

ROSEMONT COLLEGE

ROSEMONT, PENNSYLVANIA

2023-2024

Undergraduate (UC)

and

Graduate and Professional Studies (SGPS)

Catalog

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Rosemont College
1400 Montgomery Avenue, Rosemont, PA 19010
www.rosemont.edu

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2023-24 ACADEMIC CALENDAR

FALL 2023	
First Day of Class - Fall	August 28, 2023
Add/drop ends - Session I	August 30, 2023
Labor Day NO CLASS	September 4, 2023
Add/drop ends - Full Term	September 5, 2023
Session I - Last Day to withdrawal	September 29, 2023
Session I - Undergraduate College (UC) ends	October 13, 2023
Session I - SGPS ends	October 15, 2023
Fall Break (UC/GRAD FULL TERM) NO CLASS	October 16-17, 2023
Fall Break (PROFESSIONAL STUDIES) NO CLASS	October 16-22, 2023
Session II begins UC/SGPS	October 23, 2023
UC Midterm grades due	October 16, 2023
UC Session I - grades due	October 16, 2023
SGPS Session I - grades due	October 18, 2023
Session I - Grades Released to Students	October 20, 2023
Add/drop ends - Session II	October 25, 2023
Full Term - Last day to withdrawal	November 10, 2023
Session II - Last day to withdrawal	November 21, 2023
Thanksgiving Break NO CLASS	November 22-25, 2023
Classes Resume	November 27, 2023
UC Session II - ends	December 8, 2023
Full Term - Last day of classes	December 8, 2023
SGPS Session II - ends	December 10, 2023
Reading Day (UC)	December 9-10, 2023
Final Exams (UC/GRAD-Full term)	December 11-15, 2023
Grades Due	December 18, 2023
Grades Released to Students	December 21, 2023

WINTER INTERSESSION

NOTE: Courses taken during the Winter Intercession will be included as part of your spring full-time tuition.

Winter Intercession (WI) Begins	December 18, 2023
Add/drop ends	December 20, 2023
WI Withdrawal period ends	January 5, 2024
WI Ends	January 12, 2024
WI Grades Due	January 15, 2024
Grades Released to Students	January 17, 2024
SPRING 2024	
First Day of Class - Spring	January 16, 2024
Add/drop ends – Session I	January 19, 2024
Add/drop ends – Full Term	January 22, 2024
Faculty Professional Development (NO CLASSES UC)	TBD
Session I (UC/SGPS) - Last day to withdrawal	February 16, 2024
Midterms	Week of February 26, 2024
Session I – UC ends	March 1, 2024
Session I – SGPS ends	March 3, 2024
UC Midterm Grades Due	March 4, 2024
UC Session I - Grades Due	March 4, 2024
SGPS Session I - Grades Due	March 6, 2024
Grades Released to Students	March 8, 2024
Spring Break NO CLASS (UC/GRAD-Full Term)	March 4-8, 2024
Classes Resume (UC/GRAD-Full Term)	March 11, 2024
Session II begins UC/SGPS	March 11, 2024
Add/drop ends - Session II	March 14, 2024
Easter Break NO CLASS	March 28-April 1, 2024
Classes Resume	April 2, 2024
Academic Honors Day	TBD
Last day to withdrawal Full term (UC/Grad)	April 5, 2024
Last day to withdrawal Session II (UC/SGPS)	April 12, 2024
Session II ends - UC	April 26, 2024
Session II ends - SGPS	April 28, 2024
Grades due Session II - UC	April 29, 2024
Grades due Session II - SGPS	May 1, 2024
Session II Grades Released to Students	May 3, 2024
Last Day of Class - Full Term	May 3, 2024
Final Exams (UC/GRAD-Full term)	May 6-10, 2024
Grades Due	May 13, 2024
Grades for Fall Term Released to Students	May 15, 2024
Graduation	May 18, 2024

SUMMER 2024	
First Day of Class - Summer	May 13, 2024
Add/drop ends - Full Term	May 16, 2024
Add/Drop ends - Session I	May 16, 2024
Last Day to Withdrawal - Session I	June 14, 2024
Summer Session I ends	June 30, 2024
Summer Session II begins	July 1, 2024
July 4 Holiday, NO CLASS	July 4, 2024
Grades Due - Session I	July 3, 2024
Add/drop ends	July 5, 2024
Session I - Grades Released to Students	July 5, 2024
Last Day to Withdrawal - Full Term	July 19, 2024
Last Day to Withdrawal - Session II	August 2, 2024
Summer Session II Ends	August 18, 2024
Summer Full Term Ends	August 18, 2024
All Final Grades due	August 21, 2024
Final Grades Released to Students	August 23, 2024

College Seal



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.

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/>.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the following programs in Rosemont College's School of Graduate and Professional Studies: Clinical Mental Health Counseling (MA degree) offered at Rosemont College in Rosemont, PA, and School Counseling (MA degree) at Rosemont College in Rosemont, PA. The CACREP Board of Directors met in July 2021 and awarded accreditation to these counseling programs through October 2029.

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 investigate 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>

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

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, are active participants in program assessment. Students may be asked to complete surveys, engage 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 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 based on 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

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. 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 the Title IX Coordinators:

Paulette Hutchinson
Dean, Undergraduate College
Good Council Hall, Room 103
phutchinson@rosemont.edu
610-527-2000, x2381

April Higgins
Assistant Dean, Academic Operations
Good Council Hall, Room 102
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 present documentation to the Director of ADA Accommodations two weeks prior to the start of classes. The Director serves as the College's Section 504 Coordinator and will work with all appropriate parties to document and facilitate necessary accommodations.

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 with 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.

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 regarding 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 their identity, they may choose not to disclose information. Students can revoke FERPA consent at any time.

Annual FERPA Notification of Student Rights

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. These rights include:

- The right to inspect and review the student’s education records within 45 days of the day the College receives a request for access. A student should submit to the Registrar, Dean, head of the Academic Department, or other appropriate official, a written request that identifies the record(s) the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request an amendment of your education record if the student believes it is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. A student seeking an amendment to their educational record should write to the College official responsible for the record in question. The written request must identify the portion for which they are seeking an amendment clearly specifying why the record should be changed. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to provide written consent before the College discloses personally identifiable information from the student’s education records, except to the extent that FERPA Authorizes disclosure without consent. The College may disclose information to a College official with a legitimate educational interest under FERPA without the student’s prior written consent. A school official is a person employed by the College in an administrative, supervisory, academic, or research, or support staff position (including law enforcement personnel and health center staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks.

There is an exception to the non-disclosure of private, confidential information from a student’s educational record referred to as directory information. Directory information is defined as

information contained in an educational record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Please refer questions regarding preventing the disclosure of directory information to the Registrar's Office.

The College considers the following directory information:

- Students' name
- Students' telephone listing
- Students' email
- Place of birth
- Dates of attendance
- Enrollment status (undergraduate, graduate, full-time, part-time)
- Class level and academic major
- Place of birth
- Degrees, honors, and awards received
- Participation in officially recognized sports and/or activities
- Weight and height of athletes
- Photographs

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

THE CAMPUS

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. Course locations are listed on iWay.

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Katherine Baker, M.F.A.
Discipline Coordinator, English, Reading, Writing & Theater

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English, Reading, Writing & Theater

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Director of Athletics

Christina Floyd
Head Coach Women's Volleyball/Head Women's Basketball Coach
Academic support

Billie Relyea
Recruiting Coordinator/Head Coach Women's Softball/S.I.D

Christopher Cole
Asst Coach, Men's Basketball

Ernest Shapiro
Head Coach, Men's Lacrosse

Frank Tosti
Assistant Coach, Men's Basketball

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Men's Soccer, Head Coach

Kaitlyn Atmore
Women's Soccer, Assistant Coach
Kathleen DeLitta
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ADMISSION TO ROSEMONT

UNDERGRADUATE COLLEGE

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 the 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.

Test Optional Admissions Policy

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 Duolingo 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 the Common Application.
- 250-word minimum personal statement or essay

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

- 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 the Common Application.
- 250-word minimum personal statement or essay

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

- 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.

Transfer of an Associate Degree - 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.

Block Transfer Agreements - These agreements have been articulated with community colleges that offer associate degrees. Under a Block Transfer Agreement, if the student had an associate 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.

Transferring From a Four-Year Institution - Students transferring from a four-year institution (college or university) may transfer up to a 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.

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. Service members should have their official Joint Services Transcript (JST) sent to Rosemont College for a military credit evaluation. JST's can be ordered free of charge here: <https://jst.doded.mil/official.html>

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 a visiting student or a non-matriculated student, should contact the admissions department to apply

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 the 4th week of classes.

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

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 for up to 4 years as long as a college GPA of 3.0 is maintained.

SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES

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 who have 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 reviewing 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. 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 Academic Institutions

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), basic technology courses, courses that are out of date with the current curriculum.

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. Accrediting organizations recognized by the Council for Higher Education Accreditation (CHEA)'s Directory of CHEA-Recognized Accrediting Organizations may be accepted at the discretion of the Academic Dean. 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 students 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 scores 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 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. This is at the discretion of the SGPS Academic Dean.

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 to earn 3 credits. No student may transfer PLA credit awarded from a prior institution.

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) 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 of 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

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 14, 2023. The same payment of charges for the second semester is due on or before December 22, 2023, 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 2.83 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 2023-2024

Tuition rates are per credit unless otherwise indicated.

Full-Time Trad UC (per year)	\$20,885
Full Time Trad UC (per semester)	\$10,443
Trad UC Overload (per credit)	\$735
Trad UC Part-Time students (per credit)	\$735
Trad UC Audit	\$555
Senior Citizen Audit Fee (age 62 and older)	\$85
Prof Studies (per credit)	\$585
Prof Studies Momentum (per credit)	\$275
Grad Studies (per credit)	\$710
Grad Studies Momentum (per credit)	\$375
Trad UC Summer session (per credit)	\$330
Teacher Certification (per credit)	\$659
Fees and Other Costs	
General Fee – Trad UC	\$700
Post Bacc Application Fee	\$50
Challenge Examination	\$160
Graduation Fee	\$150
Student Activity Fee – Trad UC	\$300
Orientation Fee - Trad UC (one time only)	\$150
Art Lab Fee	\$75
Science Lab Fee	\$75
Housing Deposit	\$150
Enrollment Deposit	\$200
Returned Check Charge	\$35
Out of Session Room Charge (per day)	\$15
Late Payment Fee	\$15

Study Abroad Fee - May be subject to additional fees for study abroad health insurance	\$165
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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	\$6,765
Heffernan Single	\$8,265
Heffernan Double	\$6,765
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 based on 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 a 100% refund of tuition.
- Students who withdraw **during the first and second weeks of a new semester** will receive an 80% refund of tuition.
- Students who withdraw **during the third week of a new semester** will receive a 50% refund of tuition.
- Students who withdraw **during the fourth week of a new semester** will receive a 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 the 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 an Enrollment deposit as a one-time fee for all students and is assessed when the student matriculates for the first time and is credited to the first semester's bill. Enrollment deposit deposits are non-refundable after May 1.

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

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.

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 been 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.

Rosemont College Satisfactory Academic Progress Policy 2023

Federal regulations require schools to monitor academic progress annually or more frequently to ensure each student is meeting minimum qualitative and quantitative standards. Rosemont College monitors a student's academic progression throughout the completion of their degree, to ensure they can maintain eligibility for Federal financial aid funding. Any student not meeting these minimum standards at the time of evaluation will become ineligible for federal student aid and will remain ineligible for aid until both standards are met.

At the end of each semester a student's progress is determined by evaluating their academic performance both quantitatively and qualitatively.

Quantitative Measure:

All students enrolled in an Associate, Bachelor, or Master's degree must successfully complete at least 67% of their cumulative credits attempted to show successful academic progression.

Qualitative Measure:

Undergraduate students must maintain a cumulative GPA of a 2.0 to show satisfactory academic progress qualitatively.

Graduate students must maintain a cumulative GPA of a 3.0 to show satisfactory academic progress qualitatively and remain enrolled in their program of study.

Both quantitative and qualitative measures must be met by full-time and part-time students to fulfill satisfactory academic progress. Any course with a grade of "W" or "I" will count as classes not successfully passed. Any transfer credits count as credits attempted and completed but will not impact the grade point average.

Successful Academic Progress is calculated on all students regardless of Federal Financial Aid Funding.

The first semester a student who does not maintain a cumulative GPA 2.0 and/or progresses at 67% toward the completion of their degree, will be placed on an Academic Warning. The warning indicates to both the student and Academic Advisor that the student needs to be aware that they are not progressing successfully and continued unsuccessful progression would result in Academic Probation. Any first semester student whose cumulative GPA is a .05 or below will be academically dismissed with the right progresses at 67% toward the completion of their degree, after the Academic Warning semester, will be placed on Academic Probation. Any student who with two consecutive semesters below a 2.0, regardless of cumulative GPA will also be placed on Academic Probation. Students placed 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.

Failure to earn a cumulative GPA of a 2.0 and/or progress at 67% toward the completion of a degree after a probationary semester will result in a student being Academically Dismissed with right of appeal from Rosemont College. If a student chooses to appeal the Academic Dismissal, they will complete the appeal paperwork and return it to the Dean of Academics by the deadline indicated.

As part of the appeal process, students are required to present an academic action plan prepared in conjunction with the Student Academic Support Center (SASC).

The Academic Standards Committee determines if the appeal should be accepted, and the student be reinstated to Rosemont College on a second probationary semester. Students are advised that academic reinstatement does not affect the suspension of their financial aid. Students must appeal loss of their financial aid funding separately.

If a student chooses to not appeal the dismissal, their Academic Dismissal is final.

Any student on their second Academic Probation semester who does not earn a cumulative GPA of 2.0 and/or progress toward 67% completion of their degree will be Academically Dismissed from Rosemont College without the right to appeal for reinstatement.

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 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 PA State Grant. Students receiving a PA State 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 transferable 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 for 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. 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 to 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 and aid must be accepted/declined. Any questions should be directed to 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 Schools of Graduate and Professional Studies.

The following procedures apply:

- 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).

- 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.
- 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.
- 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 6 semesters, dependent upon satisfactory work performance and demonstrated scholarship within the program.
- GAs must enroll in at least 6 semester hours of graduate degree coursework consistent with their plan of study in each semester.
- 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

Change of Personal Information

Students are required to notify the Office of the Registrar of any change of personal identifying information, by completing a Change of Information form, and submitting the document via letter or email to the Registrar's Office. Documentation to change a student's name or Social Security Number 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

Academic Calendar

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

The traditional academic year (excluding an optional summer semester) consists of two semesters, each of which is approximately 14 weeks long. Immediately after the last day of classes is a Reading Day, followed by final examinations.

Rosemont College operates on a semester schedule of 14 weeks with a final exam week.

Academic Credit Calculation

The Pennsylvania Department of Education State regulations indicate the following: "One college semester credit is defined as 14 hours of classroom instruction. A three-credit semester-based course would need to meet for 42 hours of rigorous college classroom instruction over the semester. The academic requirement indicates that the hours of classroom instruction cannot be calculated to include exams (i.e., final exams). A typical semester course meets for 14 weeks of instruction, after which the final may be given in the 15th week. Moreover, the scheduled weeks of class may not include holidays."

The formula also includes the expectation that students will invest 2 hours of preparation time for every 1 credit of course content. For the typical student who enrolls in 15 credit hours per semester, this would mean an additional 30 hours of preparation beyond the class time.

Official Academic Transcripts

The Academic Transcript is the official document that records a student's academic progress and provides proof of their education at a specific college or university. The official Academic Transcript is only released upon request by the student. Official transcripts bearing the College seal and the Registrar's signature are issued directly to the designee; unofficial transcripts are available only to current students and can be printed through iWay.

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

Official Transcripts can be requested through Parchment and can be accessed through the link on the Registrar's Office page of the Rosemont website.

Official transcripts are \$7.00 and can be mailed or emailed. The fee covers processing and sending of the official documents. 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 the 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.

Attendance Policy

The U.S. Department of Education requires all colleges and universities to verify or take attendance. We are an Attendance Verification institution. Each Canvas shell has a module that students must submit prior to the end of Add/Drop for all courses regardless of mode of delivery. 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. Exceptions to this policy must be requested and receive prior approval through their Dean's Office.

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.

Online Course Attendance

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.

Graduate and Professional Studies Thesis & Capstone Projects

Accelerated Graduate Thesis and Capstone Projects

An accelerated graduate degree candidate is afforded up to one full academic semester to complete their thesis or capstone (both herein referred to as thesis) upon registration for their program's requirements towards conferral of their degree. Over the course of the semester, the candidate will work closely with their assigned thesis advisor to ensure satisfactory academic progress towards completing their thesis or capstone.

Prior to the start of the academic semester, a thesis candidate should meet with their Academic Program Director (APD) to begin the registration process. Upon approval by APD, the following steps will be followed to provide quality advising and supervision of the thesis student and to provide a thesis monitoring system for the APD and assigned thesis advisor:

1. APD will assign the thesis student a Thesis Advisor to guide them throughout the entire duration of the thesis writing process. Thesis advisors who accept this assignment must be a member of the Rosemont College faculty and understand that advising a graduate thesis is a full semester commitment.
2. APD will register the thesis student with the Office of the Registrar before the end of add/drop date. Registrations will only be made for session 71 and not be accepted after the add/drop date has passed. Students will not be permitted to register during session 72 for a given semester. Should the student miss the add/drop date for session 71, they will need to register for the following semester.
3. Thesis Advisors will regularly interact with their advisee and will submit “grade” reports throughout each semester through Iway (attendance verification, midterm, final).
4. Beginning with the fall 2023 semester, all capstone and thesis students will have their final submission to their Thesis Advisor one week before grades are due (as posted in the annual academic calendar). The following week all thesis and capstone students will present their final submission to a committee of no less than three members of the faculty and leadership team which will include the APD.
5. Each presentation will be chaired and scheduled by the Thesis Advisor in coordination with the Office of the Academic Deans.
6. After the presentation the committee will provide the student with constructive feedback during a Q&A period using an established grading rubric. Upon conclusion of the presentation the student will be excused from committee deliberation on the merits of the presentation in consideration of the grading rubric. At this time, the Committee will provide the student with recommendations for any necessary revisions for final acceptability and/or determine the student’s grade of pass or fail.
7. The registrar’s office will enter a grade of “F” at the end of each semester for any thesis student in which the Thesis Advisor has not submitted a final grade report by the end of semester due date.
8. Thesis Advisors may not advise more than two thesis students at a time without the approval of the SGPS Academic Dean.
9. Thesis Advisors will receive their stipend upon submission of the thesis grade. If the student requests and is approved for additional time to complete their thesis the student will register for a second semester and the APD will assign an advisor (maybe the original).
10. The APD will request the final payment through the Payroll Coordinator after thesis grade has been posted on the student’s official transcript.
11. APD will submit copies of all theses to the Office of the Academic Dean for archiving in the Rosemont College Library with a copy of the final grade sheet, and a signed Student Capstone/Thesis Repository Agreement Form (*see Archiving of Thesis & Capstone Projects below*).

Traditional Graduate Thesis

A traditional graduate degree candidate is afforded one calendar year to complete their thesis upon registration for their program’s thesis requirements towards conferral of their

degree. Over the course of this year the candidate works closely with their assigned thesis advisor to ensure satisfactory academic progress towards completing their thesis.

Prior to the start of the academic semester, a thesis candidate should meet with their Academic Program Director (APD) to begin the registration process. Upon approval by APD, the following steps will be followed to provide quality advising and supervision of the thesis student and to provide a thesis monitoring system for the APD and assigned thesis advisor:

1. APD will assign the thesis student a Thesis Advisor to guide them throughout the entire duration of the thesis writing process. Thesis Advisors who accept this assignment must be a member of the Rosemont College faculty and understand that advising a graduate thesis is a multiple semester commitment - up to one year.
2. APD will register the thesis student for the next three semesters in three sections with the Office of the Registrar before the add/drop date via Iway. Registrations will not be accepted after the add/drop date has passed and the student will need to register for the following semester. The suggested format to register the student over the course of 3 academic semesters is below:
 - a. Semester 1: Thesis I (0 credit) CRW 7501 Thesis I GPP 7501 Thesis I
 - b. Semester 2: Thesis II (0 credit) CRW 7502 Thesis II GPP 7502 Thesis II
 - c. Semester 3: Thesis III (3 credits) CRW 7503 Thesis III GPP 7503 Thesis III
3. Thesis Advisors will regularly interact with their advisee and will submit “grade” reports throughout each semester through Iway (attendance verification, midterm, final).
4. Beginning with the Fall 2023 semester all thesis students will have their final submission to their Thesis Advisor one week before grades are due (as posted in the annual academic calendar). The following week all thesis and capstone students will present their final submission to a committee of no less than three members of the faculty and leadership team which will include the APD.
5. Each presentation will be chaired and scheduled by the Thesis Advisor in coordination with the Office of the Academic Deans.
6. After the presentation the committee will provide the student with constructive feedback during a Q&A period using an established grading rubric. Upon conclusion of the presentation the student will be excused from committee deliberation on the merits of the presentation in consideration of the grading rubric. At this time, the Committee will provide the student with recommendations for any necessary revisions for final acceptability and/or determine the student’s grade of pass or fail.
7. The registrar’s office will enter a grade of F at the end of each semester for any student in which the Thesis Advisor has not submitted a final grade report by the end of semester due date.

8. Thesis Advisors may not advise more than two thesis students at a time without the approval of the SGPS Academic Dean.
9. Thesis Advisors will receive 1/3 of their stipend at the end of the first and second semesters. The final 1/3 of their stipend will be provided upon the student's completion of their thesis.
10. The APD will request the final payment through the Payroll Coordinator after the thesis grade has been posted on the student's official transcript.
11. APD will submit copies of all theses to the Office of the Academic Dean for archiving in the Rosemont College Library with a copy of the final grade sheet, and a signed Student Capstone/Thesis Repository Agreement Form (*see Archiving of Thesis & Capstone Projects below*).

Selection of Thesis & Capstone Advisors:

The APD will select an advisor with the appropriate academic credentials and subject matter expertise. The Thesis Advisor will be recorded as the faculty of record by the Office of the Registrar, as such any advisor assigned must be an appointed member of the Rosemont College faculty (SGPS, UC, and Administration).

Archiving of Thesis & Capstone Projects

Students must submit the Student Capstone/Thesis Repository Agreement form with their final submission.

The Rosemont College Library will classify all thesis (traditional and accelerated) and capstone projects based upon the two classifications below:

1. Open Access: the student has consented to online publication of their thesis.
2. Restricted: the student has not consented to online publication of their thesis, but the document is available for review by Rosemont College faculty and staff. This includes any thesis of a proprietary nature that a student may be seeking professional publication in the future within the MFA, Creative Writing, and Publishing field.

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 each 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.

Add/Drop Period

Students enrolled in classes at Rosemont College have the ability to make changes to their schedule during the add/drop period. The changes made during the add/drop period are not reflected on a student's official transcript.

The duration of the add/drop period is typically one week for full semester courses and three days for accelerated courses. For the specific date of the end of the add/drop period, refer to the official academic calendar issued by the Registrar's Office.

Add/drops can be processed by the student or their Academic Advisor via the student portal, iWay. The Office of the Registrar will only process the adding and dropping of a course from a student either in person or via their official Rosemont email.

After the add/drop period closes, all course enrollments are *final*.

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 make 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 for a posted grade. The appeals process is as follows:

Step one: A student who wishes to appeal for 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 (about 1 and a half weeks) 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 against 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 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 Eastern 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)

The Incomplete Grade Request Form is to be used by students requesting a grade of “I” (incomplete) as an extension of time to complete course requirements. The form must have all the required signatures to be processed.

When a student has a serious reason that prevents the completion of course requirements (e.g., medical, family, work-related, travel issues), 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. 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 by the deadline determined by the Office of the Dean, not to exceed 7 weeks.

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. Students are advised that grades of “W” (withdrawal) and “F” (failing) can negatively impact their financial aid.

Students considering an Incomplete Grade Request for a course must:

- Meet with their instructor to initiate an Incomplete Grade Request Form as verification of a discussion regarding their performance and progress in the course.
- Meet with their academic advisor to discuss performance in the course and program, as well as to explore potential impacts of requesting a grade of “I”. The advisor's signature denotes that the decision to proceed with an “I” grade and the impacts for this action

have been discussed with the student. Incomplete Grade Request forms will not be considered complete without the advisor's signature.

Be aware that any grade of "I" that is not satisfactorily resolved within the required time limitation can have serious financial and academic implications, possibly affecting billing, financial aid, VA benefits, eligibility to participate in NCAA athletic events, and for international students' immigration status.

Additionally, it may impact your ability to progress in the major or eligibility for financial aid. Students are strongly encouraged to thoroughly discuss their decision with their course instructor and academic advisor before making the decision to request an "I" grade. Students are considered the responsible party for all transactions processed against their academic records and are wholly accountable for making the decision to request a grade of incomplete.

Once this form is completed with all signatures, it must be returned to the Office of the Registrar for official processing.

Students are strongly encouraged to confer with a Financial Aid Office representative prior to requesting an incomplete grade for any class(es).

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 SEPCHE 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 on 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 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 begins 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 withdrawal 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 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 selected 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 Eastern University or SEPCHE schools, may repeat the equivalent course at Rosemont or at the other SEPCHE 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 "B-" 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. If 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 were 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.

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 during 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 them 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 have trouble 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 Official 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

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:

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

Lower Merion Police Department	
EMERGENCY	911
Business	(610) 649-1000

Lower Merion Fire Department	
EMERGENCY	911
Business	(610) 645-6190

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

Taking a Service Animal to School

Section 504 and ADA Title II laws permit a student with a disability who uses a service animal that meets the ADA definition to have the animal at school. Students with service animals cannot be isolated from others, treated less favorably than others or charged fees not charged to others without animals. Allergies and fears of dogs are not valid reasons for denying access or refusing services to persons with service animals; in this case, students should be accommodated by assigning them, when possible, to different locations within the room or different rooms in the same school.

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.

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.

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.

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

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 data¹, 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.

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 it 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 it 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 the 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;0
- 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.

	First Offense	Second Offense
Minor Violation	<p>Violations that result primarily from inexperience as further described above.</p> <p>Sanctions: Faculty members can verbally reprimand the student(s) and/or require resubmission of the assignment or assign a grade reduction for the assignment.</p>	Repeat and additional minor offenses will be considered at least a moderate violation, reported to the board, and sanctioned as below.
Moderate Violation	<p>Faculty members must report violations to the Academic Integrity Board and a hearing will occur at the student's request within 5 days of the violation.</p> <p>Sanctions: failure of assignment, reduction of course grade, or failure of course (without the privilege of withdrawal).</p> <p>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.</p>	Repeat and additional moderate violations will be considered a major violation, be sanctioned accordingly, and result in an automatic hearing.
Major Violation	<p>All violations must be reported to the Academic Integrity Board and will result in a mandatory hearing within 5 days of the reported violation.</p> <p>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.</p>	Additional violations, major or otherwise, may result in suspension or expulsion.

HONORS PROGRAM

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

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 planning 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

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 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. Doing 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.

- Talking with faculty and professionals in your field(s) of interest through building and enhancing your network and job knowledge and determining 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.
- Attending 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.
- Attending 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 in 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 from 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. Most of the 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 SEPCHE (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:

Email: library@rosemont.edu

Phone: (610) 527-0200 ext.2271

Media Services & eLearning Support: ext. 2278 or media@rosemont.edu

Canvas

Rosemont College utilizes the Canvas online learning platform (<https://rosemont.instructure.com/>) 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 (ext. 2278 or media@rosemont.edu) or use the 24/7/365 Canvas support services available from the Canvas Help menu, which include options for chat and phone calls.

