the course include historical and ethical perspectives of the environment, the concept of sustainability, biodiversity, renewable and nonrenewable environmental resources, environmental health, and climate change. Each topic is discussed from a local/regional perspective as well as with suggestions towards global impacts and change.

**SUS-0260 - GREEN BUSINESS: IT'S A CORPORATE RESPONSIBILITY****3 credits**

Green Business will focus on best practices in sustainable business operations. Students will be engaged in discussions on how environmental issues shape competitive strategy, government regulation, investor relations, marketing, and finance business functions. Students will learn to apply tools for implementing sustainable practices such as Leadership in Energy and Environmental Design (LEED).

**SUS-0270 - URBAN ECOLOGY****3 credits**

Urban Ecology introduces students to plants, wildlife, and ecosystems of urban areas (like Philadelphia) as well as the physical and cultural forces shaping urban environments. This course meets the Science and Sustainability general education requirement. Students can only count each course towards one requirement.