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 – <https://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

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 desktops, tablets, and smart phones. For access navigate to 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 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. 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 – ext. 2278 or email 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 classrooms 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 office consists of the Vice President for Mission and Ministry, the Director of the Campus Ministry and the Music Minister. Their offices are in St. Joseph's Hall on the lower level in of the Chapel along with a lounge that is available to students daily from 9 a.m. until 9 p.m. The Mission and Ministry Action Committee (MMAC) works out of this office to ensure that the Mission theme for each year is the focus for college life on campus.

The Vice President highlights the Mission focus for the year among faculty and staff. Bookmarks are distributed at the beginning of the year and there is a Mission Moment at each faculty meeting. Opportunities are also provided throughout the year for the faculty to discuss the Mission focus.

The Director of Campus Ministry offers members of the campus community opportunities to encounter the divine in themselves, to find an oasis of refreshing renewal in the busy world and to relate religion to academic and professional programs. A sample of these opportunities is listed below. Faculty play a vital role in publicizing and supporting these programs.

- Catholic Mass on Sundays and special occasions
- Interfaith discussions and events such as Seder and Iftar
- Cultural and interfaith prayers such as Dia de los Muertos
- Peer-led weekend retreats
- Availability of Campus Minister for spiritual and personal guidance
- Bi-monthly Service opportunities
- Hunger and Homelessness Awareness Week
- Rev. Dr. Martin Luther King, Jr. Week of Service
- Fall and Spring Justice Immersion opportunities
- Advent and Lent projects for persons in need
- Collaboration with the Rosemont College Catholic Climate Covenant Committee
- Collaboration with area Catholic colleges participating in the Synod
- Team Chaplaincy program connecting faculty and staff with sports' teams

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 Immaculate Conception Chapel, Lower Level, Room 9

Director and Clinical Supervisor:

Thomas DeGeorge, PhD, LPC, NCC

thomas.degeorge@rosemont.edu

Resident Counseling Clinician:

Rob Pina, MA

robert.pina@rosemont.edu

610-527-0200, Ext. 2416

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 indicated, 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.

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.

Snow Code Numbers

Weather-related closings are posted on the College website (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. You can also 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 areas 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

Degree Conferral and Commencement

Diplomas are conferred three times a year in May, August, and December. 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 August conferral, and students who complete in the Fall will be part of the December 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, August, and December (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 May. One of the following conditions must be met to participate:

- Students who had their diploma awarded in August and December 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 2024

Students who are scheduled to graduate in May 2024 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, August and December.

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 when their final course is completed.

Specific Criteria for the August or December 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.

Students who are earning a dual degree or dual major will be allotted one diploma. They will have the option to choose the preferred degree or major on their diploma during the completion of the Graduation application. Students who desire to have an additional diploma with a second degree or major can order one at the student's expense through the transcript ordering system. Both degrees and/or majors will appear on the official transcript.

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 College recognizes academic achievement of graduating Graduate students through the award of "with Distinction" based solely on the student's cumulative GPA at Rosemont College. To earn the with distinction designation a student must earn a cumulative GPA of a 4.0. 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.

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.

President's List

Full-time students who have attained a GPA of 4.0 during the preceding semester are nominated to the President'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

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.

Part-time students are eligible for Dean's list recognition provided the student has completed a minimum of four courses (12 credits) over a full academic year (September to August) and have achieved a cumulative GPA of 3.67 or higher.

Student Commencement Speakers

One student from the Undergraduate College and 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 at 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.

With Distinction

With Distinction is acknowledged after a student's full academic program has been completed. Student's names are announced at Commencement and indicate the With Distinction designation. To earn With Distinction, a student must earn a cumulative GPA of a 4.0. The honors designation is printed on the student's diploma and recorded on the student's transcript.

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

Undergraduate College

General Education Curriculum

(FOR STUDENTS ENTERING FOR THE 2023-2024 ACADEMIC YEAR)

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 College Core Curriculum Learning Objectives

The “Wants of the Age” Core Curriculum

The “Wants of the Age” Core Curriculum is a student’s introduction to the mission of Rosemont College. It exposes a student to the fundamental ideas and intellectual activities in the spirit of Cornelia Connelly.

“A lifelong community of learners”

FYCS 100 The First Year Connection Seminar (3 cr.)

Student Learning Outcomes

Students taking First Year Connections Seminar will:

1. Build the necessary academic skills and knowledge needed to succeed at Rosemont College by developing
 - a. Awareness and use of campus learning resources.
 - b. Sufficient technological prowess to function on the college level.
 - c. Study skills to support the demands of college-level courses.
2. Set Academic and Professional Goals by
 - a. Developing an understanding of the Rosemont Core Curriculum Requirements, Advising, and Degree Audits.
 - b. Incorporating an awareness of possible majors, experiential learning and co-curricular activities, and related career paths.
3. Initiate connections to the Rosemont College Community of Learners through

- a. Exposure to co-curricular guest speakers and awareness of co-curricular activities that include first-year students within the Rosemont College community.
- b. Participation in the First Year Experience Common Reading in class, and opportunities for related activities outside of the classroom.
- 4. Demonstrate proficiency in information literacy skills through
 - a. Accessing and using academic research to successfully complete the First Year Seminar Research Project.
 - b. Learning the College’s policies on Academic Integrity, including the severity of plagiarism and skills to avoid plagiarizing.

“Fostering joy in the pursuit of knowledge”

WRT 110 First Year Composition – Writing (3 cr.)

WRT 170 Advanced Composition and Oral Communication (3 cr.)

Written and Oral Communication

Student Learning Outcomes

Students taking written and oral communication courses will:

1. Understand and practice writing and oral communication as a process, using strategies of research, drafting, revision, editing, and reflection.
2. Communicate correctly and effectively in writing and in speech, considering both their audience and purpose.
3. Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias, and so on) primary and secondary research materials.
4. Observe the rules of academic honesty, intellectual property, and citation style(s).

“We seek to develop...open and critical minds”

Critical Thinking (3 cr.)

Goal: Students will analyze information and ideas carefully and logically from multiple perspectives and develop reasoned solutions to problems.

Student Learning Outcomes

After completing a Critical Thinking course in the Rosemont College Core Curriculum, students will be able to:

1. Explain and apply the basic concepts essential to a critical examination and evaluation of argumentative discourse.
2. Use investigative and analytical thinking skills to examine alternatives, explore complex questions, and solve challenging problems.
3. Synthesize information to arrive at reasoned conclusions.
4. Evaluate the logic and validity of arguments, as well as the relevance of data and information.

Natural Sciences (3 cr.)

Goal: Students will learn and develop the ability to solve scientific problems using scientific and quantitative reasoning.

Student Learning Outcomes

After completing a Natural Science course in the Rosemont College Core Curriculum, students will be able to:

1. Apply scientific concepts to define natural phenomena and scientific problems.
2. Propose a hypothesis to answer an investigative question and/or develop a strategy to solve a scientific problem quantitatively.
3. Generate solutions to test the hypothesis or produce quantitative results.
4. Evaluate the logic and accuracy of the results and identify potential flaws in the outcome.

“The ability to make reasoned moral decisions”

Ethics in Action (3 cr.)

Goal: Students completing any of the courses in the Ethics in Action area of the Core Curriculum will be able to assess their own ethical values, identify the ethical issues at stake in morally significant contexts, and effectively analyze and evaluate a variety of moral issues and situations.

Student Learning Outcomes:

After completing an Ethics in Action course in the Rosemont College Core Curriculum, students will be able to:

1. Demonstrate an understanding of their core moral beliefs and the origins of their core moral beliefs.
2. Demonstrate an understanding of fundamental ethical perspectives and concepts.
3. Be able to identify issues and situations with moral implications and explain what is morally at stake in such cases.
4. Be able to independently apply ethical perspectives and concepts to an ethical issue or situation accurately and articulate the implications of the application.
5. Be able to identify standard objections to a variety of ethical perspectives and concepts, and reasonably defend against the objections.

“A sense of responsibility to serve others in a global society”

Global Awareness (3 cr.)

Goal: Students who complete the Global Cultural Awareness requirement of the Core Curriculum will have knowledge of multiple cultural perspectives, historical as well as contemporary, and become informed and open-minded global citizens who are attentive to the world around them.

Student Learning Outcomes:

After completing a Global Awareness course in the Rosemont College Core Curriculum, students will be able to:

1. Demonstrate an understanding of multiple cultural worldviews and experiences in relation to their history, artistic traditions, rituals, values, politics, communication styles, economy, and/or beliefs and practices.
2. Analyze global issues and experiences from the perspective of more than one worldview.
3. Apply knowledge and skills to examine a problem or issue in today's world and/or in past historical periods from multiple cultural worldviews in a systematic and comprehensive way.

“Rooted in Catholicism” (THE courses)

Catholic Theology (3 cr.)

Student Learning Outcomes

After completing a Catholic Theology course in the Rosemont College Core Curriculum, students will be able to:

1. Develop a critical understanding of the Roman Catholic intellectual tradition and the theological reflection that shapes the Church.
2. Articulate the influence of Scripture and Tradition to the practice of Roman Catholicism.
3. Apply the foundational texts of Catholic social teaching to important issues in the world.
4. Synthesize and defend a position regarding the impact of theological reflection in the world.

“Rosemont welcomes all faiths” (REL courses)

Religious Studies (3 cr.)

Student Learning Outcomes

After completing a Religious Studies course in the Rosemont College Core Curriculum, students will be able to:

1. Develop a critical understanding of religious traditions and the values that shape them.
2. Identify key lived religious experiences from the major religions of the world.
3. Demonstrate the influence of religious faith in history, both within and across religious traditions.
4. Synthesize and defend a position regarding the need for religious literacy in a diverse world.

“Trust in and reverence for the dignity of the Human Person”

Humanities (3 cr.)

Student Learning Outcomes

After completing a Humanities course in the Rosemont College Core Curriculum, students will be able to:

1. Identify human values as demonstrated through critical reflection of the written, verbal, or performance arts.
2. Articulate underlying premises in movements or periods in time and the ideas that shape them.
3. Compare diverse perspectives across cultures, present and past.
4. Use appropriate information technologies to conduct research.

Social Sciences (3 cr.)

Goal: Students will apply social science perspectives to further understand individual, group, and societal behavior within psychological, political, sociological, and economic contexts.

Student Learning Outcomes

After completing a Social Science course in the Rosemont College Core Curriculum, students will be able to:

1. Demonstrate knowledge of theoretical frameworks, concepts, terms, and important thinkers and ideas from one of the social sciences to discuss contemporary social phenomena.
2. Apply knowledge from at least one of the social sciences to explain political, social, and/or economic issues and their effects on individuals and groups.
3. Use effective critical thinking skills by applying empirically based information in the social sciences to analyze social interactions and how institutions operate.
4. Demonstrate open-mindedness through an appreciation of the diversity of human experience and understanding of how culture affects human behavior.

“Diversity with a commitment to building an intercultural community”

Multicultural/Gender (3 cr.)

Student Learning Outcomes

After completing a Multicultural/Gender course in the Rosemont College Core Curriculum, students will be able to:

1. Identify and differentiate key concepts and experiences of identity formation – including race/ethnicity, sex and gender, and religion.
2. Ask critical and caring questions that foster knowledge of the concepts and experiences of identity formation.
3. Articulate factors, including biases, that influence identity formation among different groups of people in different times and places.
4. Make sound arguments based on research, not opinions, from differing identity perspectives in a way that addresses contemporary social problems and issues of multiculturalism, gender, race, ethnicity, and social inequality in a clear and articulate manner.

**“Promoting Justice with compassion” and “Care for the Earth as our common home”
Sustainability (3 cr.)**

Goal: Students who complete the Sustainability requirement of the Core Curriculum program at Rosemont College will have a foundational knowledge of sustainability and think critically about the environmental challenges we face so they may “care for the Earth as our common home.”

Student Learning Outcomes

After completing a Sustainability course in the Rosemont College Core Curriculum, students will be able to:

1. Understand key concepts for sustainability from multiple disciplinary perspectives.
2. Apply concepts of sustainability to address challenges in global and local contexts.
3. Analyze sustainability and key topics, including the relationship between human and natural systems.
4. Recognize, act on, and evaluate how their professional and personal actions impact sustainability with the knowledge and appreciation of interconnections among economic, environmental, and social perspectives.

“Learning opportunities that enable students to respond to life with joy, zeal, and compassion”

Creative Expression (3 cr.)

Student Learning Outcomes

After completing a Social Science course in the Rosemont College Core Curriculum, students will be able to:

1. Demonstrate technical competence in a work of creative expression.
2. Analyze form or content in works of creative expression.
3. Understand broad cultural contexts from which works of art are produced, as well as defining the relationship of the artist, creative work, and audience.
4. Demonstrate evidence of creative production or activity through engagement and a command of materials and/or process.

Total Credits: 42 plus Experiential Learning and Capstone within Major

Core Category	Core Sub-Category	Courses	# of Credits	Category Total Credits
"A lifelong community of learners"	First Year Connection Seminar	FYS 0100 – The First Year Connection Seminar	3	3
"Fostering joy in the pursuit of knowledge"	Written and Oral Communication	WRT 0110 – First Year Composition	3	6
		WRT 0170 – Advanced Composition and Oral Communication	3	
"We seek to develop...open and critical minds"	Critical Thinking	CSC 0140 - Introduction to Computer Programming HIS 0200 - Analyzing the Past US History to 1877 MAT 0112 - Introductory Algebra MAT 0115 - College Algebra	3	3
	Natural Sciences	BIO 0115 - Science for Life BIO 0150 - General Biology I CHE 0130 - General Chemistry Fundamentals CHE 0135 - Global Environmental Issues CHE 0142 - General Chemistry I	3	3
"The ability to make reasoned moral decisions"	Ethics in Action	COM 0279 - Media Law and Ethics	3	3
"A sense of responsibility to serve others in a global society"	Global Awareness	HIS 0120 - World History since 1450 SPA 0100 – Introductory Spanish I SPA 0101 – Introductory Spanish II	3	3
"Rooted in Catholicism"	Catholic Theology (THE courses)	THE 0201 - The Catholic Intellectual Tradition THE 0202 - Black Catholics and the Church THE 0210 – The Meaning of Christ THE 0215 – The Church and the Modern World	3	3
"Rosemont welcomes all faiths"	Religion (REL courses)	REL 0124 – World Religion REL 0102 – Humanity’s Search for Meaning	3	3

“Trust in and reverence for the dignity of the Human Person”	Humanities	ENG 0204 - Survey of Brit Lit Medieval to 1498 ENG 0220 - Development of the Novel in English ENG 0222 - Major American Writers beg. To 1890 ENG 0223 - Major American Writers 1890-1940 MUS 0220 – Music Appreciation	3	6
	Social Sciences	SOC 0100 - Principles of Sociology PSC 0101 - Introduction to Political Science PSY 0100 - Basic Concepts in Psychology	3	
“Diversity with a commitment to building an intercultural community”	Multicultural/Gender	COM 0215 - Intercultural Communication AFR 0100 - Introduction to African Studies PSC 0247 - Race and Ethnicity in Amer. Politics	3	3
“Promoting Justice with compassion” and “Care for the Earth as our common home”	Sustainability	ENV 0101(SUS 0101) - Healing Earth SUS 0230 - Introduction to Sustainability	3	3
“Learning opportunities that enable students to respond to life with joy, zeal, and compassion”	Creative Expression	WRT 0205 - Introduction to Creative Writing ARS 0100 - Drawing I ARS 0101 - Visual Fundamentals I ARS 0215 – Ceramics I ARS 0130 - Introduction to Watercolor	3	3

(FOR STUDENTS WHO ENTERED PRIOR TO THE 2023-2024 ACADEMIC YEAR)

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 today 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 includes 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. 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, studying 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. 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. Students 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 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 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 to

facilitate the transfer of 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. Students 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.

General Education Requirements

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-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
CSC-0140	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
ARH-0332	Bloodsuckers: 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-230	African American History 1865-Present
HIS-0231	History of Women in America 1600 to1865

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	Bloodsuckers: 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 Contemp
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 Sust: 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 for 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.

In the spring of 2023, the UC faculty adopted a new Core Curriculum based on the Mission Statement.

School of Professional Studies

General Education Curriculum

(FOR STUDENTS ENTERING FOR THE 2023-2024 ACADEMIC YEAR)

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.

SGPS: The “Wants of the Age” Core General Education Curriculum

The Rosemont General Education Curriculum provides a core foundation of interdisciplinary knowledge and skills useful to all undergraduate students within the School of Graduate and Professional Studies regardless of their major in the arts and sciences that is reflective of the Cornelian learning experience.

In addition to the Rosemont College General Education Philosophy, Standard III of the Middle States Standards of Accreditation and Requirements of Affiliation also affirms our commitment to providing a broad and diverse general education curriculum fostering a diverse intellectual learning experience that expanding upon a student’s cultural and global awareness that prepares students to make well-reasoned judgements both inside and outside of their academic discipline (MSCHE, 2015).

Each requirement proposed through the Academic Standards and Curriculum Committee (ASCC) to fulfill an area of our General Education requirements is approved with the above philosophy statements and the General Education Curriculum as defined by the ASCC below for the conferral of the associate and bachelor’s degrees:

The “Wants of the Age” Core Curriculum
Associate degree:

The “Wants of the Age” Core Curriculum is a student’s introduction to the mission of Rosemont College. It exposes a student to the fundamental ideas and intellectual activities in the spirit of Cornelia Connelly.

“A lifelong community of learners”
ADS 0100 Academic Success (3 cr.)

Students taking the Academic Success Seminar will:

1. Develop the necessary academic skills and knowledge needed to succeed at Rosemont College
 - a. Awareness and use of campus learning resources
 - b. Sufficient technological prowess to function on college level
 - c. Study skills to support the demands of college-level courses
2. Develop Academic and Professional Goals
 - a. Understanding of the Rosemont Core Curriculum Requirements, Advising, and Degree Audits
 - b. Basic awareness of possible majors, experiential learning and co-curricular activities, and related career paths
3. Develop connections to the Rosemont College Community of Learners
 - a. Exposure to co-curricular guest speakers and awareness of co-curricular activities to include first-years within the Rosemont College community.
 - b. Participation in the First Year Experience Common Reading in class, and opportunities for related activities outside of the classroom
4. Demonstrate proficiency in information literacy skills
 - a. Access and use academic research to successfully complete a First Year Research Project
 - b. Learn about the College’s policies on Academic Integrity, including the severity of plagiarism and skills to avoid it.

“Fostering joy in the pursuit of knowledge”

ENG 0160 College Writing I – Writing (3 cr.)

ENG 0170 College Writing II (3 cr.)

Written and Oral Communication

1. Students will understand and practice writing and oral communication as a process, using strategies of research, drafting, revision, editing, and reflection.
2. Students will communicate correctly and effectively in writing and in speech, considering audience and purpose.

3. Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias, and so on) primary and secondary research materials and observe the rules of academic honesty, intellectual property, and citation style(s).

“We seek to develop...open and critical minds”

Critical Thinking (3 cr.)

Goal: Students will analyze information and ideas carefully and logically from multiple perspectives and develop reasoned solutions to problems.

Student Learning Outcomes

Students will:

1. Explain and apply the basic concepts essential to a critical examination and evaluation of argumentative discourse.
2. Use investigative and analytical thinking skills to examine alternatives, explore complex questions, and solve challenging problems.
3. Synthesize information to arrive at reasoned conclusions.
4. Evaluate the logic and validity of arguments, as well as the relevance of data and information.

Natural Sciences (3 cr.)

The goal is to have students learn and develop the ability to solve scientific problems using scientific and quantitative reasoning.

Student Learning Outcomes

Students will:

1. Apply scientific concepts to define natural phenomena and scientific problems.
2. Propose a hypothesis to answer an investigative question and/or develop a strategy to solve a scientific problem quantitatively.
3. Generate solutions to test the hypothesis or produce quantitative results.
4. Evaluate the logic and accuracy of the results and discern any potential flaws in the outcome.

“The ability to make reasoned moral decisions”

Ethics in Action (3 cr.)

Goal: Students completing any of the courses in the Ethics in Action area of the General Education curriculum will be able to assess their own ethical values, identify the ethical issues at stake in morally significant contexts, and effectively analyze and evaluate a variety of moral issues and situations.

Student Learning Outcomes:

1. **Ethical self-awareness:** Students will demonstrate an understanding of their core moral beliefs and the origins of their core moral beliefs.

2. **Understanding ethical perspectives/concepts:** Students will demonstrate an understanding of fundamental ethical perspectives and concepts.
3. **Ethical issue recognition:** Students will be able to identify issues and situations with moral implications and explain what is morally at stake in such cases.
4. **Application of ethical perspectives/concepts:** Students will be able to independently apply ethical perspectives and concepts to an ethical issue or situation accurately and articulate the implications of the application.
5. **Evaluation of ethical perspectives/concepts:** Students will be able to identify standard objections to a variety of ethical perspectives and concepts, and reasonably defend against the objections.

**“Promoting Justice with compassion” and “Care for the Earth as our common home”
“A sense of responsibility to serve others in a global society”**

Global Awareness (3 cr.)

Goal: Students who complete the Global Cultural Awareness requirement of the Core Curriculum program at Rosemont College will have knowledge of multiple cultural perspectives, historical as well as contemporary, to become informed and open-minded global citizens who are attentive to the world around them.

Student Learning Outcomes:

Students will:

1. Demonstrate an understanding of multiple cultural worldviews and experiences in relation to their history, artistic traditions, rituals, values, politics, communication styles, economy, and/or beliefs and practices.
2. Analyze global issues and experiences from the perspective of more than one worldview.
3. Apply knowledge and skills to examine a problem or issue in today’s world and/or in past historical periods from multiple cultural worldviews in a systematic and comprehensive way.

“Rooted in Catholicism... Rosemont welcomes all faiths” (REL courses)

Religious Studies (3 cr.)

1. Students will develop a critical understanding of religious traditions and the values that shape them.
2. Students will identify key lived religious experiences from the major religions of the world.
3. Students will demonstrate the influence of religious faith in history, both within and across religious traditions.
4. Students will synthesize and defend a position regarding the need for religious literacy in a diverse world.

“Diversity with a commitment to building an intercultural community”

“Trust in and reverence for the dignity of the Human Person”

Humanities (3 cr.)

1. Students will identify human values as demonstrated through critical reflection of the written, verbal, or performance arts.
2. Students will articulate underlying premises in movements or periods in time and the ideas that shape them.
3. Students will compare diverse perspectives across cultures, present and past.
4. Students will use appropriate information technologies to conduct research.

Social Sciences (3 cr.)

Goal: Students will apply social science perspectives to further understand individual, group, and societal behavior within psychological, political, sociological, and economic contexts.

Student Learning Outcomes:

After completing a Social Science course in the Rosemont College Core Curriculum,

1. Student can demonstrate knowledge of theoretical frameworks, concepts, terms, and important thinkers and ideas from one of the social sciences to discuss contemporary social phenomena.
2. Student can apply knowledge from at least one of the social sciences to explain political, social, and/or economic issues and their effects on individuals and groups.
3. Student can use effective critical thinking skills by applying empirically based information in the social sciences to analyze social interactions and how institutions operate.
4. Student can demonstrate open-mindedness through an appreciation of the diversity of human experience and understanding of how culture affects human behavior.

“Learning opportunities that enable students to respond to life with joy, zeal, and compassion”

Creative Expression (3 cr.)

Creative Expression Student Learning Outcomes:

1. Student will demonstrate technical competence in a work of creative expression
2. Student will analyze form or content in works of creative expression.
3. Student will understand broad cultural contexts from which works of art are produced, as well as defining the relationship of the artist, creative work, and audience.
4. Student will demonstrate evidence of creative production or activity through engagement and a command of materials and/or process.

Total Credits: 42 credits and Capstone within Major

Associate Degree “The Wants of the Age” General Education Curriculum Requirements:

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:

Core Category	Core Sub-Category	Courses	# of Credits	Category Total Credits
“A lifelong community of learners”	Academic Success	ADS 0100 Academic Success Elective if a transfer	3	3
“Fostering joy in the pursuit of knowledge”	Written and Oral Communication	ENG 0160 College Writing I	3	6
		ENG 0170 College Writing II	3	
“We seek to develop...open and critical minds”	Critical Thinking	BUS 0200 Personal Finance BUS 0215 Principles of Budget and Finance BUS 0305 Introduction to Finance 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	3	3
	Sciences	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	3	3
“The ability to make reasoned moral decisions”	Ethics in Action	AFS 0250 Social Responsibility in Eliminating Systemic Racism BUS 0495 Ethical Decision Making in Business CRJ 0400 Criminal Justice Ethics/Cap PHI R360 Ethics	3	3

<p>“Promoting Justice with compassion”</p> <p>“Care for the Earth as our common home”</p> <p>“A sense of responsibility to serve others in a global society”</p>	<p>Global Awareness</p>	<p>AFS 0100 Introduction to Africana Studies</p> <p>AFS 0150 The Atlantic Slave Trade</p> <p>AFS 0250 Social Responsibility in Eliminating Systemic Racism</p> <p>BUS 0458 International Business Law</p> <p>BUS 0470 Global Seminar</p> <p>BUS 0475 International Economics</p>	<p>3</p>	<p>3</p>
<p>“Rooted in Catholicism Rosemont welcomes all faiths”</p>	<p>Religion</p>	<p>Any RST, REL, or THE course</p>	<p>3</p>	<p>3</p>
<p>“Diversity with a commitment to building an intercultural community”</p> <p>“Trust in and reverence for the dignity of the Human Person”</p>	<p>Humanities</p>	<p>AFS 0100 Introduction to Africana Studies</p> <p>AFS 0110 We Were Kings and Queens</p> <p>AFS 0150 The Atlantic Slave Trade</p> <p>AFS 0200 The Black Experience</p> <p>AFS 0210 Black Contributions to the Development of the United States</p> <p>AFS 0220 The New Jim Crow</p> <p>AFS 0250 Social Responsibility in Eliminating Systemic Racism</p> <p>AFS 0300 Special Topics in Africana Studies</p> <p>COM 0210 Speech Communication</p> <p>COM 0285 Communications: Theories and Strategies</p> <p>HIS 0299 History of the Middle East: Islam</p> <p>HUM 0220 Cultural Critique through Film</p> <p>HUM 0225 Immigration: Current Issues</p> <p>LDS 0300 Foundations of Leadership</p> <p>MUS 0220 Music Appreciation</p> <p>PHI 0380 Philosophy of Straight Thinking</p> <p>PHI R250 Introduction to Philosophy</p>	<p>3</p>	<p>3</p>

		PHI R360 Ethics Add in 1 or 2 of the Religion courses that we crosslisted		
	Social Sciences	PSY 1001 Introduction to Psychology PSY 2010 Developmental Psychology SOC 0225 Introduction to Sociology CRJ 0230 Drugs, Crimes, and Society CRJ 0245 Criminology (non-CJ majors)	3	3
“Learning opportunities that enable students to respond to life with joy, zeal, and compassion”	Creative Expression	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	3	3

The “Wants of the Age” Core Curriculum Bachelor's Degree

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“A lifelong community of learners”

ADS 0100 Academic Success (3 cr.)

Students taking First Year Connections Seminar will:

1. Develop the necessary academic skills and knowledge needed to succeed at Rosemont College
 - a. Awareness and use of campus learning resources
 - b. Sufficient technological prowess to function on college level
 - c. Study skills to support the demands of college-level courses
2. Develop Academic and Professional Goals
 - a. Understanding of the Rosemont Core Curriculum Requirements, Advising, and Degree Audits
 - b. Basic awareness of possible majors, experiential learning and co-curricular activities, and related career paths
3. Develop connections to the Rosemont College Community of Learners
 - a. Exposure to co-curricular guest speakers and awareness of co-curricular activities to include first-years within the Rosemont College community.
 - b. Participation in the First Year Experience Common Reading in class, and opportunities for related activities outside of the classroom
4. Demonstrate proficiency in information literacy skills
 - a. Access and use academic research to successfully complete a First Year Research Project
 - b. Learn about the College’s policies on Academic Integrity, including the severity of plagiarism and skills to avoid it.

“Fostering joy in the pursuit of knowledge”

ENG 0160 College Writing I – Writing (3 cr.)

ENG 0170 College Writing II (3 cr.)

Written and Oral Communication

1. Students will understand and practice writing and oral communication as a process, using strategies of research, drafting, revision, editing, and reflection.
2. Students will communicate correctly and effectively in writing and in speech, considering audience and purpose.

3. Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias, and so on) primary and secondary research materials and observe the rules of academic honesty, intellectual property, and citation style(s).

“We seek to develop...open and critical minds”

Critical Thinking (3 cr.)

Goal: Students will analyze information and ideas carefully and logically from multiple perspectives and develop reasoned solutions to problems.

Student Learning Outcomes

Students will:

1. Explain and apply the basic concepts essential to a critical examination and evaluation of argumentative discourse.
2. Use investigative and analytical thinking skills to examine alternatives, explore complex questions, and solve challenging problems.
3. Synthesize information to arrive at reasoned conclusions.
4. Evaluate the logic and validity of arguments, as well as the relevance of data and information.

Natural Sciences (3 cr.)

The goal is to have students learn and develop the ability to solve scientific problems using scientific and quantitative reasoning.

Student Learning Outcomes

Students will:

1. Apply scientific concepts to define natural phenomena and scientific problems.
2. Propose a hypothesis to answer an investigative question and/or develop a strategy to solve a scientific problem quantitatively.
3. Generate solutions to test the hypothesis or produce quantitative results.
4. Evaluate the logic and accuracy of the results and discern any potential flaws in the outcome.

“The ability to make reasoned moral decisions”

Ethics in Action (3 cr.)

Goal: Students completing any of the courses in the Ethics in Action area of the General Education curriculum will be able to assess their own ethical values, identify the ethical issues at stake in morally significant contexts, and effectively analyze and evaluate a variety of moral issues and situations.

Student Learning Outcomes:

1. **Ethical self-awareness:** Students will demonstrate an understanding of their core moral beliefs and the origins of their core moral beliefs.
2. **Understanding ethical perspectives/concepts:** Students will demonstrate an understanding of fundamental ethical perspectives and concepts.

3. **Ethical issue recognition:** Students will be able to identify issues and situations with moral implications and explain what is morally at stake in such cases.
4. **Application of ethical perspectives/concepts:** Students will be able to independently apply ethical perspectives and concepts to an ethical issue or situation accurately and articulate the implications of the application.
5. **Evaluation of ethical perspectives/concepts:** Students will be able to identify standard objections to a variety of ethical perspectives and concepts, and reasonably defend against the objections.

“A sense of responsibility to serve others in a global society”

Global Awareness (3 cr.)

Goal: Students who complete the Global Cultural Awareness requirement of the Core Curriculum program at Rosemont College will have knowledge of multiple cultural perspectives, historical as well as contemporary, and become informed and open-minded global citizens who are attentive to the world around them.

Student Learning Outcomes:

Students will:

1. Demonstrate an understanding of multiple cultural worldviews and experiences in relation to their history, artistic traditions, rituals, values, politics, communication styles, economy, and/or beliefs and practices.
2. Analyze global issues and experiences from the perspective of more than one worldview.
3. Apply knowledge and skills to examine a problem or issue in today’s world and/or in past historical periods from multiple cultural worldviews in a systematic and comprehensive way.

“Rooted in Catholicism... Rosemont welcomes all faiths” (REL courses)

Religious Studies (3 cr.)

1. Students will develop a critical understanding of religious traditions and the values that shape them.
2. Students will identify key lived religious experiences from the major religions of the world.
3. Students will demonstrate the influence of religious faith in history, both within and across religious traditions.
4. Students will synthesize and defend a position regarding the need for religious literacy in a diverse world.

“Trust in and reverence for the dignity of the Human Person”

Humanities (3 cr.)

1. Students will identify human values as demonstrated through critical reflection of the written, verbal, or performance arts.
2. Students will articulate underlying premises in movements or periods in time and the ideas that shape them.

3. Students will compare diverse perspectives across cultures, present and past.
4. Students will use appropriate information technologies to conduct research.

Social Sciences (6 cr.)

Goal: Students will apply social science perspectives to further understand individual, group, and societal behavior within psychological, political, sociological, and economic contexts.

Student Learning Outcomes:

After completing a Social Science course in the Rosemont College Core Curriculum,

1. Student can demonstrate knowledge of theoretical frameworks, concepts, terms, and important thinkers and ideas from one of the social sciences to discuss contemporary social phenomena.
2. Student can apply knowledge from at least one of the social sciences to explain political, social, and/or economic issues and their effects on individuals and groups.
3. Student can use effective critical thinking skills by applying empirically based information in the social sciences to analyze social interactions and how institutions operate.
4. Student can demonstrate open-mindedness through an appreciation of the diversity of human experience and understanding of how culture affects human behavior.

“Diversity with a commitment to building an intercultural community”

Multicultural/Gender (3 cr.)

1. Students will be able to identify and differentiate key concepts and experiences of identity formation – including race/ethnicity, sex and gender and religion.
2. Students will ask critical and caring questions that foster knowledge of the concepts and experiences of identity formation.
3. Students will be able to articulate factors, including biases, that influence identity formation among different groups of people in different times and places.
4. Students will be able to make sound arguments based on research, not opinions, from differing identity perspectives in a way that addresses contemporary social problems and issues of multiculturalism, gender, race, ethnicity and social inequality in a clear and articulate manner.

“Promoting Justice with compassion” and “Care for the Earth as our common home”

Sustainability (3 cr.)

Goal: Students who complete the Sustainability requirement of the Core Curriculum program at Rosemont College will have a foundational knowledge of sustainability and think critically about the environmental challenges we face so they may “care for the Earth as our common home.”

1. Students will know key concepts for sustainability from multiple disciplinary perspectives.
2. Students will be able to apply concepts of sustainability to address challenges in global and local contexts.

3. Students will be able to analyze sustainability and key topics, including the relationship between human and natural systems.
4. Students will recognize, act on, and evaluate how their professional and personal actions impact sustainability with the knowledge and appreciation of interconnections among economic, environmental, and social perspectives.

“Learning opportunities that enable students to respond to life with joy, zeal, and compassion”

Creative Expression (3 cr.)

Creative Expression Student Learning Outcomes:

1. Student will demonstrate technical competence in a work of creative expression
2. Student will analyze form or content in works of creative expression.
3. Student will understand broad cultural contexts from which works of art are produced, as well as defining the relationship of the artist, creative work, and audience.
4. Student will demonstrate evidence of creative production or activity through engagement and a command of materials and/or process.

Total Credits: 42 credits Capstone within Major

Bachelor’s Degree: The Wants of the Age General Education Curriculum Requirements:

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:

Core Category	Core Sub-Category	Courses	# of Credits	Category Total Credits
“A lifelong community of learners”	Academic Success	ADS 0100 Academic Success Elective if a transfer	3	3
“Fostering joy in the pursuit of knowledge”	Written and Oral Communication	ENG 0160 College Writing I	3	6
		ENG 0170 College Writing II	3	
“We seek to develop...open and critical minds”	Critical Thinking	BUS 0200 Personal Finance BUS 0215 Principles of Budget and Finance BUS 0305 Introduction to Finance 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	3	3
	Sciences	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	3	3
“The ability to make reasoned moral decisions”	Ethics in Action	AFS 0250 Social Responsibility in Eliminating Systemic Racism BUS 0495 Ethical Decision Making in Business CRJ 0400 Criminal Justice Ethics/Cap PHI R360 Ethics	3	3

<p>“Promoting Justice with compassion”</p> <p>“Care for the Earth as our common home”</p> <p>“A sense of responsibility to serve others in a global society”</p>	<p>Global Awareness</p>	<p>AFS 0100 Introduction to Africana Studies</p> <p>AFS 0150 The Atlantic Slave Trade</p> <p>AFS 0250 Social Responsibility in Eliminating Systemic Racism</p> <p>BUS 0458 International Business Law</p> <p>BUS 0470 Global Seminar</p> <p>BUS 0475 International Economics</p>	<p>3</p>	<p>3</p>
<p>“Rooted in Catholicism Rosemont welcomes all faiths”</p>	<p>Religion</p>	<p>Any RST, REL, or THE course</p>	<p>3</p>	<p>3</p>
<p>“Diversity with a commitment to building an intercultural community”</p> <p>“Trust in and reverence for the dignity of the Human Person”</p>	<p>Humanities</p>	<p>AFS 0100 Introduction to Africana Studies</p> <p>AFS 0110 We Were Kings and Queens</p> <p>AFS 0150 The Atlantic Slave Trade</p> <p>AFS 0200 The Black Experience</p> <p>AFS 0210 Black Contributions to the Development of the United States</p> <p>AFS 0220 The New Jim Crow</p> <p>AFS 0250 Social Responsibility in Eliminating Systemic Racism</p> <p>AFS 0300 Special Topics in Africana Studies</p> <p>COM 0210 Speech Communication</p> <p>COM 0285 Communications: Theories and Strategies</p> <p>HIS 0299 History of the Middle East: Islam</p> <p>HUM 0220 Cultural Critique through Film</p> <p>HUM 0225 Immigration: Current Issues</p> <p>LDS 0300 Foundations of Leadership</p> <p>MUS 0220 Music Appreciation</p> <p>PHI 0380 Philosophy of Straight Thinking</p> <p>PHI R250 Introduction to Philosophy</p>	<p>3</p>	<p>3</p>

		PHI R360 Ethics Add in 1 or 2 of the Religion courses that we crosslisted		
	Social Sciences	PSY 1001 Introduction to Psychology PSY 2010 Developmental Psychology SOC 0225 Introduction to Sociology CRJ 0230 Drugs, Crimes, and Society CRJ 0245 Criminology (non-CJ majors)	6	6
“Learning opportunities that enable students to respond to life with joy, zeal, and compassion”	Creative Expression	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	3	3

(FOR STUDENTS WHO ENTERED PRIOR TO THE 2023-2024 ACADEMIC YEAR)

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 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:

- Academic Success Strategies (3 credits)
- College Writing (6 credits)
- Arts, Creative Expression, Literature, or Language, (3 credits)
- Communication (3 credits)
- Global Awareness (3 credits)
- Problem Solving & Critical Thinking (3 credits)
- Humanities (3 credits)

- Religious Studies or Ethics (3 credits)
- Social Science (3 credits)
- 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:

- Academic Success Strategies (3 credits) *
- College Writing (6 credits)
- Arts, Creative Expression, Literature, or Language (3 credits)
- Communication (3 credits)
- Global Awareness (3 credits)
- Problem Solving & Critical Thinking (3 credits)
- Humanities (6 credits)
- Multiculturalism/Gender
- Religious Studies or Ethics (3 credits)
- Social Science (6 credits)
- 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 provide 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

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, 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.S., Criminology
 - Four Plus One Program:
 - MA, Homeland Security & Emergency Management
- 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., New Media Communications
 - Dual Degree Programs
 - M.A., Publishing
 - MFA, Creative Writing
- B.A., Spanish
 - Teaching Certification PK-12
- B.A., Philosophy
- B.A., Political Science
 - Four Plus One Program:
 - MA, Homeland Security & Emergency Management
- 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
 - Four Plus One Program:
 - MA, Homeland Security & Emergency Management
- B.A., Theology & Religious Studies

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:

- 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
- 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.

Concentration

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.

Certifications

Currently the Undergraduate College offers the following programs leading to certification by the Pennsylvania Department of Education:

- 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

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.

Post Baccalaureate Certificates

- Post-Baccalaureate Pre-Medical Certification

SCHOOL OF GRADUATE AND PROFESSIONAL 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:
 - Forensic Science
 - 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
 - Sports Management (Spring 2024)
 - 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
 - Human Resource Management
- M.Ed., Higher Education and Student Affairs Administration
- M.A., Homeland Security & Emergency Management
 - Certificates in:
 - Business Administration
 - Information Security Essentials
 - Cyber Security Operations
 - Software Security
 - Forensic Psychology (non-clinical)
 - Strategic Leadership
- M.A., Publishing
 - Double Degree
 - M.F.A. in Creative Writing/M.A. in Publishing
- M.S., Strategic Leadership
 - Certificates in:
 - Business Administration
 - Entrepreneurship
 - Forensic Psychology (non-clinical)
 - Healthcare Administration
 - Homeland Security & Emergency Management
 - Human Resource Management

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

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 except for the Bachelor 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

Apply 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 + 3 Program with St. Joseph's University Doctor of Physical Therapy (DPT)

Rosemont College has a joint program with the St. Joseph's University that allows students to earn both a Bachelor of Arts (B.A.) degree from Rosemont and the Doctor of Physical Therapy (DPT) degree at St. Joseph's University in 6 years after graduation from high school. Eligible students may spend the first 3 years at Rosemont and then matriculate to St. Joseph's University 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 St. Joseph's University.

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 St. Joseph's University by submitting the appropriate forms. St. Joseph's University 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. 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 to 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 several 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) if 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 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 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. More information on SEPCHE, and individual academic calendars, can be found at 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. 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
- Homeland Security & Emergency Management
- 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 upon approval by both 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 it 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 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

Traditional liberal arts programs are 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 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 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, to comply with Pennsylvania Department of Education requirements.

AFRICANA AND BLACK STUDIES

DEGREE(S) OFFERED

Minor in Africana and Black Studies

CURRENT FACULTY

Brittney Nix-Crawford MS (brittney.nixcrawford@rosemont.edu)

Assistant Professor, New Media Communication

Advisor

Anthony Johnson (anthony.johnson@rosemont.edu)

Assistant Professor, Interdisciplinary Studies

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 a strong foundation for intellectual and practical application, social justice, engagement and a deep interrogation of race, geography, and power dimensions.

EDUCATIONAL OBJECTIVES:

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, and issues from cross-cultural, multidisciplinary perspectives.

Objective 1:2 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 and 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 formulating 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.

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 0175 Ancient African Civilizations: A Cultural Perspective

Elective Courses (choose 4):

Students must choose from at least 2 different disciplines outside of their major

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 XXX Special Topics

SOC-0210 Social Stratification and Mobility

PSC 0247 Race and Ethnicity in American Politics

ART, HISTORY OF ART

DEGREE(S) OFFERED

Minor in History of Art

CURRENT FACULTY

Dr. Aliza Benjamin (aliza.benjamin@rosemont.edu)

Adjunct Instructor, History of Art

PROGRAM DESCRIPTION

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 students 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 students are encouraged to travel abroad and experience the art of the world, first-hand.

EDUCATIONAL OBJECTIVES

Goal 1: History of Art students 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 students 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.

ADMISSION REQUIREMENTS

N/A

DEGREE 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 credits
ARH-0176	History of Art II, or equivalent course	3 credits

* The remaining courses for the minor should be chosen in consultation with the Discipline Coordinator.

ART, STUDIO ART & DESIGN

DEGREE(S) OFFERED

BA in Studio Art & Interactive Graphic Design:

- Studio art or Interactive Graphic Design Emphasis

BFA in Studio Art & Interactive Graphic Design:

- Studio Art Track
- Interactive Graphic Design Track
- Teacher certification, PK-12
- Art Therapy Preparation

Minor in Art

FACULTY

Michael Willse (willse@rosemont.edu)

Associate Professor

Discipline Coordinator

Christine Clay (cclay@rosemont.edu)

Adjunct Professor

Laura Jacoby (ljacoby@rosemont.edu)

Adjunct Professor

Deborah Klose (Deborah.klose@rosemont.edu)

Adjunct Professor

Anne Leith (anne.leith@rosemont.edu)

Adjunct Professor

Susan Rodriguez (susan.rodriguez@rosemont.edu)

Adjunct Professor

Donna Usher (donna.usher@rosemont.edu)

Adjunct Professor

Alison Willse (awillse@rosemont.edu)

Adjunct Professor

PROGRAM DESCRIPTION

The Studio Art & Interactive Graphic Design Programs at Rosemont College are intended to educate and train prospective artists and designers. Curricular options include specific course work in studio art and interactive graphic design as well as teacher certification and art therapy preparation. These programs are designed to provide an informed understanding of art and design and prepare students for professional careers in these areas.

EDUCATIONAL OBJECTIVES

The BA and BFA Studio Art & Interactive Design Programs are designed to:

- Provide comprehensive technical training, education, and experience in order to

competently and safely create works of art or Interactive Graphic Design.

- Enable students to think critically and provide evidence of analytical, perceptual, formal, and conceptual skills.
- Enable students to prepare a portfolio that demonstrates creative activity and production and allows for entry into the professional world of art or design.
- Provide an excellent studio art design education within the context of an outstanding liberal arts context.

ADMISSION REQUIREMENTS

There are no formal portfolio requirements for students pursuing the **BA Degree in Studio Art & Interactive Design**.

Students wishing to pursue **the BFA Degree in Studio Art & Interactive Design** will usually present a portfolio of work done during their first two years as a student at Rosemont.

Please identify **one of the following two** options:

There are no specific requirements for admission into the BA in Studio Art & Interactive Graphic Design.

1. Students wishing to pursue the BFA in Studio Art & Interactive Graphic Design will usually present a portfolio of work completed during their first two years at Rosemont.
2. Portfolios are typically reviewed during the Spring semester of the Sophomore year.
Transfer students interested in the BFA are reviewed on an individual basis.

DEGREE REQUIREMENTS

The required courses for the **BA in Studio Art & Interactive Design** are:

ARS 0100 Drawing I

ARS 0101 Visual Fundamentals I

ARS 0200 Drawing II

ARS 0201 Visual Fundamentals II

ARS 0205 Painting I

ARS 0250 Computer Graphics I

ARS 0255 Typography or 200 level 3-D studio art course, e.g., ARS 0215 Ceramics I

ARS 0260 Printmaking I

ARS 0275 Graphic Design I or 200 level studio art course

ARS 0295 Options in Art

ARS 0300 Drawing III or ARS 0275 Graphic Design I

ARS 0360 Printmaking II

Studio Art Elective, e.g., Introduction to Studio Techniques

ARS 0492 Senior Project Seminar I

ARS 0497 Senior Project Seminar II

Students pursuing the BA Degree Program are also required to take:

ARH 0175 History of Art I

ARH 0176 History of Art II

Two additional History of Art courses are required, one of which should be non-western.

The required courses for the **BA in Studio Art & Interactive Design, Art Therapy Preparation**:

ARS 0100 Drawing I
ARS 0101 Visual Fundamentals I
ARS 0110 Introduction to Studio Techniques
ARS 0130 Introduction to Watercolor
ARS 0201 Visual Fundamentals II
ARS 0205 Painting I
ARS 0215 Ceramics I
ARS 0250 Computer Graphics I
ARS 0260 Printmaking I
ARS 0295 Options in Art
ARS 0360 Printmaking II
ARS 0492 Senior Project Seminar I
ARS 0497 Senior Project Seminar II
ARS 0496 Internship
Studio Art elective

Students pursuing this program are also required to take:

ARH 0175 History of Art I
ARH 0176 History of Art II

Two additional History of Art courses are required, one of which should be non-western.

The following courses in Psychology are required:

PSY 0200 Developmental Psychology
PSY 0340 Psychology of Personality
PSY 0380 Abnormal Psychology
PSY 0410 Theories of Counseling
PSY Elective Psychology course

The **Studio Art & Interactive Design requirements for Teacher Certification** are the same as the BA Program with the addition of:

EDU 0200 Development of Education in the U.S.
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 0240 Topics in Learning
EDU 0270 Classroom and Behavior management
EDU 0280 Foundations of Special Education
EDU 0355 Principles and Practices of Working with English Language Learners
EDU 0401 Teaching Art, PK-12

EDU 0455 Student Teaching /Seminar

The required courses for the **BFA in Studio Art & Interactive Graphic Design, Studio Art Track** are:

ARS 0100 Drawing I

ARS 0101 Visual Fundamentals I

ARS 0200 Drawing II

ARS 0201 Visual Fundamentals II

ARS 0205 Painting I

ARS 0250 Computer Graphics I

ARS 0260 Printmaking I

ARS 0295 Options in Art

ARS 0300 Drawing III

ARS 0305 Painting II

ARS 0360 Printmaking II

ARS 0405 Painting III

ARS 0492 Senior Project Seminar I

ARS 0497 Senior Project Seminar II

One course chosen from the following: ARS 0120 Digital Photography, ARS 0215 Ceramics I, ARS 0230 Papermaking, ARS 00270 Sculpture I, ARS 0370 Multimedia.

Two upper-level Studio Art or Design Electives.

Four studio art electives.

Students pursuing the BFA Degree are also required to take:

ARH 0175 History of Art I

ARH 0176 History of Western Art II

Two additional History of Art courses are required, one of which should be non-western.

The required courses for the **BFA in Studio Art & Interactive Graphic Design, Interactive Graphic Design Track**, are:

ARS 0100 Drawing I

ARS 0101 Visual Fundamentals I

ARS 0200 Drawing II

ARS 0201 Visual fundamentals II

ARS 0205 Painting I

ARS 0250 Computer Graphics I

ARS 0255 Typography

ARS 0260 Printmaking I

ARS 0275 Graphic Design I

ARS 0282 Illustration

ARS 0295 Options in Art

ARS 0350 Computer Graphics II

ARS 0360 Printmaking II

ARS 0375 Graphic Design II
ARS 0476 Web Design
ARS 492 Senior Project Seminar I
ARS 0497 Senior Project Seminar II
Three Studio/Design Art electives
Internship

Students pursuing the BFA Degree are also required to take:

ARH 0175 History of Art I

ARH 176 History of Art II

Two additional History of Art courses are required. One of which should be non-western.

Practicum/Internship requirements

Please identify one of the following two options:

The requirements for the BA degree in Studio Art & Interactive Design are:

42 Credits in Studio Art & Interactive Design

12 Credits in the History of Art

120 Credits Total.

The requirements for the BFA Degree in Studio Art & Interactive Design are:

61 Credits in Studio Art & Interactive Design

12 Credits in the History of Art

126 Credits Total

Thesis/Non-Thesis Requirements

Senior BA/BFA Studio Art & Interactive Design Majors are required to mount an exhibition of their work during their Senior Year. This constitutes a thesis requirement. Students' senior exhibitions are evaluated by Rosemont College faculty and external reviewers who are professionals in the studio art and design field.

Comprehensive Examination Process

The Senior Exhibition is the Comprehensive Examination for the BA/BFA Degree.

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

Sample Plan of Study

This section offers the opportunity to lay out the required courses and activities on a semester-by-semester basis as an example for students to follow, but very clearly stating that a student's own plan of study will vary depending on their pace in the program, any transfer credits, and individual choices when options are available.

Sample 4 Year Curriculum

General Education Requirements

BA/BFA Degree in Studio Art & Interactive Graphic Design

BA PROGRAM			
First Year First Semester		First Year Second Semester	
ARS 010 Drawing I	3 Credits	ARS 0200 Drawing II	3 Credits
ARS 0101 Visual Fundamentals I	3 Credits	ARS 0201 Visual Fundamentals II	3 Credits
ARH 0175 History Art I	3 Credits	ARS 0205 Painting I	3 Credits
General Education	3 Credits	ARH 0176 History of Art II	3 Credits
General Education	3 Credits	General education	3 Credits
15 Total Credits		15 Total Credits	
Second Year First Semester		Second Year Second Semester	
ARS 0260 Printmaking I	3 Credits	ARS 0360 Printmaking II	3 Credits
ARS 0250 Painting II	3 Credits	ARS 0295 Options in Art	3 Credits
Elective	3 Credits	General Education	3 Credits
General Education	3 Credits	General Education	3 Credits
General Education	3 Credits	Elective	3 Credits
15 total credits		15 Total Credits	
Third Year First Semester		Third Year Second Semester	
Elective	3 Credits	ARS 0305 Painting II	3 Credits
ARS 0130 Intro to Watercolor	3 Credits	ARS 0400 Drawing III	3 Credits
Elective	3 Credits	General Education	3 Credits
General Education	3 Credits	General Education	3 Credits
General Education	3 Credits	Elective	3 Credits
15 Total Credits		15 Total Credits	
Fourth Year First Semester		Fourth Year Second Semester	
ARS 0492 Senior Project Seminar I	3 Credits	ARS 0497 Senior Project Seminar II	3 Credits
ARS elective	3 Credits	Elective	3 Credits
ARH	3 Credits	ARH Non-Western	3 Credits
Elective	3 Credits	Elective	3 Credits
Elective	3 Credits	Elective	3Credits
15 Total Credits		15 Total Credits	

BFA PROGRAM	
<p>First Year First semester</p> <p>ARS 0100 Drawing I 3 Credits</p> <p>ARS 0101 Visual Fundamentals I 3 Credits</p> <p>ARH 0175 History of Art I 3 Credits</p> <p>General Education 3 Credits</p> <p>General Education 3 Credits</p> <p style="text-align: right;">15 Total Credits</p>	<p>First year Second Semester</p> <p>ARS 0200 Drawing II 3 Credits</p> <p>ARS 0201 Visual Fundamentals II 3 Credits</p> <p>ARH 0176 History of Art II 3Credits</p> <p>ARS 0205 Painting I 3 Credits</p> <p>General Education 3 Credits</p> <p style="text-align: right;">15 Total Credits</p>
<p>Second Year First semester</p> <p>ARS 0260 Printmaking I 3 Credits</p> <p>ARS 205 Painting II 3 Credits</p> <p>Studio Art/Design elective 3Credits</p> <p>General Education 3 Credits</p> <p>ARS 0250 Computer Graphics I 3 Credits</p> <p style="text-align: right;">15 Total Credits</p>	<p>Second Year Second Semester</p> <p>ARS 0360 Printmaking II 3 Credits</p> <p>ARS 0295 Options in Art 3 Credits</p> <p>ARS 0300 Drawing III</p> <p style="text-align: center;">or</p> <p>ARS 0275 Graphic Design I 3 Credits</p> <p>ARH Elective 3 Credits</p> <p>General Education 3 Credits</p> <p>ARS Elective 3 Credits</p> <p style="text-align: right;">18 Total Credits</p>
<p>Third Year First Semester</p> <p>ARS 0350 Computer Graphics II 3 Credits</p> <p>ARS 0255 Typography or Digital Photography, Ceramics, Papermaking, Sculpture, Multimedia 3 Credits</p> <p>ARS Elective 3 Credits</p> <p>ARH Non-Western elective 3 Credits</p> <p>General Education 3 credits</p> <p>Upper-Level elective 3 Credits</p> <p style="text-align: right;">18 Total Credits</p>	<p>Third Year Second Semester</p> <p>ARS 0375 Graphic Design II</p> <p>or ARS elective 3 Credits</p> <p>ARS 0282 Illustration</p> <p>or ARS elective 3 Credit</p> <p>ARS Elective 3 Credits</p> <p>Upper-level ARS elective 3 Credits</p> <p>General Education 3 Credits</p> <p style="text-align: right;">15 Total Credits</p>
<p>Fourth Year First Semester</p> <p>ARS 0492 Senior Seminar I 3 credits</p> <p>ARS elective 3 Credits</p> <p>General Education 3 Credits</p> <p>ARS elective 3 Credits</p> <p>ARS elective 3 Credits</p> <p style="text-align: right;">15 Total Credits</p>	<p>Fourth Year Second Semester</p> <p>ARS 0497 Senior Seminar II 3 Credits</p> <p>General Education 3 Credits</p> <p>ARS elective 3 Credits</p> <p>ARS elective 3 Credits</p> <p>Upper-level ARS 3 Credits</p> <p style="text-align: right;">15 Total Credits</p>

BIOLOGY

DEGREE(S) OFFERED

B.A., Bachelor of Arts in Biology

Biology Track

Environmental Science Track

Pre-Health Track

Minor in Biology

Minor in Environmental Science

CURRENT FACULTY

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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 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.

EDUCATIONAL OBJECTIVES

Student and discipline assessment is conducted yearly and focuses on the three main goals of the program: construct foundational knowledge from different fields of biology, practice and apply learned theoretical principles in the laboratory and scientific writing and demonstrate effective oral communication skills in the field of biology.

ADMISSION REQUIREMENTS

High school biology and high school chemistry and placement into College Algebra (MAT 0115) or a higher-level math class, or a grade of C- or higher in General Biology Fundamentals lecture BIO 0130 and lab BIO 0131 and General Chemistry Fundamentals CHE-0130 and lab CHE-0131.

DEGREE REQUIREMENTS

Students may combine Teacher Certification with a degree in Biology. Please refer to the Education portion of the Catalog.

Biology Track Degree Requirements

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.

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
OR		
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
OR		
BIO-0460	Internship	3

Required Supporting Courses: 8-12 Credits

BIO-0130	General Chemistry Fundamentals Lecture	3
BIO-0131	General Chemistry Fund 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

Recommended Supporting Courses: 16 Credits

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

Minor Requirements

Biology Track (19-20 credits)

Required courses: 16 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-0220	Genetics	3
BIO-0222	Genetics Laboratory	1
BIO-0240	Evolution	3
BIO-0241	Evolution Laboratory	1

One Biology Elective chosen from: 3-4 Credits

BIO-0230	Ecology	3
BIO 0231	Ecology Laboratory	1
BIO-0245	Anatomy and Physiology I	3

BIO-0247	Anatomy Physiology I Laboratory	1
BIO-0200	Microbiology	3
BIO-0201	Microbiology Laboratory	1
BIO-0400	Molecular Genetics	3
BIO-0401	Molecular Genetics Laboratory	1
BIO-0430	Marine Biology	3

Sample 4 Year Curriculum for the Biology Track

Please note that a student's own plan of study will vary depending on their interests, their pace in the program, any transfer credits, and individual choices when options are available.

<p style="text-align: center;">First Year First Semester</p> <p>BIO-0150 General Biology I 3 credits BIO-0151 General Biology I 1 credit CHE-0142 General Chem.I 3 credit CHE-0143 General Chem.I Lab 1 credit MAT-0115 College Algebra (GE) 3 credits FYS-0100 First Year Seminar 3 credits</p> <p style="text-align: right;">Total Credits 14</p>	<p style="text-align: center;">First Year Second Semester</p> <p>BIO-0155 General Biology II 3 Credits BIO-0156 General Biology II Lab 1 credit CHE-0145 General Chem.II 3 Credits CHE-0146 General Chemistry II Lab 1 credit WRT-0110 Writing (GE) 3 Credits Course 6 Ethics (GE) 3 Credits</p> <p style="text-align: right;">Total Credits 14</p>
<p style="text-align: center;">Second Year First Semester</p> <p>BIO-0245 Anatomy & Physiology I 3 BIO-0247 Anatomy & Physiology I Lab 1 BIO-0230 Ecology 3 BIO-0231 Ecology Lab 1 WRT-0170 Adv Comp & Oral Com (GE) 3 Course 6 Social Science (GE) 3</p> <p style="text-align: right;">Total Credits 14</p>	<p style="text-align: center;">Second Year Second Semester</p> <p>BIO-0250 Anatomy & Physiology II 3 BIO-0251 Anatomy & Physiology II Lab 1 BIO-0450 Research 3 OR BIO-0460 Internship 3 Course 5 Bio Elective 3 Course 6 Global Awareness (GE) 3</p> <p style="text-align: right;">Total Credits 13</p>
<p style="text-align: center;">Third Year First Semester</p> <p>BIO-0220 Genetics 3 BIO-0222 Genetics Lab 1 BIO-0240 Evolution 3 BIO-0241 Evolution Lab 1 Course 5 Religious Studies (GE) 3 Course 6 Gender Studies (GE) 3</p> <p style="text-align: right;">Total Credits 14</p>	<p style="text-align: center;">Third Year Second Semester</p> <p>BIO-0400 Molecular Genetics 3 BIO-0401 Molecular Genetics Lab 1 Course 3 Sustainability (GE) 3 Course 4 Creative Expression (GE) 3 Course 5 Theology (GE) 3</p> <p style="text-align: right;">Total Credits 13</p>
<p style="text-align: center;">Fourth Year First Semester</p> <p>Course 1 Biology Elective 3 Course 2 Humanities (GE) 3 Course 3 Free Elective 3 Course 4 Free Elective 3</p> <p style="text-align: right;">Total Credits 12</p>	<p style="text-align: center;">Fourth Year Second Semester</p> <p>BIO-0200 Microbiology 3 BIO-0201 Microbiology Lab 1 BIO-0421 Senior Seminar 3 Course 4 Free Elective 3 Course 5 Free Elective 3</p> <p style="text-align: right;">Total Credits 13</p>

Environmental Science Track Degree Requirements

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 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.

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
OR		
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

Sample 4 Year Curriculum for the Environmental Science Track

Please note that a student's own plan of study will vary depending on their interests, their pace in the program, any transfer credits, and individual choices when options are available.

First Year First Semester			First Year Second Semester		
BIO-0150	General Biology I (GE)	3	BIO-0155	General Biology II	3
BIO-0151	General Biology I Lab	1	BIO-0156	General Biology II Lab	1
CHE-0142	General Chemistry I	3	CHE-0145	General Chemistry II	3
CHE-0143	General Chemistry I Lab	1	CHE-0146	General Chemistry II Lab	1
MAT-0115	College Algebra (GE)	3	WRT-0110	Writing (GE)	3
FYS-0100	First Year Seminar	3	Course 6	Ethics (GE)	3
Total Credits 14			Total Credits 14		
Second Year First Semester			Second Year Second Semester		
BIO-0245	Anatomy & Physiology I	3	WRT-0170	Adv Comp & Oral Communication (GE)	3
BIO-0247	Anatomy & Physiology I Lab	1	BIO-0450	Research OR	
BIO-0230	Ecology	3	BIO-0460	Internship	3
BIO-0231	Ecology Lab	1	Course 4	Bio Elective	3
BIO-0450	Research OR		Course 5	Global Awareness (GE)	3
BIO-0460	Internship	3	Total Credits 12		
Course 6	Social Science (GE)	3			
Total Credits 14					
Third Year First Semester			Third Year Second Semester		
BIO-0220	Genetics	3	PHI-0290	Environmental Philosophy	3
BIO-0222	Genetics Lab	1	Course 3	Sustainability (GE)	3
BIO-0240	Evolution	3	Course 4	Creative Expression (GE)	3
BIO-0241	Evolution Lab	1	Course 5	Theology (GE)	3
Course 5	Religious Studies (GE)	3	Total Credits 12		
Course 6	Gender Studies (GE)	3			
Total Credits 14					
Fourth Year First Semester			Fourth Year Second Semester		
BIO-0430	Marine Biology	3	BIO-0200	Microbiology	3
CHE-0230	Organic Chemistry	3	BIO-0201	Microbiology Lab	1
CHE-0231	Organic Chemistry Lab	1	BIO-0421	Senior Seminar	3
Course 4	Humanities (GE)	3	Course 4	Free Elective	3
Course 5	Free Elective	3	Course 5	Free Elective	3
Total Credits 13			Total Credits 13		

Pre-Health Track Degree Requirements

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, all students must fulfill the General Education requirements for 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.

Required Courses 34-38 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-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

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

Required Supporting Courses **24-28 Credits**

BIO-0130	General Chemistry Fundamentals Lecture	3
BIO-0131	General Chemistry Fund 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

Recommended Supporting Courses **7 Credits**

CHE-0400	Biochemistry I	3
ENC-0310	MCAT Review	1
MAT-0120	Calculus I	3

Sample 4 Year Curriculum for the Pre-Health Track

Please note that a student's own plan of study will vary depending on their interests, their pace in the program, any transfer credits, and individual choices when options are available.

First Year First Semester			First Year Second Semester		
BIO-0150	General Biology I (GE)	3	BIO-0155	General Biology II	3
BIO-0151	General Biology I Lab	1	BIO-0156	General Biology II Lab	1
CHE-0142	General Chemistry I	3	CHE-0145	General Chemistry II	3
CHE-0143	General Chemistry I Lab	1	CHE-0146	General Chemistry II Lab	1
MAT-0115	College Algebra (GE)	3	SOC-0100	Social Problems (GE)	3
FYS-0100	First Year Seminar	3	WRT-0110	Writing (GE)	3
PSY-0100	Psychology (GE)	3	Course 7	Ethics (GE)	3
		Total Credits			17
Second Year First Semester			Second Year Second Semester		
BIO-0245	Anatomy & Physiology I	3	BIO-0250	Anatomy & Physiology II	3
BIO-0247	Anatomy & Physiology I Lab	1	BIO-0251	Anatomy & Physiology II Lab	1
CHE-0230	Organic Chemistry I	3	CHE-0235	Organic Chemistry II	3
CHE-0231	Organic Chemistry I Lab	1	CHE-0236	Organic Chemistry II Lab	1
PHY-0100	General Physics I	3	PHY-0101	General Physics II	3
PHY-0103	General Physics I Lab	1	PHY-0104	General Physics II Lab	1
BIO-0450	Research OR		BIO-0450	Research OR	
BIO-0460	Internship	3	BIO-0460	Internship	3
		Total Credits			15
Third Year First Semester			Third Year Second Semester		
BIO-0220	Genetics	3	BIO-0400	Molecular Genetics	3
BIO-0222	Genetics Lab	1	BIO-0401	Molecular Genetics Lab	1
CHE-0400	Biochemistry I	3	Course 3	Biology Elective	3
WRT-0170	Adv Comp & Oral Com (GE)	3	Course 4	Sustainability (GE)	3
Course 5	Religious Studies (GE)	3	Course 5	Creative Expression (GE)	3
		Total Credits			13
Fourth Year First Semester			Fourth Year Second Semester		
Course 1	Biology Elective	3	BIO-0200	Microbiology	3
Course 2	Humanities (GE)	3	BIO-0201	Microbiology Lab	1
Course 3	Theology (GE)	3	BIO-0421	Senior Seminar	3
Course 4	Free Elective	3	Course 4	Free Elective	3
Course 5	Global Awareness (GE)	3	Course 5	Free Elective	3
		Total Credits			15
					13

PRACTICUM/INTERNSHIP REQUIREMENTS

Completion of Research BIO-0450 or Internship BIO-0460 is a requirement for the biology degree.

THESIS/NON-THESIS REQUIREMENTS

Although there is no thesis requirement for the biology degree, completion of a capstone project in Senior Seminar BIO-0421 is required.

COMPREHENSIVE EXAMINATION PROCESS

All Biology majors must take the ETS Major Field Test for Biology in BIO-0421 Senior Seminar and receive a passing grade.

BUSINESS

DEGREE(S) 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

Minor in Accounting
Minor in Finance
Minor in International Business
Minor in Management
Minor in Marketing
Minor in Sport Management

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PROGRAM DESCRIPTION

The Business Program 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.

EDUCATIONAL OBJECTIVES

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 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 can 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

ADMISSION REQUIREMENTS

There is no additional requirement for admission into these six Business programs besides being accepted for admission to the College.

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.

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

Accounting Degree Requirements

The Bachelor of Science in Accounting provides a strong foundation in the 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

Sample 4 Year Curriculum

To view general education requirements please visit the General Education Requirements section of the Catalog.

<p>First Year First Semester ACC-0100 Accounting 1 ECO-0105 Macroeconomics Writing 110 First Year Seminar Religion Total Credits 15</p>	<p>First Year Second Semester ACC-0101 Accounting 2 ECO-0106 Microeconomics Advanced comp 170 (Free elective) Theology Total Credits 15</p>
<p>Second Year First Semester BUS-0220 Statistics 1 Sustainability ACC-0200 Managerial Accounting BUS-0305 Intro to Finance BUS-0205 Organizational Theory of Management Total Credits 15</p>	<p>Second Year Second Semester BUS-0221 Statistics 2 Foreign Language 2 PHI-0270 Business Ethics Creative Expression Free elective Total Credits 15</p>

<p>Third Year First Semester</p> <p>BUS-0240 MIS Social Science BUS-0320 Legal Environment of Business Free Elective ACC-0210 Int. Acc 1 Total Credits 15</p>	<p>Third Year Second Semester</p> <p>Global Awareness ACC 350 Auditing ACC-0220 Int. Acc 2 Humanities Natural Science Total Credits 15</p>
<p>Fourth Year First Semester</p> <p>BUS-0410 Advanced Acc BUS-0490 Senior Sem BUS-0455 Internship (Free elective) (Free elective) Total Credits 15</p>	<p>Fourth Year Second Semester</p> <p>Free elective Free elective ACC-0410 Federal income tax (Free elective) (Free elective) Total Credits 15</p>

Practicum/Internship Requirements

This degree requires at least one internship or study abroad experience.

Thesis/Non-Thesis Requirements

There is no requirement for the degree.

Comprehensive Examination Process

There is no requirement for the degree.

Finance Degree Requirements

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

Sample 4 Year Curriculum

To view general education requirements please visit the General Education Requirements section of the Catalog.

<p>First Year First Semester</p> <p>ACC-0100 Financial Accounting 1 ECO-0105 Macroeconomics Writing 110 First Year Seminar Religion 100 Total Credits 15</p>	<p>First Year Second Semester</p> <p>ACC-0101 Financial Accounting 2 ECO-0106 Microeconomics Advanced comp 170 Elective Religion 200 Total Credits 15</p>
<p>Second Year First Semester</p> <p>BUS-0220 Statistics 1 Foreign Language 1 ACC-0200 Managerial Accounting Social Science BUS-0305 Intro to finance Total Credits 15</p>	<p>Second Year Second Semester</p> <p>BUS-0221 Statistics 2 Foreign Language 2 PHI-0270 Business Ethics BUS-0205 Organizational Theory of Management Business elective Total Credits 15</p>

<p>Third Year First Semester BUS-350 Marketing BUS-0240 MIS Multiculturalism BUS-0320 Legal Environment of Business BUS-0360 International Finance Total Credits 15</p>	<p>Third Year Second Semester Humanities BUS-0485 Quantitative Bus. Analysis Free elective Free elective BUS-0345 Corporate Finance Total Credits 15</p>
<p>Fourth Year First Semester Bus-0490 Senior Seminar Creative Expression Natural Science Free elective Free elective Total Credits 15</p>	<p>Fourth Year Second Semester BUS-0420 Investments BUS-0455 Internship Multiculturalism (Free elective) (Free elective) Total Credits 15</p>

Practicum/Internship requirements

This degree requires at least one internship or study abroad experience.

Thesis/Non-Thesis Requirements

There is no requirement for the degree.

Comprehensive Examination Process

There is no requirement for the degree.

International Business Degree Requirements

There is a fundamental shift occurring in the world economy in which there is movement toward the 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

Sample 4 Year Curriculum

To view general education requirements please visit the General Education Requirements section of the Catalog.

<p>First Year First Semester ACC-0100 Financial Accounting 1 CO-0105 Macroeconomics Writing 110 First Year Seminar BUS-0180 Intro to int. Business Total Credits 15</p>	<p>First Year Second Semester ACC-0101 Financial Acct II ECO-0106 Microeconomics Advanced comp 170 Elective Humanities Total Credits 15</p>
<p>Second Year First Semester BUS-0220 Statistics 1 Foreign Language 1 ACC-0200 Managerial Acct Social Science BUS-0305 Intro to finance Total Credits 15</p>	<p>Second Year Second Semester BUS-0221 Statistics 2 Foreign Language 2 PHI 270 Business Ethics (Free elective) (Free elective) Total Credits 15</p>

<p>Third Year First Semester</p> <p>Religion BUS-0360 International Finance BUS-0240 MIS BUS-0320 Legal Environment of Business Free elective</p> <p>Total Credits 15</p>	<p>Third Year Second Semester</p> <p>BUS-0365 Int. Marketing Multiculturalism BUS-0445 Supply Chain Fundamentals Religion 200 Business elective</p> <p>Total Credits 15</p>
<p>Fourth Year First Semester</p> <p>Bus-0490 Senior Seminar BUS-0455 Internship Free elective Free elective Free elective</p> <p>Total Credits 15</p>	<p>Fourth Year Second Semester</p> <p>BUS-0425 Export Import Creative Expression (Free elective) (Free elective) (Free elective)</p> <p>Total Credits 151</p>

Practicum/Internship requirements

This degree requires at least one internship or study abroad experience.

Thesis/Non-Thesis Requirements

There is no requirement for the degree.

Comprehensive Examination Process

There is no requirement for the degree.

Marketing Degree Requirements

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):

Required Courses		18 Credits
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

Sample 4 Year Curriculum

To view general education requirements please visit the General Education Requirements section of the Catalog.

<p>First Year First Semester ACC-0100 Financial Accounting 1 ECO-0105 Macroeconomics Writing 110 First Year Seminar Religion 100 Total Credits 15</p>	<p>First Year Second Semester ACC-0101 Financial Accounting 2 ECO-0106 Microeconomics Advanced comp 170 Business elective Religion 200 Total Credits 15</p>
<p>Second Year First Semester BUS-0220 Statistics 1 Foreign Language 1 ACC-0200 Managerial Accounting Humanities BUS-0305 Intro to finance Total Credits 15</p>	<p>Second Year Second Semester BUS-0221 Statistics 2 Foreign Language 2 PHI-0270 Business Ethics BUS-0205 Org Theory of Management Free elective Total Credits 15</p>

<p>Third Year First Semester</p> <p>Natural Science BUS-0395 Advertising BUS-0240 MIS BUS-0350 Marketing BUS-0320 Legal Environment of Business Total Credits 15</p>	<p>Third Year Second Semester</p> <p>Social science BUS-0335 Consumer behavior BUS-0355 Marketing Research Multiculturalism Free elective Total Credits 15</p>
<p>Fourth Year First Semester</p> <p>Business elective Creative expression Free elective Free elective Free elective Total Credits 15</p>	<p>Fourth Year Second Semester</p> <p>Bus-0490 Senior Seminar BUS-0455 Internship BUS-0365 International Marketing (Free elective) (Free elective) Total Credits 15</p>

Practicum/Internship requirements

This degree requires at least one internship or study abroad experience.

Thesis/Non-Thesis Requirements

There is no requirement for the degree.

Comprehensive Examination Process

There is no requirement for the degree.

Management Degree Requirements

Students majoring in Management take courses in all the major functional areas of business. These courses emphasize the 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):

Required Courses		18 Credits
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

Sample 4 Year Curriculum

To view general education requirements please visit the General Education Requirements section of the Catalog.

<p>First Year First Semester ACC-0100 Financial Accounting 1 ECO-0105 Macroeconomics Writing 110 First Year Seminar Religion 100 Total Credits 15</p>	<p>First Year Second Semester ACC-0101 Financial Acct II ECO-0106 Microeconomics Advanced comp 170 Social Science Religion 200 Total Credits 15</p>
<p>Second Year First Semester BUS-0220 Statistics 1 Foreign Language 1 ACC-0200 Managerial Accounting BUS-0205 Org Theory Mgmt. Natural Science Total Credits 15</p>	<p>Second Year Second Semester BUS-0221 Statistics 2 Foreign Language 2 PHI-0270 Business Ethics Social Science BUS-0240 MIS Total Credits 15</p>

<p>Third Year First Semester</p> <p>BUS-0320 Legal Env of Business</p> <p>BUS-0305 Intro to Finance</p> <p>BUS-0350 Marketing</p> <p>Creative Expression</p> <p>Business Elective</p> <p>Total Credits 15</p>	<p>Third Year Second Semester</p> <p>Humanities</p> <p>BUS-0380 Strategic Policy</p> <p>Business elective</p> <p>Multiculturalism</p> <p>BUS-0340 Org. Behavior</p> <p>Total Credits 15</p>
<p>Fourth Year First Semester</p> <p>Free elective</p> <p>BUS-0455 Supply Chain Management</p> <p>Bus-0490 Senior Seminar</p> <p>BUS-0455 Internship</p> <p>Free elective</p> <p>Total Credits</p>	<p>Fourth Year Second Semester</p> <p>Free elective</p> <p>Free elective</p> <p>Free elective</p> <p>Free elective</p> <p>Free elective</p> <p>Total Credits</p>

Practicum/Internship requirements

This degree requires at least one internship or study abroad experience.

Thesis/Non-Thesis Requirements

There is no requirement for the degree

Comprehensive Examination Process

There is no requirement for the degree

Sports Management Degree Requirements

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):

Required Courses		9 Credits
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 Event Management	3
BUS-0347	Sport Leadership and Coaching	3
BUS-0367	Sport Marketing	3
COM-0326	Sport Media and Podcasting	3

Sample 4 Year Curriculum

To view general education requirements please visit the General Education Requirements section of the Catalog.

First Year First Semester	First Year Second Semester
ACC-0100 Financial Accounting 1	ACC-0101 Financial Accounting II
ECO-0105 Macroeconomics	ECO-0106 Microeconomics
Writing 110	Writing 170
FYS	Free elective
BUS 250 Sport management	Humanities
Total Credits 15	Total Credits 15

Second Year First Semester Foreign lang 100 BUS-0220 Statistics 1 ACC-0200 Managerial Accounting BUS347 Spt Leadership/Coach Religion 100 Total Credits 15	Second Year Second Semester Foreign lang 200 BUS-0221 Statistics 2 Religion 200 BUS-0422 Sport Governance PHI-0270 Business Ethics Total Credits 15
Third Year First Semester BUS-0240 MIS Natural Science BUS-0305 Intro to Finance Social science BUS-0320 Legal Env of Bus. Total Credits 15	Third Year Second Semester Free elective Creative expression BUS-0432 Sport Event Mgmt Multiculturalism Free elective or Org theory Total Credits 15
Fourth Year First Semester BUS-0362 Sport Ethics / Law COM-326 Sport Media and Podcasting Bus-0490 Senior Seminar BUS-0455 Internship Free elective Total Credits 15	Fourth Year Second Semester Free elective Free elective BUS-0367 Sport Marketing Free elective Free elective Total Credits 15

Practicum/Internship requirements

This degree requires at least one internship or study abroad experience.

Thesis/Non-Thesis Requirements

There is no requirement for the degree.

Comprehensive Examination Process

There is no requirement for the degree.

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:

Required Courses - 18 Credits		
ECO-0105 or ECO-0106	Macro or Microeconomics	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 or ECO-0106	Macro or Microeconomics	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 or ECO 0106	Macro or Microeconomics	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

4+1 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 Science in Healthcare Administration or Master of Science in 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 a 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 4+1 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(S) OFFERED

B.A., Bachelor of Arts in Chemistry

Minor in Chemistry

Minor in Biochemistry

CURRENT FACULTY

Xiuni Wu (xiuni.wu@rosemont.edu)

Associate Professor, Chemistry

Discipline Coordinator

Post Baccalaureate Pre-Medical Program Advisor

Eric Chesloff (eric.chesloff@rosemont.edu)

Adjunct Instructor

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.

EDUCATIONAL OBJECTIVES

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 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.

ADMISSION REQUIREMENTS

There is no requirement for admission into the program.

DEGREE 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
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.

SAMPLE PLAN OF STUDY

Here is a sample plan of study for students to follow, please note that a student's own plan of study will vary depending on their pace in the program, any transfer credits, and individual choices when options are available.

First Year First Semester	First Year Second Semester
Course 1 CHE142 General Chemistry I 4 credits	Course 1 CHE145 General Chemistry II 4 credits
Course 2 BIO150 General Biology I 4 credits	Course 2 BIO155 General Biology II 4 credits
Course 3 MAT115 College Algebra 3 credits	Course 3 MAT116 Pre-Calculus 3 credits
Course 4 FYS100 First Year Connection 3 credits	Course 4 WRT170 ADVD COMP 3 credits
Course 5 WRT110 Writing 3 credits	Course 5 SOC100 Princ of Sociology 3 credits
Total 17 credits	Total 17 credits
Second Year First Semester	Second Year Second Semester
Course 1 CHE230 Organic Chemistry I 4 credits	Course 1 CHE235 Organic Chemistry II 4 credits
Course 2 MAT120 Calculus I 3 credits	Course 2 CHE250 Descriptive Inorganic 3 credits
Course 3 PHY150 Physics I 4 credits	Course 3 PHY155 Physics II 4 credits
Course 4 RST124 World Religions 3 credits	Course 4 PSY100 Basic Concepts in Psy 3 credits
Total 14 credits	Course 5 ARS275 Graphic Design 3 credits
	Total 17 credits

Third Year First Semester	Third Year Second Semester
Course 1 CHE340 Nanoscience 3 credits	Course 1 CHE300 Analytical Chemistry 4 credits
Course 2 CHE400 Biochemistry I 3 credits	Course 2 CHE415 Biochemistry II 3 credits
Course 3 PHI272 Ethics and Soc Val 3 credits	Course 3 WRT210 Creative Writing Non 3 credits
Course 4 ENG200 Studies in Poetry 3 credits	Course 4 RST210 Meaning of Christ 3 credits
Course 5 CHE440 Research 3 credits	Course 5 CHE440 Research 3 credits
Total 15 credits	Total 16 credits
Fourth Year First Semester	Fourth Year Second Semester
Course 1 CHE320 Physical Chemistry I 4 credits	Course 1 CHE445 Senior Seminar 3 credits
Course 2 HIS273 Ethnicity in American His 3 credits	Course 2 ENG222 Major Ame Writers 3 credits
Course 3 PSY200 Develop Psychology 3 credits	Course 3 PSC283 The Politics of Sustain 3 credits
Course 4 ASL150 American Sign Language 3 credits	Course 4 BUS480 Intro to Inter Business 3 credits
Course 5 CHE440 Research 3 credits	Course 5 CHE440 Research 3 credits
Total 16 credits	Total 15 credits

Practicum/Internship Requirements

There is no requirement for the degree.

Thesis/Non-Thesis Requirements

There is no requirement for the degree.

Comprehensive Examination Process

All Chemistry majors must take the ETS major field test for Chemistry in their senior year, and score at or above the national mean to pass. Chemistry majors must also take CHE 0445 Senior Seminar.

COMMUNICATION, NEW MEDIA

DEGREE(S) OFFERED

B.A., Bachelor of Arts in NEW MEDIA COMMUNICATION

Minor in Communication

CURRENT FACULTY

Brittney Nix-Crawford MS (brittney.nixcrawford@rosemont.edu)

Assistant Professor, 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 of 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, the business of digital

television and disseminating information online, interactive web design, multimedia and storytelling content creation.

EDUCATIONAL OBJECTIVES

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.
- Objective 1:2-Students will craft work that embodies exceptional written, oral, and visual precision.

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.

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.

Goal 4: Students will utilize communication to embrace differences.

- Objective 4:1 Articulate the connection between communication and culture.
- Objective 4:2 Recognize and appreciate individual and cultural similarities and differences.
- Objective 4:3 Respect diverse perspectives and the way they influence communication.

ADMISSION REQUIREMENTS

There is no requirement for admission into the program.

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.

Students will complete 18 credits of the 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. One supporting course must consist of a 300-level course.

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 Capstone

Track 1 Journalism

Required for Journalism: 6 credits

Comm 0205-Principles of Journalism
Comm 0279-Media Ethics and Law

Track 2 Public Relations

Required for Public Relations: 6 credits

Comm 0221-New Media and Public Relations
Comm 02xx-Public Relations Writing and Strategies

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 course

Website Design

Dual Degree Program in New Media 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 School 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.

Requirements for a Dual Degree

- 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 Dual Degree Application Form and a statement of purpose explaining their interest in this program.

Once admitted to the dual degree graduate 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 Dual Degree Program.

Students must complete all the 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.

Sample 4 Year Curriculum without a Minor

First Year First Semester	First Year Second Semester
COM 0120 New Media Communication 3cr	ENG English 3cr
COM 0180 Theory of Mass Comm 3cr	Com 0263 New Media Writing 3cr
Gen ED 3cr	Gen Ed 3cr
Gen ED 3cr	Gen Ed 3cr
<u>Gen ED 3cr</u>	<u>Gen Ed 3cr</u>
15 Total Credits	15 Total Credits
Second Year First Semester	Second Year Second Semester
Com 0235 Research Methods 3cr	ARS Web Design 3cr
CRW Creative Writing 3cr	ENG or CW Eng or Cw 3cr
Gen ED 3cr	Com 200 level Elective 3cr
Gen ED 3cr	Gen ED 3cr
<u>Gen ED 3cr</u>	<u>Gen ED 3cr</u>
15 Total Credits	15 Total Credits
Third Year First Semester	Third Year Second Semester
Com 200 level Track required Course 3cr	Com 200 level Track required Course 3cr
Gen ED 3cr	Gen ED 3cr
Com 200 level Elective 3cr	Com 300 level Elective 3cr
Gen ED 3cr	Com 0495 Internship 3cr
<u>Elective 3cr</u>	<u>Elective 3cr</u>
15 Total Credits	15 Total Credits
Fourth Year First Semester	Fourth Year Second Semester
Com 300 level Elective 3cr	COM 0480 Senior Capstone 3cr
Com 200 level Elective 3cr	Elective 3cr
Elective 3cr	Elective 3cr
Elective 3cr	Elective 3cr
<u>Elective 3cr</u>	<u>Elective 3cr</u>
15 Total Credits	15 Total Credits

Senior Comprehensive Policy

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.

CRIMINOLOGY

DEGREE(S) OFFERED

B.S., Bachelor of Science in Criminology

Minor in Criminology

CURRENT FACULTY

Joanne Campbell (joanne.campbell@rosemont.edu)

Assistant Professor, Sociology

Discipline Coordinator, Sociology

Allison Denman (allison.denman@rosemont.edu)

Adjunct Instructor

Debra Heath-Thornton (debra.heath@rosemont.edu)

Adjunct Instructor

Emma Herman (emma.herman@rosemont.edu)

Adjunct Instructor

Gabrielle Hughes (gabrielle.hughes@rosemont.edu)

Adjunct Instructor

Pierrette Pearson (pierrette.pearson@rosemont.edu)

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.

EDUCATIONAL OBJECTIVES

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 phenomena.

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.

ADMISSION REQUIREMENTS

There is no requirement for the degree.

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.

Sample Plan of Study

Year 1

<u>Fall Year 1</u>	<u>Spring Year 1</u>
FYS-100	SOC 260- Criminology
WRT-110	GE- Problem Solving
GE - Creative Expression	GE- Humanities
GE – Social Science (SOC 100 or SOC 110)	GE- Multiculturalism/ Global Awareness
GE – Ethics in Action	GE- 100-level RST

Year 2

<u>Fall Year 2</u>	<u>Spring Year 2</u>
GE- Foreign Language I	GE- Foreign Language II
WRT-170	PSC 261- Civ. Rights & Lib
GE- Natural Science	SOC 200- Classical Theory
SOC 205- Contemporary Theory	GE- 200-level RST
SOC 210- Social St. OR SOC 370- Race & Eth	SOC 265- Juvenile Delinquency

Year 3

<u>Fall Year 3</u>	<u>Spring Year 3</u>
SOC 330- Soc. Mediation OR SOC 420- Stress (offered in SPRING)	SOC 390- Soc. Of Substance Abuse
SOC 380- Research Methods	Elective
SOC 360- Marriage & Family	Elective
SOC 320- Victimology	Internship (3 credits)
SOC 375- Soc. Of Courts	Elective OR SOC 420- Stress

Year 4

<u>Fall Year 4</u>	<u>Spring Year 4</u>
SOC Elective (1)	SOC 400 – Senior Seminar
Elective	Elective
Internship (3 credits)	Internship (3 credits)
Elective	Elective
Elective	Elective

PRACTICUM/INTERNSHIP REQUIREMENTS

Experiential Learning Hours

THESIS/NON-THESIS REQUIREMENTS

There is no requirement for the degree.

COMPREHENSIVE EXAMINATION PROCESS

A written examination is completed senior year.

DOCUMENTARY STORYTELLING

DEGREE(S) OFFERED

No degree is offered for this program.

Minor in Documentary Storytelling

CURRENT FACULTY

Brittney Nix-Crawford MS (brittney.nixcrawford@rosemont.edu)

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.

EDUCATIONAL OBJECTIVES

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 of 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.

PROGRAM REQUIREMENTS

Requirements for A Minor in Documentary Storytelling

Students will complete 18 credits.

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

DEGREE(S) OFFERED

B.S. Elementary Education with PK-4 Certification

B.S. Elementary Education with PK-4 and PK-12 Special Education Certification

Certifications Offered

Secondary Education 7-12 Certification in the following subject major:

Biology

Chemistry

English

Math

Social Studies

PK-12 Certifications in the following subject major:

Spanish

Studio Art

FACULTY

Denise M. Falconi, Ed.D. (denise.falconi@rosemont.edu)

Director of Teacher Education and Certification Officer

Dawn Chapman, M.Ed.

Adjunct Instructor, Education

Staci Kimpel, M.Ed. (staci.kimpel@rosemont.edu)

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Adjunct Instructor, Education

John Moody, M.Ed. (john.moody@rosemont.edu)

Adjunct Instructor, Education

Gail Ward (gail.ward@rosemont.edu)

Adjunct Instructor, Education

Amy L. Williams (awilliams@rosemont.edu)

Adjunct Instructor, Education

Charles Keagy, M.Ed. (charles.keagy@rosemont.edu)

Adjunct Instructor, Education

Frank Tosti, B.S. (frank.tosti@rosemont.edu)

Adjunct Professor

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.

EDUCATIONAL OBJECTIVES

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.

ADMISSION REQUIREMENTS

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 one course in writing and 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 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:

1. Complete the prerequisite professional courses with a 3.0 average.
2. Have documented field experience approved by the Director of Teacher Education which meets the state mandated minimum number of hours and competency requirements.
3. 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 to comply 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.

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 the detailed explanation which follows.

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 CERTIFICATION 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

Development, Cognition, and Learning 9 Credits

EDU-0201 Observation and Analysis 3

EDU-0240 Topics in Learning 3

PSY-0200 Developmental Psychology 3

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

EDU-0230 The School, the Family, and the Community 3

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

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

Total Education Credits 63 (exclusive of student teaching)

Student Teaching 12 Credits

SAMPLE FOUR YEAR PLAN OF STUDY

First Year First Semester	First Year Second Semester
<p>EDU 0230 School Family and Community (3)</p> <p>EDU 0200 Development of Education in the United States (3)</p> <p>General Education Elective (3)</p> <p>General Education Elective (3)</p> <p>General Education Elective (3)</p>	<p>EDU 0201 Observation and Analysis (3)</p> <p>Mathematics Elective (3)</p> <p>PSY 0100 Introduction to Psychology (3)</p> <p>General Education Elective (3)</p> <p>General Education Elective (3)</p>
Total Credits 15	Total Credits 15
Second Year First Semester	Second Year Second Semester
<p>EDU 0250 Early Childhood Curriculum and Instruction (3)</p> <p>EDU 0260 Children’s Literature (3)</p> <p>PSY 0200 Developmental Psychology (3)</p> <p>General Education Elective (3)</p> <p>General Education Elective (3)</p>	<p>EDU 0385 Educational Assessment and Statistics (3)</p> <p>Mathematics Elective (3)</p> <p>Phi 0272 Ethics and Social Values (3)</p> <p>EDU 0240 Topics in Learning (3)</p> <p>EDU 0270 Classroom and Behavior Management (3)</p>
Total Credits 15	Total Credits 15

<p style="text-align: center;">Third Year First Semester</p> <p>EDU 0420 Teaching Reading and Language Arts in the PK-4 Classroom (3)</p> <p>EDU 0425 Teaching Mathematics in the PK-4 Classroom (3)</p> <p>EDU PSY 0361 Educational Psychology (3)</p> <p>EDU 0280 Foundations of Special Education (3)</p> <p>EDU 0405 Teaching the Arts in the Elementary Schools (3)</p>	<p style="text-align: center;">Third Year Second Semester</p> <p>EDU 0380 Working with Students with Disabilities and Gifted Students in an Inclusion Program (3)</p> <p>EDU 0355 Principles and Practices of Working With English Language Learners</p> <p>EDU 0402 Teaching Science in the Elementary Schools</p> <p>EDU 0403 Teaching Science in the PK-4 Classroom (3)</p> <p>EDU 0427 Technology in the Curriculum (1.5)</p> <p>EDU 0395 Teaching Physical Education and Health (1.5)</p>
<p>Total credits 15</p>	<p>Total Credits 15</p>
<p style="text-align: center;">Fourth Year First Semester</p> <p>EDU 0404 Teaching Social Studies in the PK-4 Classroom (3)</p> <p>EDU 0220 Effective Teaching Strategies in K-12 Classroom (3)</p> <p>Elective (3)</p> <p>Elective (3)</p> <p>Elective (3)</p>	<p style="text-align: center;">Fourth Year Second Semester</p> <p>Edu 0455 Student Teaching and Seminar (12)</p>
<p>Total 15 credits</p>	<p>Total 15 credits</p>

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.

PROGRAM GOALS

Please see above under education program goals.

ADMISSIONS REQUIREMENTS

Please see above under admission requirements for education programs.

DEGREE REQUIREMENTS

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

PSY-0200 Developmental Psychology 3

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 0361 Educational Psychology 3

Family and Community Collaborative Partnerships 3 Credits

EDU-0230 The School, the Family and the Community 3

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 has 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.

SAMPLE FOUR YEAR PLAN OF STUDY

First Year First Semester	First Year Second Semester
<p>EDU 0230 School Family and Community (3)</p> <p>EDU 0200 Development of Education in the United States (3)</p> <p>General Education Elective (3)</p> <p>General Education Elective (3)</p> <p>General Education Elective (3)</p>	<p>EDU 0201 Observation and Analysis (3)</p> <p>Mathematics Elective (3)</p> <p>PSY 0100 Introduction to Psychology (3)</p> <p>General Education Elective (3)</p> <p>General Education Elective (3)</p>
Total Credits 15	Total Credits 15
Second Year First Semester	Second Year Second Semester
<p>EDU 0250 Early Childhood Curriculum and Instruction (3)</p> <p>EDU 0260 Children’s Literature (3)</p> <p>PSY 0200 Developmental Psychology (3)</p> <p>General Education Elective (3)</p> <p>General Education Elective (3)</p> <p>ASL I (3)</p>	<p>EDU 0385 Educational Assessment and Statistics (3)</p> <p>Mathematics Elective (3)</p> <p>Phi 0272 Ethics and Social Values (3)</p> <p>EDU 0270 Classroom and Behavior Management (3)</p> <p>General Education Elective (3)</p> <p>ASL 2 (3)</p>
Total Credits 18	Total Credits 18

<p style="text-align: center;">Third Year First Semester</p> <p>EDU 0361 Educational Psychology (3)</p> <p>EDU 0383 Diagnostic and Prescriptive Language Arts Instruction in Special Education (3)</p> <p>EDU 0386 Diagnostic and Prescriptive Math Instruction in Special Education (3)</p> <p>EDU 0405 Teaching the Arts in the Elementary Schools (3)</p> <p>EDU 0325 The Study of Autism Spectrum Disorders (3)</p> <p>EDU 0280 Foundations of Special Education (3)</p>	<p style="text-align: center;">Third Year Second Semester</p> <p>EDU 0355 Principles and Practices of Working with English Language Learners (3)</p> <p>EDU 0427 Technology in the Curriculum (1.5)</p> <p>EDU 0395 Teaching Physical Education and Health (1.5)</p> <p>EDU 0220 Effective Teaching Strategies K-12 (3)</p> <p>EDU 0380 Working with Students with Disabilities and Gifted Students in an Inclusion Program (3)</p>
<p>Total Credits 18</p>	<p>Total Credits 15</p>
<p style="text-align: center;">Fourth Year First Semester</p> <p>EDU 0365 Practicum in High Incidence Disabilities (3)</p> <p>EDU 0322 Secondary Special Education and Transition Services (3)</p> <p>Elective (3)</p> <p>Elective (3)</p> <p>Elective (3)</p> <p>Elective (3)</p>	<p style="text-align: center;">Fourth Year Second Semester</p> <p>EDU 0455 Student Teaching and Seminar (12)</p>
<p>Total Credits 15</p>	<p>Total Credits 12</p>

PRACTICUM/INTERNSHIP REQUIREMENTS

120 hours of Stage 1, 2, and 3 practicum hours are required prior to student teaching.

Forty (40) hours of practicum in special education is required.

Fourteen (14) weeks of student teaching is required.

THESIS/NON-THESIS REQUIREMENTS

There is no requirement for the degree.

COMPREHENSIVE EXAMINATION PROCESS

Candidates must take and pass the PECT (Pennsylvania Educators Certification Test) and the Praxis PK-12 Special Education Certification Test to be eligible for certification.

CERTIFICATIONS OFFERED

REQUIREMENTS FOR SECONDARY EDUCATION (7-12) CERTIFICATION IN A MAJOR SUBJECT AREA

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.

PROGRAM GOALS

Please see above under education program goals.

ADMISSIONS REQUIREMENTS

Please see above under admission requirements for education programs.

EDUCATION REQUIREMENTS 46.5 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 9 Credits

EDU-0201 Observation and Analysis 3

PSY-0200 Developmental Psychology 3

EDU-0200 Development of Education in the U.S. 3

Subject Matter Pedagogy Content with Special Ed Considerations 13. 5 Credits

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

Professionalism 3 Credits

EDU-0350 Principles and Practices of Secondary Education 3

Additional Requirements 9 Credits

Students must demonstrate 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.

SAMPLE FOUR YEAR PLAN OF STUDY

<p>First Year First Semester</p> <p>EDU 0200 Development of Education (3)</p> <p>EDU 0230 The School, The Family, The Community (3)</p> <p>Mathematics Elective (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p>	<p>First Year Second Semester</p> <p>EDU 0201 Observation and Analysis (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p> <p>PSY 0100 Introduction to Psychology (3)</p>
<p>Total Credits 15</p>	<p>Total Credits 15</p>
<p>Second Year First Semester</p> <p>PSY 0200 Developmental Psychology (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p>	<p>Second Year Second Semester</p> <p>Mathematics Elective (3)</p> <p>EDU 0385 Educational Assessment and Statistics (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p>
<p>Total Credits 15</p>	<p>Total Credits 18</p>

Third Year First Semester EDU 0361 Educational Psychology (3) EDU 0280 Foundations of Special Education (3) Gen Ed or Major Course (3) Gen Ed or Major Course (3) Gen Ed or Major Course (Literature Course) (3)	Third Year Second Semester EDU 0380 Working with Students with Disabilities and Gifted Students in an Inclusion Program (3) EDU 0355 Principles and Practices of Working with English Language Learners (3) EDU 0427 Technology in the Curriculum (1.5) Gen Ed or Major Course (3) Gen Ed or Major Course (3)
Total Credits 15	Total Credits 13.5
Fourth Year First Semester Methods Clinic: Major Subject Area (3) EDU 0350 Principles of Secondary Education (3) Gen Ed or Major Course (3) Gen Ed or Major Course (3) Gen Ed or Major Course (3) Gen Ed or Major Course (3)	Fourth Year Second Semester EDU 0455 Student Teaching and Seminar (12)
Total Credits 18	Total Credits 12

PRACTICUM/INTERNSHIP REQUIREMENTS

120 hours of Stage 1, 2, and 3 practicum hours are required prior to student teaching.

Fourteen (14) weeks of student teaching is required.

THESIS/NON-THESIS REQUIREMENTS

There is no requirement for the degree.

COMPREHENSIVE EXAMINATION PROCESS

Candidates must take and pass the Praxis Test for the Major Subject Area to become certified in Pennsylvania.

REQUIREMENTS FOR PK-12 CERTIFICATION TRACKS

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.

PROGRAM GOALS

Please see above under education program goals.

ADMISSIONS REQUIREMENTS

Please see above under admission requirements for education programs.

Please refer to the specific major for DEGREE REQUIREMENTS in studio art.

Art PK-12 DEGREE REQUIREMENTS 36 credits

EDU-0200 Development of Education in the United States (3)

EDU-0201 Observation and Analysis (3)

EDU-0220 Teaching Strategies PK-12 (3)

EDU-0380 Working with Disabled and Gifted Students in an Inclusion Program (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 and Seminar (12)

SAMPLE PLAN OF STUDY

<p>First Year First Semester</p> <p>EDU 0200 Development of Education (3)</p> <p>Math Elective (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p>	<p>First Year Second Semester</p> <p>EDU 0201 Observation and Analysis (3)</p> <p>Literature Course (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p>
<p>Total Credits 15</p>	<p>Total Credits 15</p>
<p>Second Year First Semester</p> <p>Literature Elective (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p>	<p>Second Year Second Semester</p> <p>Math Elective (3)</p> <p>EDU 0270 Classroom and Behavior Management (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p>
<p>Total Credits 15</p>	<p>Total Credits 18</p>

Third Year First Semester EDU 0280 Foundations of Special Education (3) Gen Ed or Major Course (3) Gen Ed or Major Course (3) Gen Ed or Major Course (3) Gen Ed or Major Course (3)	Third Year Second Semester EDU 0380 Working with Students with Disabilities and Gifted Students in an Inclusion Program (3) EDU 0355 Principles and Practices of Working with English Language Learners (3) EDU 0220 Effective Teaching Strategies K-12 (3) Gen Ed or Major Course (3) Gen Ed or Major Course (3)
Total Credits 15	Total Credits 15
Fourth Year First Semester EDU 0401 Teaching Art K-12 (3) Gen Ed or Major Course (3) Gen Ed or Major Course (3) Gen Ed or Major Course (3) Gen Ed or Major Course (3) Gen Ed or Major Course (3)	Fourth Year Second Semester EDU 0455 Student Teaching and Seminar (12)
Total Credits 18	Total Credits 12

PRACTICUM/INTERNSHIP REQUIREMENTS

120 hours of Stage 1, 2, and 3 practicum hours are required prior to student teaching.
Fourteen (14) weeks of student teaching is required.

THESIS/NON-THESIS REQUIREMENTS

None

COMPREHENSIVE EXAMINATION PROCESS

Candidates must take and pass the Praxis Test for the Major Subject Area to become certified in Pennsylvania.

A POST-BAC IN STUDIO ART CERTIFICATION IS OFFERED. THE ART DEPARTMENT WILL ANALYZE YOUR ART CREDITS AND CANDIDATE WILL TAKE THE PRESCRIBED ART CERTIFICATION CREDITS LISTED ABOVE. IN MOST CASES THERE ARE LITTLE TO NO ART COURSES REQUIRED IF THE BA OR BFA IS COMPLETED.

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 SPANISH.

EDUCATIONAL OBJECTIVES

Please see above under education program goals.

ADMISSIONS REQUIREMENTS

Please see above under admission requirements for education programs.

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.

SPANISH PK-12 DEGREE REQUIREMENTS 46.5 CREDITS

EDU-0200 Development of Education in the United States (3)

EDU-0201 Observation and Analysis (3)

PSY-0200 Developmental Psychology (3)

EDU- XXXX Methods of Teaching Spanish (3)

EDU-0427 Technology in the Curriculum (3)

EDU-0385 Educational Assessment and Statistics (3)

PSY-0330** Adolescent Psychology (3) OR

PSY-0361** Educational Psychology (3)

EDU-0230 The School, the Family, and the Community (3)

EDU-0220 Effective Teaching Strategies in PK-12 Classrooms (3)

ADDITIONAL REQUIREMENTS 21 CREDITS

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 (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)

EDU 4500 Student Teaching and Seminar (12)

SAMPLE FOUR YEAR PLAN OF STUDY

First Year First Semester	First Year Second Semester
EDU 0200 Development of Education (12)	EDU 0201 Observation and Analysis (3)
EDU 0230 The School, The Family, The Community (3)	Gen Ed or Major Course (3)
Mathematics Elective (3)	Gen Ed or Major Course (3)
Gen Ed or Major Course (3)	Gen Ed or Major Course (3)
Gen Ed or Major Course (3)	PSY 0100 Introduction to Psychology
Total Credits 15	Total Credits 15

<p>Second Year First Semester</p> <p>PSY 0200 Developmental Psychology (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p>	<p>Second Year Second Semester</p> <p>Mathematics Elective (3)</p> <p>EDU 0385 Educational Assessment and Statistics (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p>
<p>Total Credits 15</p>	<p>Total Credits 18</p>
<p>Third Year First Semester</p> <p>EDU 0361 Educational Psychology (3)</p> <p>EDU 0280 Foundations of Special Education (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (Literature Course) (3)</p>	<p>Third Year Second Semester</p> <p>EDU 0380 Working with Students with Disabilities and Gifted Students in an Inclusion Program (3)</p> <p>EDU 0355 Principles and Practices of Working with English Language Learners (3)</p> <p>EDU 0427 Technology in the Curriculum (3)</p> <p>Gen Ed or Major Course (3)</p> <p>Gen Ed or Major Course (3)</p>
<p>Total Credits 15</p>	<p>Total Credits 15</p>

Fourth Year First Semester	Fourth Year Second Semester
EDU xxxx Methods Clinic: Spanish (3)	EDU 0455 Student Teaching and Seminar (3)
EDU 0220 Effective Teaching Strategies K-12 (3)	
Gen Ed or Major Course (3)	
Gen Ed or Major Course (3)	
Gen Ed or Major Course (3)	
Gen Ed or Major Course (3)	
Total Credits 18	Total Credits 12

INTERNSHIP REQUIREMENTS

120 hours of Stage 1, 2, and 3 practicum hours are required prior to student teaching.

Fourteen (14) weeks of student teaching is required.

THESIS/NON-THESIS REQUIREMENTS

None

COMPREHENSIVE EXAMINATION PROCESS

Candidates must take and pass the Praxis Test for the Major Subject Area to become certified in Pennsylvania.

ENGLISH, THEATER, WRITING, and READING

DEGREE(S) OFFERED

B.A., Bachelor of Arts in English

Tracks

English Literature

Writing

Minor(s)

Creative Writing

English

Theater

Dual degree program in English and Publishing or Creative Writing

FACULTY

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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, 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

EDUCATIONAL OBJECTIVES

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. 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.

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 139 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 “B” or better on the Rubric for Oral Communication.

Target Outcomes 2-2: For their formal Senior Thesis Presentations, 75% of students should receive a “Pass” or higher on the Rubric for Oral Communication.

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 “B” or better on their final paper.

Target Outcomes 3-2: On the Senior Comprehensive Portfolio Project, 75 % of students must achieve a grade of “pass” or higher)

ADMISSION REQUIREMENTS

There is no additional requirement for admission into the English, Theater, Writing and Reading programs besides being accepted for admission to the College.

DEGREE REQUIREMENTS

Students may combine Teacher Certification with a degree in English. Please refer to the Education portion of the Catalog.

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

Example required courses for a B.A. in English, Literature Track
Required Courses 39-42 Credits

ENG-0204 Survey of British Literature Medieval to 1798	3 credits
ENG-0205 Survey of British Literature 1798 to 1920	3 credits
ENG-0222 Major American Writers to 1890	3 credits
OR ENG-0223 Major American Writers 1890-1940	3 credits
ENG-0302 Shakespeare	3 credits
ENG-0370 Critical Approaches to Literature and Culture	3 credits
ENG-0412 Seminar: Special Topics in Literature	3 credits
ENG-0420 Internship 0-3 OR ENC-0305 Publication*	0-3 credits
ENG-0490 Senior English Seminar	3 credits

***Students who choose ENC 0305, Publication, must hold an editorial position for The Thorn**

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: WRT-0240 Business Writing 3 credits

OR A Communication writing course chosen with the student's advisor **OR** a Writing-Intensive Communication Course 3 credits

Recommended Support Courses

Students will meet with their advisors during 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 discipline. Electives credits make up the remaining hours such that students graduate with 120 credits.

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.

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

Example required courses for a B.A. in English, Writing Track

ENG-0204 Survey of British Literature Medieval to 1798	3 credits
ENG-0205 Survey of British Literature 1798 to 1920	3 credits
ENG-0222 Major American Writers to 1890	3 credits
OR ENG-0223 Major American Writers 1890-1940	3 credits
ENG-0302 Shakespeare	3 credits
ENG-0370 Critical Approaches to Literature and Culture	3 credits
ENG-0412 Seminar: Special Topics in Literature	3 credits
ENG-0420 Internship 0-3 OR ENC-0305 Publication*	0-3 credits
ENG-0490 Senior English Seminar	3 credits

***Students who choose ENC 0305, Publication, must hold an editorial position for The Thorn**

One English Elective at the 200-level	3 credits
One English Elective at the 300-level	3 credits
WRT-0240 Business Writing	3 credits

Two Courses Chosen From: 6 Credits

WRTG 0205: Introduction to Creative Writing	3 credits
WRT-0210 Creative Writing Nonfiction	3 credits
WRT-0215 Creative Writing –Short Fiction	3 credits
WRT-0220 Creative Writing – Poetry	3 credits
WRT-0225 Creative Writing – Playwriting	3 credits
WRT-0245 Empowered Through Prose	3 credits

Two Courses Chosen From: 6 Credits

COM-0170 Publication Design	3 credits
COM-0175 Introduction to Documentary Film Making	3 credits
COM-0250 Introduction to Journalism	3 credits
COM-0255 Magazine Writing	3 credits
COM-0263 Writing for the Media	3 credits

Recommended Supporting Courses

Students will meet with their advisors during 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.

MINOR IN CREATIVE WRITING

Program Description: The Minor in Creative Writing gives students a background in the fundamentals of creative work by providing them with the opportunity to study with established poets, prose writers, and dramatists. At the same time, the minor also ensures that students pursue creative work within the larger context of academic study.

This minor is created in mind for students who want to develop their writing skills and be critical readers of creative nonfiction, fiction, poetry, and drama. The minor also helps students develop their writing skills beyond their chosen discipline of study. The minor is designed for those who wish to supplement their major academic work in another discipline by developing their interest or talent in writing fiction, poetry, or creative prose.

The minor will assist students with storytelling in a wide variety of capacities and aid students in reading literature effectively. Studying creative writing gives students a professional advantage. The field highlights creativity, self-motivation, persistence, discipline, openness to criticisms, and so much more. All of these are skills employers look for when hiring. It also gives students the chance to explore their own artistic takers and to produce creative works.

Program Goals:

Students who pursue the minor will work to achieve competency in the following areas:

- Creative thinking and critical analysis
- The importance of research
- How to write in a variety of genres
- How to respond to works-in-progress through the workshop method
- How to revise based on feedback from students and faculty
- How to prepare a portfolio of revised and polished work
- How to collaborate and work as a team, especially in a writing environment

In terms of rubrics, right now all the Creative Writing courses use the Creative Expression Rubric found on the Iway

Degree Requirements

The minor in Creative Writing is made up of 18 credits. These courses and requirements are broken down into the following areas:

Core Classes (9 credits)

Students will take **WRTG 0205 Introduction to Creative Writing (3 credits)** and **one (3 credits)** other introductory creative writing course. This class may be selected from the following: Creative Writing Fiction, Creative Writing: Nonfiction, Creative Writing: Poetry, or Creative Writing: Playwriting).

Students will also be required to take **one (3 credit) literature** course of their choosing (200 or 300 level, 400 level with approval).

Electives (9 credits)

The remaining credits of the minor are taken through other creative writing elective offerings which will be expanded upon. Examples of advanced and special topic creative writing courses

**If English majors would like to minor in Creative Writing, two courses may be double counted between the minor and the major.

MINOR IN ENGLISH

Minor Requirements

18 Credits

ENG-0204 Survey of British Literature Medieval to 1798 3 credits

AND ENG-0205 Survey of British Literature 1798to 1920 3 credits

OR ENG-0222 Major American Writers to 1890 3 credits

AND ENG-0223 Major American Writers 1890-1940 3 credits

Four English Elective Courses 12 Credits

MINOR IN 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 credits

THE-0200 Acting 3 credits

THE-0211 Rehearsal & Staging*	1 OR 3 credits
THE-0212 Rehearsal & Production*	1 OR 3 credits
THE-0213 Development of Theater and Drama 1 – Classical to 1790	3 credits
THE-0214 Development of Theater and Drama II – 1790 to Avant-Garde	3 credits

*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.

SAMPLE 4 YEAR CURRICULUM FOR B.A. LITERATURE TRACK AND/OR WRITING TRACK

General Education Requirements

To view general education requirements please visit the General Education Requirements section of the Catalog.

First Year, First Semester

Writing 110	3 credits
ENG 0204: Survey to British Literature I	3 credits
ENG 0222: Major American Writers: Beginnings to 1890	3 credits
Gen Ed course	3 credits
First Year Connections Seminar	3 credits
	15 credits total

First Year, Second Semester

Writing 170 Advanced Composition and Oral Communication	3 credits
ENG 0205: Survey to British Literature II	3 credits
ENG 0223: Major American Writers 1890 to 1940 (optional if did not take ENG 0222) and/ or Gen Ed course	3 credits
Gen Ed course	3 credits
Gen Ed Course	3 credits
	15 credits

Second Year, First Semester

ENG 02XX (200 level English elective)	3 credits
Gen Ed Course/ course in a minor program	3 credits
Gen Ed Course	3 credits
ENG 02XX (200 English elective)/ writing elective	3 credits
Gen Ed course	3 credits
	15 credits total

Second Year, Second Semester

ENG 02XX (200 level elective) and/or writing track elective	3 credits
ENG 02XX or 03XX (0200 or 0300 elective)	3 credits
Gen Ed course	3 credits

Gen Ed course/ minor course	3 credits
Gen Ed course	3 credits
	15 credits total

Third Year, First Semester

ENG 0370 Critical Approaches to Literature	3 credits
ENG 03XX (300 level elective) and/or Writing track elective	3 credits
Gen Ed course/ minor course	3 credits
Gen ed/ minor/ or elective course for major	3 credits
ENG 0420 internship or minor/elective course	3 credits
	15 credits total

Third Year, Second Semester

ENG 0302 Shakespeare	3 credits
ENG 03XX (300 Level Elective)	3 credits
WRTG 0240 Business Writing	3 credits
Gen ed/ minor/ or elective course for major	3 credits
Gen ed/ minor/ or elective course for major	3 credits
	15 credits total

Fourth Year, First Semester

ENG 0412 Special Topics in Literature	3 credits
ENG 0420 Internship/ or elective	3 credits
Gen ed/ minor/ or elective course for major	3 credits
Gen ed/ minor/ or elective course for major	3 credits
Gen ed/ minor or elective course for major	3 credits
	15 credits total

Fourth Year, Second Semester

ENG 0490 Senior Seminar	3 credits
Gen ed/ minor/ or elective course for major	3 credits
Gen ed/ minor/ or elective course for major	3 credits
Major elective/ minor course	3 credits
Major elective/ minor course	3 credits
	15 credits total

COMPREHENSIVE EXAMINATION PROCESS

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.

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 should 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 credits
ENG-0205 Survey of British Literature 1798 to 1920	3 credits
ENG-0222 Major American Writers to 1890	3 credits
OR ENG-0223 Major American Writers 1890-1940	3 credits
ENG-0302 Shakespeare	3 credits
ENG-0370 Critical Approaches to Literature and Culture	3 credits
ENG-0412 Seminar: Special Topics in Literature	3 credits
ENG-0420 Internship 0-3 OR ENC-0305 Publication*	0-3 credits
ENG-0490 Senior English Seminar	3 credits

***Students who choose ENC 0305, Publication, must hold an editorial position for The Thorn**

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.

ENGLISH AND NEW MEDIA COMMUNICATION

DEGREE(S) OFFERED

B.A., Bachelor of Arts in English and New Media Communication

CURRENT FACULTY

Katherine Baker (kbaker@rosemont.edu)

Associate Professor, Writing and English

Discipline Coordinator of English, Writing, and Theater

Timothy Jackson (timothy.jackson@rosemont.edu)

Associate Professor, English

Brittney Nix-Crawford (Brittney.nixcrawford@rosemont.edu)

Assistant Professor, New Media Communication

And Discipline Coordinator

PROGRAM DESCRIPTION

The Bachelor of Arts degree in English and New Media Communication is an innovative and rigorous major that addresses the needs of our students, current trends in the disciplines of English and New Media 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.

EDUCATIONAL OBJECTIVES

GOAL 1: Students should be able to engage in organized research, and both evaluate and integrate that source material effectively 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 NEW MEDIA 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 New Media Communication requires 120 credits.

General Education Requirements

Nine (9) credits of courses required for the English and New Media 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 credits
OR ENG-0223 Major American Writers 1890 to 1940 3 credits
OR ENG-0395 Modern American Literature 3 credits

ENG-0302 Shakespeare 3 credits
ENG-0370 Critical Approaches to Literature and Culture 3 credits
ENG-0412 Seminar: Special Topics in Literature 3 credits

Two English electives, at least one at the 300 level 6 credits

Required Courses in New Media Communication

18 Credits

COM 120 New Media Communication 3 credits
COM 180 Theory of Mass Communication 3 credits
COM 263 New Media Writing 3 credits
COM 286 Digital Storytelling 3 credits

Two New Media Communication electives 6 credits

Courses that can be taken either in English or Communications 6 Credits

ENG-0490 Senior Seminar 3 credits
OR COM-0480 Senior Seminar 3 credits

ENG-0420 Internship 3 credits
OR COM-0495 Internship 3 credits

SAMPLE PLAN OF STUDY

Sample Plan of Study for B.A. in English and New Media Communication

A student's own plan of study will vary depending on their pace in the program, any transfer credits, and individual choices when options are available.

To view general education requirements please visit the General Education Requirements section of the Catalog.

First Year, First Semester

Writing 110	3 credits
COM 120 New Media Communication	3 credits
English 0200 Elective	3 credits
Gen Ed course	3 credits
First Year Connections Seminar	3 credits
	15 credits total

First Year, Second Semester

Writing 170 Advanced Composition and Oral Communication	3 credits
ENG 0205: Survey to British Literature II OR	3 credits
ENG 0223: Major American Writers 1890 to 1940 (optional if did not take ENG 0222) and/ or Gen Ed course	3 credits
Gen Ed course	3 credits
COM 180 Theory of Mass Communication	3 credits
	15 credits total

Second Year, First Semester

ENG 02XX (200 level English elective)	3 credits
Gen Ed Course/ course in a minor program	3 credits
Communication or English elective	3 credits
COM 263 New Media Writing	3 credits
Gen Ed course	3 credits
	15 credits total

Second Year, Second Semester

Communication elective	3 credits
ENG 02XX or 03XX (0200 or 0300 elective)	3 credits
Gen Ed course	3 credits
Gen Ed course/ minor course	3 credits
COM 286 Digital Storytelling	3 credits
	15 credits total

Third Year, First Semester

ENG 0370 Critical Approaches to Literature	3 credits
ENG 03XX (300 level elective) and/or Writing track elective	3 credits
Gen Ed course/ minor course	3 credits
Communication elective	3 credits
internship or minor/elective course	3 credits

15 credits total**Third Year, Second Semester**

ENG 0302 Shakespeare	3 credits
ENG or COMM 03XX (300 Level Elective)	3 credits
WRTG 0240 Business Writing	3 credits
Gen ed/ minor/ or elective course for major	3 credits
Gen ed/ minor/ or elective course for major	3 credits

15 credits total**Fourth Year, First Semester**

ENG 0412 Special Topics in Literature	3 credits
ENG 0420 Internship/ or elective	3 credits
Gen ed/ minor/ or elective course for major	3 credits
Gen ed/ minor/ or elective course for major	3 credits
Gen ed/ minor or elective course for major	3 credits

15 credits total**Fourth Year, Second Semester**

Senior Seminar	3 credits
Gen ed/ minor/ or elective course for major	3 credits
Gen ed/ minor/ or elective course for major	3 credits
Major elective/ minor course	3 credits
Major elective/ minor course	3 credits

15 credits total**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.

DUAL DEGREE PROGRAM IN ENGLISH AND NEW MEDIA COMMUNICATION (B.A.) and PUBLISHING (M.A.) OR CREATIVE WRITING (M.F.A.) UNDERGRADUATE MAJOR

This program offers a B.A. in English and 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, 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 New Media 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 credits
OR ENG-0223 Major American Writers 1890 to 1940	3 credits
OR ENG-0395 Modern American Literature	3 credits
ENG-0302 Shakespeare	3 credits
ENG-0370 Critical Approaches to Literature and Culture	3 credits
ENG-0412 Seminar: Special Topics in Literature	3 credits
Two English electives, at least one at the 300 level	6 credits

Required Courses in New Media Communication

18 Credits

COM 120 New Media Communication	3 credits
COM 180 Theory of Mass Communication	3 credits
COM 263 New Media Writing	3 credits
COM 286 Digital Storytelling	3 credits
Two New Media Communication electives	6 credits

Courses that can be taken either in English or Communications 6 Credits

ENG-0490 Senior Seminar	3 credits
OR COM-0480 Senior Seminar	3 credits
ENG-0420 Internship	3 credits
OR COM-0495 Internship	3 credits

Undergraduate Elective Credits Electives can also be used to take other undergraduate New Media 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 to 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)

CURRENT FACULTY

Alan A. Preti, Ph.D. (alan.preti@rosemont.edu)

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.

EDUCATIONAL OBJECTIVES

The overarching goal of the Ethics and Leadership Minor is to prepare students for effective, value-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 minor, 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
<p>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.</p>		
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	3
WRT-0245	Empowered Through 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

SUSTAINABILITY STUDIES

DEGREE(S) OFFERED

B.A., Bachelor of Arts in Sustainability Studies

Minor in Sustainability Studies

CURRENT FACULTY

Adam Lusk, Ph.D. (adam.lusk@rosemont.edu)

Associate Professor

Discipline Coordinator

PROGRAM DESCRIPTION

The sustainability studies major emphasizes the role that the liberal arts play in creating a sustainable future. Instead of focusing on job skills that are likely to change in the short term, the major helps students develop knowledge, approaches, and habits of mind necessary to help build a more just and resilient world while adapting to the rapidly changing challenges in our communities and environments.

As a truly interdisciplinary program, a sustainability studies major is required to take courses in the natural sciences, social sciences, and the humanities. These courses emphasize the relationship between human and natural systems, noting how sustainability relates to our lives and values. Sustainability 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 positions, and graduate study.

EDUCATIONAL OBJECTIVES

After completing the requirements for a degree in sustainability studies, a student will be able to:

1. Know and explain key concepts for sustainability from multiple perspectives and disciplines;
2. Critically examine the relationship between human and natural systems, noting how sustainability relates to our lives and values;
3. Evaluate alternative practices and approaches for creating a just and resilience world.

ADMISSION REQUIREMENTS

No requirement for admission into the program

DEGREE REQUIREMENTS
MAJOR REQUIREMENTS FOR A B.A. IN SUSTAINABILITY STUDIES

Degree Requirements

Total of 39 credit hours

5 Core Courses (all required):

- SUS 101: Healing Earth
- SUS 102: Global Environmental Issues
- SUS 283/PSC 283: Politics of Sustainability
- SUS 480: Internship
- SUS 460: Sustainability Integration Seminar (Capstone)

8 Elective Courses (chosen from the options below):

- PSC 205, Ethics in IR
- PSC 267, Public Policy Analysis
- PSC 265, International Organizations and Law
- BUS 333, Sustainability for Business, Green Investing
- COM 222, Environmental Communication
- HIS 265, From Conservation to Climate Change
- HIS 345, Environmental History
- PHI 290, Environmental Ethics
- SOC 385, Animals, Society, and Human Interaction
- RST 322: Theology and Creation: Care for Our Common Home
- SUS 480: Internship

SAMPLE 4 YEAR CURRICULUM

This section offers the opportunity for students to lay out the required courses and activities on a semester-by-semester basis. Note, a student’s own plan of study will vary depending on their pace in the program, any transfer credits, and individual choices when options are available.

General Education Requirements

To view general education requirements please visit the General Education Requirements section of the Catalog.

Semester 1:	Semester 2:
SUS 101, Healing Earth	1. SUS 102, Global Environmental Issues
FYCS 100, First Year Connection Seminar	2. COM 222, Environmental Communication
WRT 110 (GE), Writing	3. WRT 170 (GE)
GE Requirement	4. GE Requirement
GE Requirement	5. GE Requirement

Semester 3:	Semester 4:
1. PSC 205, Ethics in International Relations	1. SUS 283, Politics of Sustainability
2. HIS 265, From Conversation to Climate Change	2. PHI 290, Environmental Ethics
3. GE Requirement	3. GE Requirement
4. GE Requirement	4. GE Requirement
5. GE Requirement	5. GE Requirement
Semester 5:	Semester 6:
1. PSC 265, International Organization and Law	1. SUS 480, Internship
2. PSC 267, Public Policy Analysis	2. HIS 345, Environmental History
3. GE Requirement	3. SOC 385, Animals, Society, and Human Interaction
4. GE Requirement	4. GE Requirement
5. GE Requirement	5. GE Requirement
Semester 7:	Semester 8:
1. RST 322, Theology and Creation	1. SUS 460, Sustainability Integration Seminar
2. Elective	2. Elective
3. Elective	3. Elective
4. Elective	4. Elective
5. Elective	5. Elective

PRACTICUM/INTERNSHIP REQUIREMENTS

Student must complete an internship

THESIS/NON-THESIS REQUIREMENTS

No required thesis

COMPREHENSIVE EXAMINATION PROCESS

No requirement

Minor in Sustainability Studies

Total of 18 Credits

Three Core Courses (required):

SUS 101 – Healing Earth

SUS 102 – Global Environmental Issues

SUS 283/PSC 283: Politics of Sustainability

Three Electives (chosen from the options below):

PSC 205, Ethics in IR

PSC 267, Public Policy Analysis

PSC 265, International Organizations and Law

BUS 333, Sustainability for Business, Green Investing

COM 222, Environmental Communication

HIS 265, From Conservation to Climate Change

HIS 345, Environmental History

PHI 290, Environmental Ethics

SOC 385, Animals, Society, and Human Interaction

RST 322: Theology and Creation: Care for Our Common Home

SUS 480: Internship

HISTORY

DEGREE(S) OFFERED

B.A., Bachelor of Arts in History

CURRENT FACULTY

Michelle Moravec, Ph.D. (mmoravec@rosemont.edu)

Professor, History

Discipline Coordinator

Anthony Johnson, M.A. (Anthony.johnson@rosemont.edu)

Assistant Professor, Interdisciplinary Studies

Richard A. Leiby, Ph.D. (rleiby@rosemont.edu)

Professor, History-Emeritus

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.

EDUCATIONAL OBJECTIVES

GOAL 1: Students will be able to analyze primary historical sources and use the information to answer complex historical questions.

Objective 1: Students will analyze a historical document and accurately explain its apparent purpose, target audience, and biases in order to reach conclusions about its utility as a source of historical evidence.

Objective 2: Students will apply information they extract from primary sources to specific historical questions.

GOAL 2: Students will be skilled at research in secondary sources and in effectively presenting their findings to others.

Objective 1: Students will learn 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 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 the ability to compare in detail two disparate eras, locations, or cultures.

ADMISSION REQUIREMENTS

There is no requirement for admission into the program.

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. 9 credits of courses required for the History Major can be applied to General Education requirements. Students who plan to seek social studies teaching certification on the 7-12 level along with a major in History must also earn an Education degree. Teaching candidates should consult the History faculty and Education faculty about their program of study during each registration period.

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 to prepare them for careers in historical sites, museums, archives, or libraries.

Pathway 2: History with Comprehensive Social Studies Secondary Education Certification (grades 7-12)

Social studies education students 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, 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 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: American History and Politics

This combination of courses in history and political science provides students with a pathway into the pursuit of work in government or the graduate program in Homeland Security

Pathway 4: Historic Preservation

A limited number of students may apply to enroll in a dual degree program in Historical Preservation with Thomas Jefferson University. After admission to the program during their junior year (minimum 75 credits) students may take up to 9 credits of graduate work before matriculating to Thomas Jefferson University after graduating from Rosemont College to complete their graduate degree.

Required Courses Bachelor of Arts History public history pathway

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 209 Introduction to the Digital Humanities OR HIS 274 Research Skills for the Humanities OR HIS 340 Introduction to Public History	3
HIS-0482 Internship	3
HIS-0451 Historians and Their Craft	3

Electives

Any five history courses	15
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Allied Discipline Courses

Select one 2-course sequence 6

ARH-0175 - History of Art I and ARH-0176 - History of Art II OR
ENV-0110 Healing Earth: Theory and Practice of Human Ecology and
Environmental Justice and CHE-0135 Global Environmental Issues OR

SOC-0105 - Cultural And General Anthropology and SOC-0240 - Forensic
Anthropology

Students may petition for enrollment in 2 other course sequences if the topic
pertains more directly to their post graduate plans.

Total credits 39

Required Courses Bachelor of Arts History with Comprehensive Social Studies Secondary Education Certification (grades 7-12) (in addition to requirements for an Education degree)

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

EDU-0363 Methods Clinic: Secondary Social Studies 3

HIS-0451 Historians and Their Craft 3

Electives

Any five history courses EDU 200 Development of Education in the United States 15
may be substituted for one elective

Social Studies Courses

ECO-150 Macroeconomics 3

PSC-101 Introduction to Political Science 3

PSC-103 Introduction to American Government 3

Soc-100 Introduction to Sociology 3

Total credits 42

Required Courses Bachelor of Arts in History American History and Politics Pathway

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
PSC 101 Introduction to Political Science	3
PSC 103 Introduction to American Politics	3
PSC 180 Introduction to Comparative Politics	3
HIS 274 Research Methods for the Humanities OR PSC 350 Research in Political Science	3
HIS-0482 Internship OR PSC 400 Internship	3
HIS 451 Historians and their Craft OR PSC PSC-0455 Senior Seminar	3
Electives	3
Five Electives in American History or American Political Science	3
Total credits	42

Required Courses Required Courses Bachelor of Arts in History Historic Preservation Pathway

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-0274 Research Methods in the Humanities or HIS 340 Introduction to Public History	3
HIS-0451 Historians and their Craft	3
HIS-482 Internship	3
Electives	
Any five history courses	15
Allied Discipline	

ARH-0175 - History of Art I and ARH-0176 - History of Art II	6
Total credits	39
Requirements for a Minor in History	
One Course in World History	3
One Course in American History	3
Four History Elective Courses	3
Total credits	18

SAMPLE PLAN OF STUDY

All 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 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.

Sample 4 Year Public History Curriculum in addition to the General Education Curriculum

Public History Majors	
First Year First Semester	First Year Second Semester
HIS-0120 World History since 1450 3 credits	HIS-0201 Enduring Questions: U.S. History from 1877 to the present
HIS-0200 Analyzing the Past: U.S. Hist to 1877 3 credits	
Total Credits 6	Total Credits 3

Second Year First Semester		Second Year Second Semester	
History Elective #1	3	History Elective #3	3
History Elective #2	3	History Elective #4	3
Total Credits 6		Total Credits 6	
Third Year First Semester		Third Year Second Semester	
History Elective #5	3	HIS-0340 Introduction to Public History	3
Allied discipline course #1	3	Allied discipline course #1	3
Total Credits 6		Total Credits 6	
Fourth Year First Semester		Fourth Year Second Semester	
HIS-0482 Internship	3	HIS-0451 Historians and Their Craft	3
Total Credits 3		Total Credits 3	

Sample 4 Year History with Comprehensive Social Studies Secondary Education Certification (grades 7-12) Curriculum in addition to the General Education Curriculum

First Year First Semester		First Year Second Semester	
HIS-00200 Analyzing the Past: U.S. History to 1877	3	HIS-0201 Enduring Questions: U.S. History from 1877	3
EDU-0200 Development of Education in the US*	3	History Elective #1	3
Total Credits 6		Total Credits 6	

Second Year First Semester		Second Year Second Semester	
HIS-0120 World History since 1450	3	History Elective #3	3
History Elective #2	3	ECO-0150 Macroeconomics	3
SOC-0100 Introduction to Sociology	3		
Total Credits 9		Total Credits 6	
Third Year First Semester		Third Year Second Semester	
History Elective #4	3	HIS-0451 Historians and Their Craft	3
PSC-0101 Intro to Political Science	3	PSC-0103 Intro to American Government	3
Total Credits 6		Total Credits 6	
Fourth Year First Semester		Fourth Year Second Semester	
EDU-0363* Methods Clinic Sec Social Studies	3		
Total Credits 3		Total Credits 42	

*Credits for these courses are also calculated as part of the Secondary Education degree

Sample 4 Year American History and Politics Curriculum in addition to the General Education Curriculum

First Year First Semester		First Year Second Semester	
His 200 Analyzing the Past: U.S. History to 1877	3	His 201 Enduring Questions: U.S. History from 1877	3
PSC-0101 Introduction to Political Science	3	PSC-0103 Intro to American Politics	3
Total Credits 6		Total Credits 6	

Second Year First Semester		Second Year Second Semester	
HIS-0120 World History Since 1450	3	PSC-0810 Introduction to Comparative Politics	3
Elective #1	3	Elective #2	3
Total Credits 6		Total Credits 6	
Third Year First Semester		Third Year Second Semester	
Elective #3	3	Elective #5	3
Elective #4	3	HIS 274 Research Methods for the Humanities or PSC 350 Research in Political Science	3
Total Credits 6		Total Credits 6	
Fourth Year First Semester		Fourth Year Second Semester	
HIS-0482 Internship or PSC 400 Internship	3	HIS 451 Historians and their Craft or PSC PSC-0455 Senior Seminar	3
Total Credits 3		Total Credits 3	
		Total Credits 42	

Sample 4 Year Historic Preservation Curriculum in addition to the General Education Curriculum

First Year First Semester		First Year Second Semester	
HIS-0120 World History since 1450	3	HIS-0201 Enduring Questions: U.S. History from 1877	3
HIS0-0200 Analyzing the Past: U.S. History to 1877	3		
Total Credits 6		Total Credits 3	

Second Year First Semester		Second Year Second Semester	
History Elective #1	3	History Elective #3	3
History Elective #2	3	HIS 340 Introduction to Public History	3
Total Credits 6		Total Credits 6	
Third Year First Semester		Third Year Second Semester	
History Elective #4	3	History Elective #5	3
Allied discipline course #1	3	Allied discipline course #1	3
		Historic Preservation Graduate Course 1	3
Total Credits 6		Total Credits 9	
Fourth Year First Semester		Fourth Year Second Semester	
Internship	3	HIS 451 Historians and Their Craft	3
Historic Preservation Grad Course 2	3	Historic Preservation Grad Course 3	3
Total Credits 6		Total Credits 6	
		Total Credits 48	

PRACTICUM/INTERNSHIP REQUIREMENTS

An internship is required. Secondary education candidates will fulfill this requirement with student teaching. Students who wish to pursue study abroad as an alternative should consult their faculty advisor.

THESIS/NON-THESIS REQUIREMENTS

There is no requirement for the degree.

COMPREHENSIVE EXAMINATION PROCESS

There is no requirement for the degree.

INTERNATIONAL RELATIONS (MINOR)

CURRENT FACULTY

Adam Lusk, Ph.D. (adam.lusk@rosemont.edu)

Associate Professor
Discipline Coordinator

PROGRAM DESCRIPTION

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.

EDUCATIONAL OBJECTIVES

After completing the requirements for a minor in international relations, students will have:

1. Knowledge of the historical, political, scientific, cultural, and socioeconomic interconnections between the United States and the rest of the world;
2. Acquired not only a sense of responsibility to serve others in our global society, but empowered to know that their individual actions on global problems is both possible and consequential;
3. Cultivated intercultural competencies to work effectively with others who are different from them and become more tolerant and curious about the lives and beliefs of others.

ADMISSION REQUIREMENTS

There is no requirement for admission into the program.

MINOR REQUIREMENTS

18 Total Credit Hours

One Required course: PSC 190, Introduction to International Relations 3 credits

Five Elective Courses (15 credits), chosen from the following:

BUS 180 – Introduction to International Business 3 credits

COM 215 - Intercultural Communication 3 credits

HIS 362 - Origins of the Great War	3 credits
HIS 363 - Europe Since 1945	3 credits
ECO 100 - Introduction to Macro-Economics	3 credits
PSC 180 – Introduction to Comparative Politics	3 credits
PSC 205 – Ethics in International Relations	3 credits
PSC 265 - International Organization and Law	3 credits
PSC 283 - Politics of Sustainability	3 credits
PSC 287 - International Security	3 credits
PSC 288 - Model UN	3 credits
PSC 295 - American Foreign Policy	3 credits
PSC 360 - International Political Economy	3 credits
WST 245 - Gender, War, and Peace: What if Women Ruled the World?	3 credits
Any foreign language course at 300 level or higher	3 credits

PRACTICUM/INTERNSHIP REQUIREMENTS

There is no requirement for the minor.

THESIS/NON-THESIS REQUIREMENTS

There is no requirement for the minor.

COMPREHENSIVE EXAMINATION PROCESS

There is no requirement for the minor.

MATHEMATICS

DEGREE(S) OFFERED

B.A., Bachelor of Arts in Mathematics
Minor in Mathematics

CURRENT FACULTY

Dennis Perkinson (dennis.perkinson@rosemont.edu)

Associate Professor and Discipline Coordinator

Travis Marshall (travis.marshall@rosemont.edu)

Assistant Professor

PROGRAM DESCRIPTION

The course of study for a major in mathematics provides students with 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 their 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 Precalculus 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 in the real world at every turn.

Our mathematics faculty is dedicated to 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 B.A. degree requirements while obtaining teaching certification are eligible to enter the teaching profession upon graduation. Please refer to the Education Department section of the catalog for details.

For non-mathematics majors, Rosemont College recognizes the importance of having a strong foundation in mathematics. 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 mathematical concepts and applications. The mathematics department is dedicated to science, business, and the social sciences. Selected courses in mathematics also meet the Critical Thinking requirement of the Core Curriculum.

EDUCATIONAL OBJECTIVES

The mathematics department at Rosemont College focuses on teaching students how to think, not what to think. With this overarching goal in mind, we have the following objectives in teaching all our mathematics courses:

- **Assist in overall cognitive development.** University studies indicate that young people who are good at math use areas of the brain that also show strong cognitive tasks such as visual attention and decision-making. These studies indicate that the same brain regions that help students do math are associated with decision-making and attentional processes.
- **Promote the development of life skills.** Students who understand math are able to understand basic life skills such as managing a budget, construction, forecasting, and telling time. Math helps in understanding costs, balancing a bank account, and applying simple math to everyday situations, all of which are essential skills as adults.
- **Increase problem-solving skills.** Math helps strengthen reasoning skills and critical thinking. It helps us think analytically about the world and reason logically. The same steps one takes to understand a problem, identifying the knowns and unknowns, and then solving it, can be applied to many areas of life.
- **Strengthen the foundation for almost any career.** Obviously, mathematicians and scientists use math every day, but they're not the only careers that involve math. Basic arithmetic is used in factory assembly lines, accounting, software development, construction, the medical field, and many, many more.

ADMISSION REQUIREMENTS

There is no special requirement for admission into the mathematics program.

DEGREE REQUIREMENTS

MAJOR REQUIREMENTS FOR A B.A. IN MATHEMATICS

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, or Economics

6 Credits

In addition to the requirements for a major in mathematics, all students must also fulfill Rosemont's Common Core requirements.

- First year students can begin with either College Algebra or Precalculus 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 (1) 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

Sample Plan of Study

First Year	First Semester			
	MAT-0115	College Algebra ⁽¹⁾	3	
	FYS-0100	First Year Connection Seminar	3	
	WRT-0110	First Year Composition – Writing	3	
		Core Curriculum – Religious Studies	3	
		Free Elective	3	
	Second Semester			
	MAT-0116	Precalculus ⁽¹⁾	3	
	WRT-0170	Advanced Comp & Oral Communication	3	
		Core Curriculum – Critical Thinking	3	
		Core Curriculum – Creative Expression	3	
		Free Elective	3	
Second Year	First Semester			
	MAT-0120	Calculus I ⁽¹⁾	3	
	MAT-0225	Foundations of Advanced Mathematics	3	
		Math-Related Elective	3	
		Core Curriculum – Catholic Theology	3	
		Core Curriculum – Ethics in Action	3	
		Second Semester		
		MAT-0121	Calculus II ⁽¹⁾	3
		MAT-0200	Number Theory	3
		PHI-0230	Logic	3
			Core Curriculum – Sustainability	3
			Free Elective	3
Third Year	First Semester			
	MAT-0121	Calculus III	3	
	MAT-0255	Probability and Statistics I	3	
	MAT-0362	Abstract Algebra	3	
		Core Curriculum – Humanities	3	
		Core Curriculum – Global Awareness	3	
		Second Semester		
		MAT-0203	Linear Algebra	3
		MAT-0255	Probability and Statistics II	3
		MAT-0310	Differential Equations	3
			Core Curriculum – Natural Sciences	3
			Free Elective	3

Fourth Year	First Semester		
	MAT-0422	Topology	3
		Math-Related Elective	3
		Core Curriculum – Social Sciences	3
		Core Curriculum – Multicultural/Gender	3
		Free Elective	3
	Second Semester⁽²⁾		
	MAT-0455	Senior Mathematics Seminar	3
		Core Curriculum – Experiential Learning	3
		Free Elective	3
		Free Elective	3
		Free Elective	3

- (1) – Students with a strong background in algebra and precalculus may waive MAT-0115 and/or MAT-0116 and proceed directly into MAT-0120, Calculus I and MAT-0121, Calculus II, in their first year
- (2) – Students earning a Math Education degree will normally do their Student Teaching during the Spring Semester of their Fourth Year. Student Teaching satisfies the Core Curriculum – Experiential Learning requirement.

PRACTICUM/INTERNSHIP REQUIREMENTS

There is no requirement for the mathematics degree.

SENIOR COMPREHENSIVE POLICY

All students seeking to obtain a B.A. in mathematics must take and pass a comprehensive examination at some time during their final three semesters. The examination may be taken up to three times – once per semester – until the student obtains a passing grade.

MODERN LANGUAGES

DEGREE(S) OFFERED

B.A., Bachelor of Arts in Spanish

CURRENT FACULTY

Tatiana Ripoll-Paez, M.A., M.Sc.

Assistant Professor, Modern Languages

Discipline Coordinator

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.

EDUCATIONAL OBJECTIVES

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:

Students can proficiently comprehend native speakers and extract main ideas from a variety of expressive speech, including films, radio, television broadcasts and lectures.

Reading:

Students 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:

Students 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.

- The student has a significant knowledge of cultural values, social conventions, and festive celebrations unique to the target culture.
- Students can proficiently identify and describe exemplars of cultural artifacts, including paintings, architecture, music, film, and other fine arts in the target culture.
- Students can proficiently identify major historical events and explain their influence in the culture of the target country.
- Students can proficiently identify major literary genres, movements, and periods influential in the culture of the target country.

ADMISSION REQUIREMENTS

There is no requirement for admission into the program.

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 a 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.

Required Major and Supporting Classes 33 Credits		
Required Spanish Language Courses		30 Credits
SPA-0350	Spanish Civilization	3
OR		
SPA-0430	19 th 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

Elective Credits		
The remaining credit hours are electives and can consist of Spanish courses but should not be limited to those 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

Sample Plan of Study for Bachelor’s Degree in Spanish

Required major and supporting classes (33 credits)

Minor (18 credits)

(R.C) * Required courses for the Major and/or Minor.

Courses	Semester I- (Fall)	Credits	Semester II – (Spring)	Credits
Year I	First Year Semester I		First Year Second Semester	
1	SPA 350- Spanish Civilization (R.C) *	3	SPA 355 Latin American Civilization (R.C) *	3
2	SPA 301 -Spanish Conversation & Composition	3	SPA 300- Representative works in Spanish & Spanish American Literature	3
Year II	Second Year Semester I		Second Year Semester II	
1	SPA 430 -19th Century Spanish Prose Forms (R.C) *	3	SPA 421- Spanish Theater of the Golden Age (R.C) *	3
2	SPA 315- Spanish Conversation & Comp.	3	SPA 440- 20 th Century Spanish Prose Form	3
3	Study Abroad		Study Abroad	
Year III	Third Year Semester I		Third Year Semester III	
1	SPA 446-Spanish American Literature: Independence to Present. (R.C) *	3	SPA 420- Modern Spanish Poetry (R.C) *	3
2	SPA 410 -Women in Spanish & Spanish American Literature	3	Study Abroad	
3	SPA 311- Spanish Communication Styles	3	SPA 310- Adv. Grammar composition	3

Year IV	Fourth Year Semester I		Fourth Year Semester II	
1	SPA 447- Contemporary Spanish-American Prose. (R.C) *	3	SPA 425-Development Spanish Novel as a Form (R.C) *	3
2	SPA 491- Seminar in Literary Studies	3	SPA 490- Seminar in Civilization	3
3	SPA 351- Contemporary Spain	3	SPA 340 -The Rise and Decline of the Revolution: The cold war from the Cuban Perspective	3

PRACTICUM/INTERNSHIP REQUIREMENTS

There is no requirement for the degree.

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

PHILOSOPHY

DEGREE(S) OFFERED

B.A., Bachelor of Arts in Philosophy

CURRENT FACULTY

Alan A. Preti (apreti@rosemont.edu)

Associate Professor and Discipline Coordinator

Maria L. Seykora (maria.seykora@rosemont.edu)

Adjunct Instructor

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.

EDUCATIONAL OBJECTIVES

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.

ADMISSION REQUIREMENTS

There is no requirement for admission into the program.

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
PHI-0201	History of Western Philosophy II: Early Modern Thought	3
PHI-0230	Logic: The Art of Reasoning	3
PHI-0360	Ethical Theory	3
PHI-0420	Senior Seminar	3
Five elective courses at the 200, 300, or 400-level		15
Recommended Supporting Courses		6 Credits
HIS 0250	Emergence of Modern Europe	3
RST 0124	World Religions	3

Elective Credits		
The remaining credit hours are electives and can consist of Philosophy 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 Philosophy		18 Credits
PHI 0100	Questions That Matter: An Introduction to Philosophy	3
PHI 0200	History of Western Philosophy I: Ancient and Medieval	3
PHI 0201	History of Western Philosophy II: Early Modern Thought	3
PHI 0230	Logic: The Art of Reasoning	3
Two electives at the 200 or 300 level		6

SAMPLE PLAN OF STUDY

First Year First Semester	First Year Second Semester
PHI 0100 Questions That Matter 3 cr	PHI 0230 Logic: The Art of Reasoning 3cr
PHI Elective 3 cr	PHI Elective 3 cr
GE Elective 3 cr	GE Elective 3 cr
GE Elective 3 cr	GE Elective 3 cr
<u>GE Elective 3 cr</u>	<u>Open Elective 3 cr</u>
Total Credits 15	Total Credits 15
Second Year First Semester	Second Year Second Semester
PHI 0200 History of Western Philosophy I: Ancient and Medieval 3 cr	PHI 0201 History of Western Philosophy II: Early Modern Thought 3 cr
PHI Elective 3 cr	PHI Elective 3 cr
GE Elective 3 cr	GE Elective 3 cr
GE Elective 3 cr	GE Elective 3 cr
<u>Open Elective 3 cr</u>	<u>GE Elective 3 cr</u>
Total Credits 15	Total Credits 15

Third Year First Semester		Third Year Second Semester	
PHI 0360 Ethical Theory	3 cr	PHI Elective	3 cr
GE Elective	3 cr	GE Elective	3 cr
GE Elective	3 cr	GE Elective	3 cr
Open Elective	3 cr	Open Elective	3 cr
<u>Open Elective</u>	<u>3 cr</u>	<u>Open Elective</u>	<u>3 cr</u>
Total Credits	15	Total Credits	15
Fourth Year First Semester		Fourth Year Second Semester	
PHI Elective	3 cr	PHI 0420 Senior Seminar	3 cr
Open Elective	3 cr	Open Elective	3 cr
Open Elective	3 cr	Open Elective	3 cr
Open Elective	3 cr	Open Elective	3 cr
<u>Open Elective</u>	<u>3 cr</u>	<u>Open Elective</u>	<u>3 cr</u>
Total Credits	15	Total Credits	15

PRACTICUM/INTERNSHIP REQUIREMENTS

There is no practicum/internship requirement for the degree.

THESIS/NON-THESIS REQUIREMENTS OR SENIOR COMPREHENSIVE POLICY

Students may choose between writing a Senior Thesis or taking a Comprehensive Examination during their final semester in conjunction with PHI 0420 Senior Seminar. The thesis option consists of a 25-30-page research paper on a topic of interest to the student, while the comprehensive examination option consists of a series of written essays in response to questions on fundamental philosophical topics.

POLITICAL SCIENCE

DEGREE(S) OFFERED

B.A., Bachelor of Arts in Political Science
Minor in Political Science

CURRENT FACULTY

Adam Lusk, Ph.D. (adam.lusk@rosemont.edu)

Associate Professor of Political Science

Anthony Johnson, M.A. (anthony.johnson@rosemont.edu)

Assistant Professor of Interdisciplinary Studies, Interim 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. In addition to the major degree, students can choose to specify a track in political science, focusing on an area of expertise by completing the required electives in addition to the major requirements. The political science tracks include justice and law, global affairs and international studies, race and identity, politics and social justice, elections and campaigns, and civic engagement, non-profits, and advocacy. 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.

EDUCATIONAL OBJECTIVES

The goals and objectives 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.

Objective 1.1: Students can analyze current political and social issues.

Objective 1.2: Students can identify and capitalize on opportunities for leadership

Goal 2: Students will be able to analyze politics independently and apply their analysis in the workplace.

Objective 2.1: Students can conduct political science analysis.

Objective 2.2: Students will be competent in basic research methods and reasoning.

Goal 3: Students will have the communication skills appropriate for entry into government and civically engaged careers.

Objective 3.1: Students can write professionally.

Objective 3.2: Students can create and deliver professional oral presentations.

Objective 3.3: Students can examine foreign cultures and politics and communicate effectively with diverse populations.

ADMISSION REQUIREMENTS

There is no requirement for admission into the program.

DEGREE REQUIREMENTS

REQUIREMENTS FOR A B.A. IN POLITICAL SCIENCE

Total of 39 credit hours

Students must take three of the following four introductory courses (9 credit hours)

PSC 101: Introduction to Political Science

PSC 103: Introduction to American Politics

PSC 180: Introduction to Comparative Politics

PSC 190: Introduction to International Relations

Student must also take the following:

PSC 350: Research in Political Science or SOC 380: Research Methods in Social Science (3 credit hours)

PSC 455: Internship (3 credit hours)

PSC 400: Senior Seminar (3 credit hours)

Six additional Political Science courses (18 credit hours)

Note: Any 200-level History course can substitute for a Political Science elective course or PHI 243, Social and Political Philosophy.

Rosemont Political Science Tracks

In addition, students can choose to specify a track in Political Science, focusing on an area of expertise by completing the required electives in addition to the major requirements.

1. Justice and Law: Post-graduate opportunities include law school, paralegal careers, working in the court system, and other related fields
 - a. Required electives: PSC 260, Constitutional Law; PSC 261, Civil Rights and Civil Liberties

- b. Recommended electives: PHI 274, Legal Ethics; PSC 265, International Organization and Law; PSC 340, Conflict Resolution; SOC 330, Social Mediation and Dispute Resolution; SOC 275, Sociology of the Courts and Legal System
 - c. Recommended co-curricular activities: Pre-Law Society; Minor in Pre-Law; Internships at law firms or court system
- 2. Global Affairs and International Studies: Post-graduate opportunities include foreign service, international business, intelligence, and government officials.
 - a. Required electives: PSC 205 Ethics in International Relations; PSC 265, International Organization and Law; PSC 295, American Foreign Policy
 - b. Recommended electives: HIS 362, Origins of the Great War; HIS 363, Europe since 1945; PSC 283, Politics of Sustainability; PSC 287, International Security; WST 245, Gender, War, and Peace
 - c. Recommended co-curricular activities: Minor in International Studies; International Club; Internships; Study Abroad
- 3. Race and Identity: Post-graduate opportunities include human resources manager, diversity, equity, and inclusion officer, community organizer or advocacy position.
 - a. Required electives: PSC 247, Race and Ethnicity in American Politics; PSC 255, Women in Politics
 - b. Recommended electives: AFR 100, Introduction to Africana Studies and Diaspora; COM 215, Intercultural Communication; COM 222, Black Femininities and Masculinities in Media; ENG 232/233, Survey of African American Literature; HIS 221, African American History; HIS 231, History of Women in America; HIS 271, Latinos and Latinas in US History; WGS 100, Women's and Gender Studies; SOC 105, Cultural Anthropology; WGS 230, Diversity of Gender;
 - c. Recommended co-curricular activities: Minor in Women's and Gender Studies; Minor in Africana and Black Studies; Association for Latino Professionals for America; Black Student Union; Feminists of Rosemont; Latino American Student Organization; Queer & Allied
- 4. Politics and Social Justice: Post-graduate opportunities include humanitarian aid worker, community advocate, union organizing or labor rights, social services professional, policy analyst, or researcher

- a. Required electives: HIS 285, History of Social Movements in US
 - b. Recommended electives: ENG 270, Social Justice in Modern and Contemporary Literature; PHI 272, Ethics and Social Values; RST 233, Catholic Social Justice Tradition; SOC 110, Social Problems; WRT 245, Empowered through Prose
 - c. Recommended co-curricular activities: Minor in Ethics and Leadership, Social Justice track; People Against Unwanted Sexual Experience (PAUSE); Rosegrow
5. Elections, Campaigns, and Governance: Post graduate career options include elected officials, legislative or administrative staff, campaign managers, lobbyists, consultants, and analysts.
- a. Required electives: PSC 276, Elections; PSC275, American Presidency; PSC 267, Public Policy
 - b. Recommended electives: ECO 105, Introduction to Microeconomics; ECO 105, Introduction to Macroeconomics; PHI 243, Social and Political Philosophy
 - c. Recommended co-curricular activities: Student Government Association
6. Civic Engagement, Non-Profits, and Advocacy: Post graduate opportunities include working for non-profit organizations and international non-governmental organizations, with careers as activists, policy analysts, researchers, and advocates.
- a. Recommended electives: BUS 260, Introduction to Non-Profits; PHI 271, Leadership Ethics
 - b. Recommended co-curricular activities: Minor in Ethics and Leadership, Civic Engagement track

Minor in Political Science

Total of 18 Credits

PSC-0101, Introduction to Political Science, 3 credit hours

Five Political Science Electives, 15 credit hours

SAMPLE PLAN OF STUDY

This section offers the opportunity to lay out the required courses and activities on a semester-by-semester basis as an example for students to follow, but very clearly stating that a student’s own plan of study will vary depending on their pace in the program, any transfer credits, and individual choices when options are available.

Sample 4 Year Curriculum

General Education Requirements

To view general education requirements please visit the General Education Requirements section of the Catalog.

Semester 1	Semester 2
PSC 101 (GE), Intro to Political Science	1. PSC 103, Intro to American Politics
FYCS 100	2. PSC 190, Intro to IR
WRT 110 (GE)	3. WRT 170 (GE)
GE Requirement	4. GE Requirement
GE Requirement	5. GE Requirement
Semester 3:	Semester 4:
1. PSC 205, Ethics in International Relations	1. PSC 180, Introduction to Comparative Politics
2. HIS 200	2. HIS 201
3. GE Requirement	3. GE Requirement
4. GE Requirement	4. GE Requirement
5. PSC 247, Race and Ethnicity in American Politics	5. PSC 255, Women in Politics

Semester 5:	Semester 6:
1. PSC 350 Research in Political Science	1. PSC 455, Internship
2. PSC 261, Civil Rights and Civil Liberties	2. PSC 283, Politics of Sustainability
3. PSC 265, International Organization and Law	3. PSC 340, Conflict Resolution
4. GE Requirement	4. GE Requirement
5. GE Requirement	5. GE Requirement
Semester 7:	Semester 8:
1. PSC 260, Constitutional Law	1. PSC 400, Senior Seminar
2. PSC 335, Representations in IR	2. Elective
3. Elective	3. Elective
4. Elective	4. Elective
5. Elective	5. Elective

PRACTICUM/INTERNSHIP REQUIREMENTS

Students must complete an internship.

COMPREHENSIVE EXAMINATION PROCESS

There is no requirement for the degree.

PRE-LAW (MINOR)

CURRENT FACULTY

Adam Lusk, Ph.D. (adam.lusk@rosemont.edu)

Associate Professor of Political Science

Pre-Law Advisor

PROGRAM DESCRIPTION

The pre-law minor is open to any student, regardless of their major, who intends to pursue a career in law. The goal of this program is to help students develop the skills necessary to be productive lawyers and leaders in the legal professions.

EDUCATIONAL OBJECTIVES

After completing the requirements for a minor in pre-law, students will:

1. Have a foundational knowledge of the legal system in the United States;
2. Express their ideas clearly and persuasively in writing and oral presentations;
3. Apply critical thinking skills to analyze and evaluate arguments.

ADMISSION REQUIREMENTS

There is no requirement for admission into the program.

DEGREE REQUIREMENTS

Requirements for a Pre-Law Minor **18 credits**

Students must take the following three courses: 9 credits

PHI 0230, Intro to Logic

PSC 0260, Constitutional Law

PSC 0261, Civil Rights and Civil Liberties

Student must take three of the following course options: 9 credits

PHI 0274, Legal Ethics

PSC 0265, International Organizations and Law

PSC 0340, Conflict Resolution*

PSC 455, Internship

SOC 0375, Sociology of the Courts and Legal System

*SOC 0330 Social Mediation and Dispute Resolution may substitute for PSC 0340 with permission of adviser.

PSYCHOLOGY

DEGREE(S) OFFERED

B.A., Bachelor of Arts in Psychology

B.A./M.A. in Counseling

CURRENT FACULTY

Dr. Steven M. Alessandri (salessandri@rosemont.edu)

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.

EDUCATIONAL OBJECTIVES

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.

ADMISSION REQUIREMENTS

There is no requirement for admission into the program.

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).

Required Courses:	21 Credits
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

Seven elective courses chosen from: 21 Credits

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.

SAMPLE 4 YEAR CURRICULUM

General Education Requirements

To view general education requirements please visit the General Education Requirements section of the Catalog.

Year 1 Fall	Spring
1. PSY100	PSY200 or PSY330
2. GE	GE
3. GE	GE
4. GE	GE
5. GE	GE

Year 2 Fall	Spring
1. PSY 210	PSY280
2. PSY elective	PSY elective
3. GE	GE
4. GE	GE
5. GE	GE

Year 3 Fall	Spring
1. PSY260	PSY elective
2. PSY elective	PSY elective
3. elective	elective
4. elective	elective
5. elective	elective

Year 4 Fall	Spring
1. PSY elective	PSY326
2. PSY elective	PSY471
3. elective	elective
4. elective	elective
5. elective	elective

7 PSY Courses in Bold are Required

PSY Electives Offered in Fall:

PSY300, PSY410, PSY380, PSY321, PSY340

PSY Electives Offered in Spring:

PSY250, PSY361, PSY330, PSY328, PSY405

Practicum/Internship requirements

There is no requirement for the degree.

Comprehensive Examination Process

There is no requirement for the degree.

REQUIREMENTS FOR A MINOR IN PSYCHOLOGY 21 Credits

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 of Arts, M.A., in Counseling through Rosemont's Schools of Graduate and Professional Studies.

Please refer to the Additional Degree Options section of the 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

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 the 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.

Fourth Year, Fall Semester		6 Credits
CNS 5999	Counseling Theory and Practice	3
CNS 6030	Advanced Research and Evaluation	3
OR		
CNS 6082	Development Across the Lifespan	3
Fourth Year, Spring Semester		6 Credits
CNS 6002	Group Dynamics and Strategies	3
OR		
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.

SOCIOLOGY

DEGREE(S) OFFERED

B.A., Bachelor of Arts in Sociology

B.S., Bachelor of Science in Sociology

CURRENT FACULTY

Joanne S. Campbell (joanne.campbell@rosemont.edu)

Assistant Professor

Discipline Coordinator

Allison Denman (allison.denman@rosemont.edu)

Adjunct Instructor

Debra Heath-Thornton (debra.heath@rosemont.edu)

Adjunct Instructor

Emma Herman (emma.herman@rosemont.edu)

Adjunct Instructor

Gabrielle Hughes (gabrielle.hughes@rosemont.edu)

Adjunct Instructor

Pierrette Pearson (pierrette.pearson@rosemont.edu)

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.

All Sociology majors and minors are strongly encouraged to develop language skills in at least one foreign language.

EDUCATIONAL OBJECTIVES

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.

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.

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**		6
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.

Elective Credits

The remaining credit hours are electives and can consist of Sociology courses but should not be limited to this discipline. Electives credits make up the remaining hours 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, 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.

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-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.

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 to graduate with 120 credits.

SAMPLE PLAN OF STUDY

B.A. IN SOCIOLOGY SUGGESTED COURSE SEQUENCING

Year 1

<u>Fall Year 1</u>	<u>Spring Year 1</u>
FYS-100	WRT-170
WRT-110	GE- Problem Solving
GE - Creative Expression	GE- Humanities
GE – Social Science (SOC 100 or SOC 110)	GE- Multiculturalism/ Global Awareness
GE – Ethics in Action	GE- 100-level RST

Year 2

<u>Fall Year 2</u>	<u>Spring Year 2</u>
GE- Foreign Language I	GE- Foreign Language II
GE- 200-level RST	Elective
GE- Natural Science	SOC 200- Classical Theory
SOC 205- Contemporary Theory	Elective
SOC 210- Social Stratification	Elective

Year 3

<u>Fall Year 3</u>	<u>Spring Year 3</u>
Elective	SOC 310- Forensic Sociology
SOC 380- Research Methods	SOC Elective (2)
SOC 360- Marriage & Family	SOC Elective- 300-level (1)
SOC Elective (1)	Elective
SOC 330- Social Mediation & Dispute Res.	Elective

Year 4

<u>Fall Year 4</u>	<u>Spring Year 4</u>
SOC 405- Clinical Sociology	SOC 400 – Senior Seminar
SOC Elective – 300-level (2)	Elective
Elective	SOC Elective- 300-level (3)
Elective	Elective
Elective	Elective

Practicum/Internship requirements

Experiential Learning Hours

Comprehensive Examination Process

Seniors are required to take SOC 0400 Senior Seminar offered every spring and a two-day comprehensive exam. The comprehensive exam is divided into questions related to the required Theory and Stratification courses on the first day and then two (2) elective course questions the second day.

B.S. IN SOCIOLOGY SUGGESTED COURSE SEQUENCING

Year 1

<u>Fall Year 1</u>	<u>Spring Year 1</u>
FYS-100	WRT-170
WRT-110	GE- Problem Solving
GE - Creative Expression	GE- Humanities
GE – Social Science (SOC 100 or SOC 110)	GE- Multiculturalism/ Global Awareness
GE – Ethics in Action	GE- 100-level RST

Year 2

<u>Fall Year 2</u>	<u>Spring Year 2</u>
GE- Foreign Language I	GE- Foreign Language II
GE- 200-level RST	Elective
GE- Natural Science	SOC 200- Classical Theory
SOC 205- Contemporary Theory	SOC 260- Crim OR SOC 265- Juv. Del.
SOC 210- Social Stratification	Elective

Year 3

<u>Fall Year 3</u>	<u>Spring Year 3</u>
Elective	SOC 310- Forensic Sociology
SOC 380- Research Methods	SOC Elective (2)
SOC 360- Marriage & Family	Elective
SOC Elective (1)	Internship (3 credits)
Elective	SOC 420- Stress & Crisis Intervention

Year 4

<u>Fall Year 4</u>	<u>Spring Year 4</u>
SOC 405- Clinical Sociology	SOC 400 – Senior Seminar
SOC Elective – 300-level (2)	Elective
Internship (3 credits)	Internship (3 credits)
Elective	Elective
Elective	Elective

Practicum/Internship requirements

Experiential Learning Hours

Comprehensive Examination Process

Seniors are required to take SOC 0400 Senior Seminar offered every spring and a two-day comprehensive exam. The comprehensive exam is divided into questions related to the required Theory and Stratification courses on the first day and then two (2) elective course questions the second day.

B.S. IN SOCIOLOGY- APPLIED/CLINICAL TRACK SUGGESTED COURSE SEQUENCING

Year 1

<u>Fall Year 1</u>	<u>Spring Year 1</u>
FYS-100	WRT-170
WRT-110	GE- Problem Solving
GE - Creative Expression	GE- Humanities
GE – Social Science (SOC 100 or SOC 110)	GE- Multiculturalism/ Global Awareness
GE – Ethics in Action	GE- 100-level RST

Year 2

<u>Fall Year 2</u>	<u>Spring Year 2</u>
GE- Foreign Language I	GE- Foreign Language II
GE- 200-level RST	Elective
GE- Natural Science	SOC 200- Classical Theory
SOC 205- Contemporary Theory	SOC 285- Soc. of Human Sexuality
SOC 210- Social Stratification	Elective

Year 3

Fall Year 3	Spring Year 3
Elective	Elective
SOC 380- Research Methods	SOC Elective (2)
SOC 360- Marriage & Family	SOC Elective- 300-level (1)
SOC Elective (1)	Internship (3 credits)
Elective	SOC 420- Stress & Crisis Intervention

Year 4

Fall Year 4	Spring Year 4
SOC 405- Clinical Sociology	SOC 400 – Senior Seminar
SOC Elective – 300-level (2)	Elective
Internship (3 credits)	Internship (3 credits)
Elective	Elective
Elective	Elective

* Course sequencing is subject to change due to availability and schedule changes.

Practicum/Internship requirements

Experiential Learning Hours

Comprehensive Examination Process

Seniors are required to take SOC 0400 Senior Seminar offered every spring and a two-day comprehensive exam. The comprehensive exam is divided into questions related to the required Theory and Stratification courses on the first day and then two (2) elective course questions the second day.

THEOLOGY AND RELIGIOUS STUDIES

DEGREE OFFERED

B.A., Bachelor of Arts in Theology and Religious Studies

CURRENT FACULTY

Francis Klose (francis.klose@rosemont.edu)

Assistant Professor

Discipline Coordinator

Craig Giandomenico (craig.giandomenico@rosemont.edu)

Assistant Professor

Paul Mojzes (pmojzes@rosemont.edu)

Professor Emeritus

Regina Ingiosi (regina.ingiosi@rosemont.edu)

Adjunct Instructor

Valerie Lee-Jeter (valerie.leejeter@rosemont.edu)

Adjunct Instructor

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.

EDUCATIONAL OBJECTIVES

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.

ADMISSION REQUIREMENTS

There is no requirement for admission to this program.

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.

General Education Requirements

9 credits from the Theology & Religious Studies major can be applied towards General Education requirements.

To view general education requirements please visit the General Education Requirements section of the Catalog.

Required Courses	33 Credits
RST-0200 Catholic Intellectual Tradition	3
RST-0400 Research Seminar	3
Nine Theology & Religious Studies electives	27

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
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Elective Credits

The remaining credit hours are electives and can consist of Theology & Religious Studies courses but should not be limited to this 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: 15

World Religions and one course in Scripture

SAMPLE PLAN OF STUDY

First Year First Semester	First Year Second Semester
REL 124 World Religions 3	REL 105 Understanding the Bible 3
<u>THE 201 Catholic Intellectual Tradition 3</u>	<u>RST 233 Catholic Social Justice Tradition 3</u>
Total Credits 6	Total Credits 6
	Second Year Second Semester
	<u>THE 202 Black Catholicism 3</u>
	Total Credits 3
Third Year First Semester	Third Year Second Semester
THE 215 The Church in the Modern World 3	RST 345 Sports and Spirituality 3
<u>RST 318 Women in Religion 3</u>	<u>REL 105 Understanding the Bible 3</u>
Total Credits 6	Total Credits 6
Fourth Year First Semester	Fourth Year Second Semester
<u>RST 322 Theology and Creation 3</u>	<u>RST 400 Research Seminar 3</u>
Total Credits 3	Total Credits 3

PRACTICUM/INTERNSHIP REQUIREMENTS

There are no specific practicum or internship requirements for the degree.

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.

WOMEN’S, GENDER, AND SEXUALITY STUDIES (MINOR)

DEGREES OFFERED

Minor in Women’s, Gender, and Sexuality Studies

FACULTY

Michelle Moravec, Ph.D. (mmoravec@rosemont.edu)

Associate Professor of History

Discipline Coordinator

PROGRAM DESCRIPTION

The Women’s, Gender, and Sexuality Studies minor at Rosemont College offers an interdisciplinary program of study in the social, political, economic, and cultural aspects of gender. Courses in the WGSS minor explore the intersection of gender with ethnic identity, socio-economic status, and sexuality. Students in any major program of study may minor in WGS.

PROGRAM REQUIREMENTS

Courses required for a minor in Women’s, Gender, and Sexuality Studies

WGSS 100 Introduction to Women’s, Gender, and Sexuality Studies	3
WGSS 200 Diversity of Gender	3
Four Elective Courses	3

Total credits 18

SAMPLE PLAN OF STUDY

Sample Plan of Study 4 Year minor in WGSS	
First Year First Semester	First Year Second Semester
WGSS 100 Intro to Women’s, Gender & Sexuality Studies 3	WGSS 200 Diversity of Gender 3
Total Credits 3	Total Credits 3

Second Year First Semester Elective #1 3 Total Credits 3	Second Year Second Semester
Third Year First Semester Elective #2 3 Total Credits 3	Third Year Second Semester Elective #3 3 Total Credits 3
Fourth Year First Semester Elective #4 3 Total Credits 3	Fourth Year Second Semester

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 any of the following programs (require 12 credits):

- Africana Studies
- Applied Psychology
- Criminal Justice
- Humanities
- Religious Studies

APPLIED PSYCHOLOGY

DEGREES OFFERED

B.A., Bachelor of Arts in Applied Psychology

PROGRAM DIRECTOR

Bill Relyea, M.S.

Academic Program Director, School of Graduate and Professional Studies
Assistant Professor of Applied Psychology

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.

EDUCATIONAL OBJECTIVES

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 the 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.

ADMISSION REQUIREMENTS

There is no requirement for admission into the program.

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:

1. Psychology Core Requirements (24 credits)
2. Psychology Elective Requirements (21 credits)
3. General Education Requirements (42 credits)
4. General Elective Courses (33 credits)

Psychology Core Requirements (24 credits)

PSY 1001: Introduction to Psychology
PSY 1005: Scientific Writing for the Behavioral Sciences
PSY 2001: Statistical Methods for Behavioral Sciences
PSY xxxx: Research Methods for Behavioral Sciences
PSY 2015: Psychopathology
PSY 2010: Developmental Psychology
PSY 3001: Psychology of Personality
PSY 4095: Capstone Seminar in Applied Psychology

Psychology Elective Requirements (21 credits)

Students choose 7 of the below Applied Psychology electives:

PSY 3010: Industrial and Organizational Psychology
PSY 3015: Forensic Psychology
PSY 3020: Social Psychology
PSY 3025: Sport, Exercise, and Performance Psychology
PSY 3030: Psychology of Identity
PSY 3035: Psychology of Terrorism
PSY 3040: Cultural Psychology
PSY 4001: Child and Adolescent Psychology
PSY 4005: Adult Development and Aging
PSY 4010: International Psychology
PSY 4020: Psychology of Gender
PSY XXXX: Community Psychology & Social Change

General Education Requirements and Electives:

To view general education requirements please visit the General Education Requirements section of the Catalog.

SAMPLE PLAN OF STUDY

	Fall 71	Fall 72	Spring 71	Spring 72	Summer 71	Summer 72
Y r 1	GE Requirement 1	GE Requirement 3	GE Requirement 6	GE Requirement 9	GE Requirement 12	GE Elective 1
	GE Requirement 2	GE Requirement 4	GE Requirement 7	GE Requirement 10	GE Requirement 13	GE Elective 2
	PSY 1001 Introduction to Psychology	GE Requirement 5	GE Requirement 8	GE Requirement 11	GE Requirement 14	GE Elective 3
	PSY 1005 Scientific Writing for the Behavioral Sciences	PSY 2001 Statistical Methods for Behavioral Sciences	PSY xxxx: Research Methods for Behavioral Sciences	PSY 2010 Developmental Psychology	PSY 2015 Psychopathology	PSY 3001: Psychology of Personality

Y r 2	GE Elective 4	GE Elective 6	GE Elective 8	GE Elective 10		
	GE Elective 5	GE Elective 7	GE Elective 9	GE Elective 11		
	AP Elective	AP Elective	AP Elective	AP Elective		
	AP Elective	AP Elective	AP Elective	PSY 4095 Capstone Seminar in Applied Psychology		

THESIS/CAPSTONE PROJECTS

PSY 4095: Capstone Seminar in Applied Psychology is required.

BUSINESS ADMINISTRATION

DEGREES OFFERED

A.S., Associate of Science in Business Administration

PROGRAM DIRECTOR

Bill Relyea, M.S.

Academic Program Director, School of Graduate and Professional Studies
Assistant Professor of Applied Psychology

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

Bill Relyea, M.S.

Academic Program Director, School of Graduate and Professional Studies
Assistant Professor of Applied Psychology

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

Alfredo J. Lopez, M.S.

Academic Program Director, School of Graduate and Professional Studies
Assistant Professor of Criminal Justice & Homeland Security

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 21st 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: Students will demonstrate the ability to assemble accurate and comprehensive information in written form.

Objective 2: Students 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: All of the students will 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., Bachelor of Science in Criminal Justice

With concentration in:

- **Forensics**
- **Law Enforcement**
- **Homeland Security**
- **Social Services**

PROGRAM DIRECTOR

Alfredo J. Lopez, M.S.

Academic Program Director, School of Graduate and Professional Studies
Assistant Professor of Criminal Justice & Homeland Security

Program Adjunct Faculty:

Konstantinos Apostolou, M.A.

Gloria Baker, M.A.

Stefan Cindrich, M.S.

Stephen Jones, M.S.

Derek Kephart, M.A.

Eugene Lanzillo, M.A.

Mark E. Monroe, M.A.

David A. Potter, M.A.

Jeffrey D. Sidorski, M.S.

Walter Smith, M.A.

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 can 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 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

24

General Electives

Credits

Or

CONCENTRATION REQUIREMENTS

15

Credits

Four optional concentrations are offered in the Criminal Justice program:

- Forensics
- Law Enforcement
- Homeland Security
- Social Services

33

General Electives

Credits

Forensics Concentration Requirements – Choose five (5) from the following:

15

Credits

CRJ-0220	Juvenile Delinquency	3
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

Alfredo J. Lopez, MS

Academic Program Director, School of Graduate and Professional Studies
Assistant Professor of Criminal Justice & Homeland Security

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-premises 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

Bill Relyea, M.S.

Academic Program Director, School of Graduate and Professional Studies

Assistant Professor of Applied Psychology

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.

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

Foundational Core Requirements

15 Credits

SUS-0250	Environment and Society	3
LDS-0340	Multi-cultural Issues in Society	3
HUM-0220	Cultural Critique Through Film	3

COM-0400	Intercultural Communications	3
BUS-0451	Diversity in the Workplace	3

Integrated Studies Specialization (1 of 2) 15 Credits

Varies based upon Individualized Degree Plan

Integrated Studies Specialization (2 of 2) 15 Credits

Varies based upon Individualized Degree Plan

General Electives 33 Credits

WRITING STUDIES

DEGREES OFFERED

B.S., Bachelor of Science in Writing Studies

CURRENT FACULTY

Katherine Baker, M.F.A. (kbaker@rosemont.edu)

Associate Professor, Writing and English

Discipline Coordinator

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, nonfiction, and professional discourse.

EDUCATIONAL OBJECTIVES

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.

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

DEGREE 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 credits
College Writing	6 credits
Communication	3 credits
Problem Solving & Critical Thinking	3 credits
Humanities	6 credits
Social Science	6 credits
Creative Expression, Literature, or Foreign Language	3 credits
Science or Sustainability	3 credits
Ethics or Religion	3 credits
Multiculturalism & Gender	3 credits

Required Courses

30 Credits

WRT-0210 Advanced Rhetoric	3 credits
WRT-0245 Social Justice in Creative Writing	3 credits
WRT-0240 Business Writing	3 credits
WRT-0251 Writing in Digital Environments	3 credit
WRT-0252 Introduction to Creative Writing	3 credits
ENG-0222 Major American Writers Beginnings to 1890	3 credits
ENG-0223 Major American Writers 1890- 1940	3 credits
ENG-XXXX Any World Literature course	3 credits
ENG or LIT ELE 300-400 level literature or writing course	3 credits

ENG-0490 Senior Seminar

3 credits

Writing Studies Major Electives

15 Credits

General Electives

33 Credits

THESIS/CAPSTONE REQUIREMENTS

Students will complete a thesis project in ENG 0490, Senior Seminar.

**AFRICANA STUDIES
CONCENTRATION OFFERED**

**PROGRAM DIRECTOR
Anthony Johnson, MA**

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
 - Strategic Leadership
- 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
 - With concentration in:
 - Entrepreneurship
 - Human Resource Management
 - Business Administration

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

Bill Relyea, M.S.

Academic Program Director, School of Graduate and Professional Studies

Assistant Professor of Applied Psychology

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 a 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

Choose three of the courses below:

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

CURRENT FACULTY

Dr. Thomas DeGeorge (thomas.degeorge@rosemont.edu)

Assistant Professor, Graduate Counseling

Dr. George Wilson (george.wilson@rosemont.edu)

Assistant Professor, Graduate Counseling

PROGRAM DESCRIPTION

The Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the following programs in Rosemont College's [Schools of Graduate and Professional Studies](#): Clinical Mental Health Counseling (MA degree) offered at Rosemont College in Rosemont, PA, and School Counseling (MA degree) at Rosemont College in Rosemont, PA. The CACREP Board of Directors met in July 2021 and awarded accreditation to these counseling programs through October 2029.

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 doctoral programs.

EDUCATIONAL OBJECTIVES

- Explain the foundational elements of the counseling profession including philosophy, roles, ethics, dispositions, and evidence-based practice to foster a strong professional counseling identity.
- 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.
- Identify the developmental needs and experiences of individuals across the lifespan from early childhood through late adulthood and future generations.
- Apply developmental practices to highlight the career and lifestyle needs of evolving populations within an ever-changing sociological framework.
- 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.
- 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.
- 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 evidence-based practices in counseling.
- Employ practices and decision-making that aligns with the ethical and legal standards of the profession.

- Encourage collaborative engagement with other mental-health professions and constituents within counseling to support the needs of individuals seeking therapeutic services.
- Recognize and explore personal biases and limitations through reflection and supervision to enhance professional competency and development.

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.
- One Letter 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 do you intend to develop meaningful relationships with these population(s) and/or demographics within the counseling relationship in both in-person and tele mental health formats?
 - What personal biases or multicultural challenges you may 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.

- The format of your undergraduate program (i.e., online courses, in-person courses, etc.) and discuss your potential for success in both online and in-person courses.
- Personal Interview

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

Level I Courses (15-credits): These required courses serve as the foundation for the program.

CNS 6010 Counseling Skills and Techniques ***	3 credits
CNS 6002 Group Dynamics and Strategies ***	3 credits
CNS 5999 Counseling Theory and Practice ***	3 credits
CNS 6021 Clinical Mental Health Counseling ***	3 credits
CNS 6040 Legal and Ethical Issues in Professional Practice ***	3 credits

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 I Courses

CNS 6082 Development Across the Lifespan ***	3 credits
CNS 6060 Multicultural Counseling ***	3 credits
CNS 6025 Assessment and Appraisal in Counseling ***	3 credits
CNS 6070 Career and Lifestyle Counseling ***	3 credits
CNS 6030 Advanced Research and Evaluation ***	3 credits
CNS 6022 Diagnosis and Treatment of Psychopathology	3 credits
CNS 6050 Family Counseling	3 credits
CNS 6055 Substance Use and Addiction	3 credits
CNS 6089 Trauma Studies	3 credits
CNS 6008 Cognitive Behavioral Theory and Strategies	3 credits

Level II Electives (6-credits): Students are encouraged to take electives towards the end of the program. Students only need to take two of the electives below to fulfill the requirement for the program.

CNS 6090 Mindfulness and Meditation	3 credits
CNS 6340 Strategies for Treating Grief and Bereavement	3 credits
CNS 6330 Victimology	3 credits
CNS 6350 Offender Treatment	3 credits
CNS 6093 Counseling the Exceptional Learner	3 credits
CNS 6220 Counseling ESOL	3 credits
CNS 6015 Introduction to Play Therapy	3 credits

Level III Courses (9-credits): * Students must complete the above marked 10 courses prior to enrolling in Clinical Mental Health Practicum.**

CNS 6500 Clinical Mental Health Counseling Practicum (100-Hours)	3 credits
CNS 6501 Clinical Mental Health Counseling Internship I (300-Hours)	3 credits
CNS 6502 Clinical Mental Health Counseling Internship II (300-Hours)	3 credits

M.A. COUNSELING, SCHOOL COUNSELING

This course of study satisfies 1) state requirements for education and field experience, preparing students to seek Pennsylvania State Department of Education Specialist I Certification and 2) the educational requirements for licensure for Professional Counseling in Pennsylvania

Level I Courses (15-credits): These required courses serve as the foundation for the program.

CNS 6010 Counseling Skills and Techniques ***	3 credits
CNS 6002 Group Dynamics and Strategies ***	3 credits
CNS 5999 Counseling Theory and Practice ***	3 credits
CNS 6065 School Counseling PK-12 ***	3 credits
CNS 6043 Legal and Ethical Issues in Schools ***	3 credits

Level II Courses (36-credits): Students may enroll in these required courses after the completion of all Level I Courses or in conjunction with Level I Courses

CNS 6082 Development Across the Lifespan ***	3 credits
CNS 6060 Multicultural Counseling ***	3 credits
CNS 6025 Assessment and Appraisal in Counseling ***	3 credits
CNS 6070 Career and Lifestyle Counseling ***	3 credits
CNS 6030 Advanced Research and Evaluation ***	3 credits
CNS 6093 Counseling the Exceptional Learner	3 credits
CNS 6220 Counseling ESOL	3 credits
CNS 6022 Diagnosis and Treatment of Psychopathology	3 credits
CNS 6050 Family Counseling	3 credits
CNS 6055 Substance Use and Addiction	3 credits
CNS 6089 Trauma Studies	3 credits
CNS 6021 Clinical Mental Health Counseling	3 credits

Level III Courses (9-credits): * Students must complete the above marked courses prior to enrolling in School Counseling Practicum.**

CNS 6600 School Counseling Practicum (100-Hours)	3 credits
CNS 6601 School Counseling Internship I (300-Hours)	3 credits
CNS 6602 School Counseling Internship II (300-Hours)	3 credits

SAMPLE PLAN OF STUDY: M.A. COUNSELING, CLINICAL MENTAL HEALTH COUNSELING

<p style="text-align: center;">First Year First Semester</p> <p>CNS 5999 Counseling Theory and Practice (3 credits)</p> <p>CNS 6010 Counseling Skills and Techniques (3 credits)</p> <p>CNS 6002 Group Dynamics and Strategies (3 credits)</p> <p>CNS 6021 Clinical Mental Health Counseling (3 credits)</p> <p style="text-align: right;">12 Total Credits</p>	<p style="text-align: center;">First Year Second Semester</p> <p>CNS 6040 Legal and Ethical Issues in Professional Practice (3 credits)</p> <p>CNS 6082 Development Across the Lifespan (3 credits)</p> <p>CNS 6060 Multicultural Counseling (3 credits)</p> <p>CNS 6025 Assessment and Appraisal in Counseling (3 credits)</p> <p style="text-align: right;">12 Total Credits</p>	<p style="text-align: center;">First Year Third Semester</p> <p>CNS 6070 Career and Lifestyle Counseling</p> <p>CNS 6030 Advanced Research and Evaluation</p> <p>CNS 6089 Trauma Studies</p> <p style="text-align: right;">9 Total Credits</p>
<p style="text-align: center;">Second Year First Semester</p> <p>CNS 6500 Clinical Mental Health Counseling Practicum (100-Hours)</p> <p>CNS 6055 Substance Use and Addiction</p> <p>CNS 6022 Diagnosis and Treatment of Psychopathology</p> <p style="text-align: right;">9 Total Credits</p>	<p style="text-align: center;">Second Year Second Semester</p> <p>CNS 6501 Clinical Mental Health Counseling Internship I (300-Hours)</p> <p>CNS 6050 Family Counseling</p> <p>Elective 1</p> <p style="text-align: right;">9 Total Credits</p>	<p style="text-align: center;">Second Year Third Semester</p> <p>CNS 6502 Clinical Mental Health Counseling Internship II (300-Hours)</p> <p>CNS 6008 Cognitive Behavioral Theory and Strategies</p> <p>Elective 2</p> <p style="text-align: right;">9 Total Credits</p>

SAMPLE PLAN OF STUDY: M.A. COUNSELING, SCHOOL COUNSELING

<p style="text-align: center;">First Year First Semester</p> <p>CNS 5999 Counseling Theory and Practice (3 credits)</p> <p>CNS 6010 Counseling Skills and Techniques (3 credits)</p> <p>CNS 6002 Group Dynamics and Strategies (3 credits)</p> <p>CNS 6082 Development Across the Lifespan (3 credits)</p> <p style="text-align: right;">12 Total Credits</p>	<p style="text-align: center;">First Year Second Semester</p> <p>CNS 6043 Legal and Ethical Issues in Schools (3 credits)</p> <p>CNS 6065 PK-12 School Counseling</p> <p>CNS 6060 Multicultural Counseling (3 credits)</p> <p>CNS 6025 Assessment and Appraisal in Counseling (3 credits)</p> <p style="text-align: right;">12 Total Credits</p>	<p style="text-align: center;">First Year Third Semester</p> <p>CNS 6070 Career and Lifestyle Counseling</p> <p>CNS 6030 Advanced Research and Evaluation</p> <p>CNS 6089 Trauma Studies</p> <p style="text-align: right;">9 Total Credits</p>
<p style="text-align: center;">Second Year First Semester</p> <p>CNS 6600 School Counseling Practicum (100-Hours)</p> <p>CNS 6055 Substance Use and Addiction</p> <p>CNS 6022 Diagnosis and Treatment of Psychopathology</p> <p style="text-align: right;">9 Total Credits</p>	<p style="text-align: center;">Second Year Second Semester</p> <p>CNS 6601 School Counseling Internship I (300-Hours)</p> <p>CNS 6050 Family Counseling</p> <p style="text-align: right;">6 Total Credits</p>	<p style="text-align: center;">Second Year Third Semester</p> <p>CNS 6093 Counseling the Exceptional Learner</p> <p>CNS 6220 Counseling ESOL</p> <p style="text-align: right;">6 Total Credits</p>

Third Year First Semester		
CNS 6602 School Counseling Internship II (300 Hours)		
CNS 6021 Clinical Mental Health Counseling		
6 Total Credits		

PRACTICUM/INTERNSHIP REQUIREMENTS

The following information represents a summary of some, but not all of the Practicum/Internship Requirements. **Students are expected to review the Practicum/Internship Manual for all requirements and policies.**

Practicum and Internship provide for the application of theory and the development of counseling skills under supervision of a college supervisor and a site supervisor. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

Practicum/Internship experience and requirements are designed to meet the competencies of the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Students participate in a seminar class once a week with a Rosemont College faculty member. Students complete a total of 700 hours at a site within their field of interest during their last three semesters of the program. Practicum, Internship 1, and Internship 2 are completed in separate semesters:

1. 100-Hour Practicum
2. 300-Hour Internship 1
3. 300-Hour Internship 2

Clinical Mental Health Counseling: Rosemont graduate students have completed internship experience at various sites throughout the Philadelphia area. These sites include outpatient mental health agencies, geriatric facilities, inpatient and outpatient facilities for developmentally disabled children and adults, residential facilities for children, outpatient agencies for children, adolescents, and families, crisis intervention programs, facilities for

victims of domestic violence, sexual trauma outpatient services, and private psychiatric hospitals. In addition, students have completed internship experience at outpatient substance abuse agencies, intensive outpatient facilities, residential rehabilitation facilities, and inpatient dual diagnosis units. Clinical Mental Health Counseling Practicum and Internship courses are offered in Fall, Spring, and Summer semesters.

School Counseling: Students must obtain experience at the elementary (Pre-K-8) and secondary (7-12) levels during their field experiences, including practicum, and internship. Students may satisfy the requirement of field experience at the elementary and secondary levels through their pre-practicum, practicum, or internship placements. During either Practicum or Internship, students must have a high school experience. School Counseling Practicum and Internship courses are offered in Fall and Spring semesters only.

To be eligible for Practicum and Internship, student must meet all below criteria:

1. Students must complete all ten (10) Level 1 and Level II Core Courses as indicated on their Plan of Study.
2. Good academic standing with a minimum GPA of 3.0.
3. Receive a B or higher in CNS 6010 Counseling Skills and Techniques course

THESIS/NON-THESIS REQUIREMENTS

There is no requirement for the degree.

COMPREHENSIVE EXAMINATION PROCESS

The Graduate Counseling Department offers students a FREE Comprehensive Exam as a way to practice for the National Counselor Exam (NCE). The Comprehensive Exam is called the Counselor Education Comprehensive Examination (CECE) and contains 120 multiple choice questions. Like the NCE, the CECE questions cover the eight main CACREP contents areas including Professional Counseling Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth and Development, Career Development, Counseling and Helping Relationships, Group Counseling and Group Work, Assessment and Testing, and Research and Program Evaluation. All students will be required to take the CECE prior to or during their final semester once they are eligible. The CECE will be administered in fall and spring semesters. Students may take the CECE a maximum of two times. Students will be given three and a half hours to complete this exam.

The request to take the comprehensive examination may be submitted by students that meet the following criteria:

- The student is currently enrolled in either a Practicum or Internship Seminar (including Pre-Practicum)
- The student has completed the following coursework for the eight main CACREP content areas in advance of the examination date: Professional Counseling Orientation and Ethical Practice (CNS 5999 Counseling Theory and Practice AND CNS 6040 Legal and Ethical Issues in Professional Practice OR CNS 6043 Legal and Ethical Issues in Schools), Social and Cultural Diversity (CNS 6060 Multicultural Counseling), Human Growth & Development (CNS 6082 Development Across the Lifespan), Career Development (CNS 6070 Career & Lifestyle Counseling), Counseling and Helping Relationships (CNS 6010 Counseling Skills and Techniques), Group Counseling and Group Work (CNS 6002 Group Dynamics and Strategies), Assessment and Testing (CNS 6025 Assessment and Appraisal in Counseling), Research and Program Evaluation (CNS 6030 Advanced Research and Evaluation)
- The student has a cumulative GPA of 3.00 or above.

CREATIVE WRITING

DEGREES OFFERED

M.F.A., Master of Fine Arts degree in Creative Writing

M.F.A. in Creative Writing/M.A. in Publishing Double Degree

CURRENT FACULTY

Carla Spataro, MFA '07 (fiction & novel writing) cspataro@rosemont.edu

Program Director

Trish Rodriguez, (fiction & literature) trish.rodriguez@rosemont.edu

Christine Salvatore, (poetry & literature) csalvatore@rosemont.edu

Chelsea Covington Maas, (novel writing) ccovingtonmaass@rosemont.edu

Grant Clauser, (poetry & literature) grant.clauser@rosemont.edu

Jennifer Rieger, (creative nonfiction) jennifer.rieger@rosemont.edu

Kathrine Baker, (rhetoric and composition) kbaker@rosemont.edu

Jennifer Fenn, (Middle Grade and Young Adult) jennifer.fenn@rosemont.edu

PROGRAM DESCRIPTION

The graduate creative writing program at Rosemont College offers tracks in poetry and prose. As a prose writer, 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 MFA and Graduate Publishing Students.

All faculty members are published authors who are also student-centered instructors. Together, students and faculty form a dynamic, productive writing community where 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.

EDUCATIONAL OBJECTIVES

Upon graduation, alumni will:

- (a) successfully publish full length works and/or individual pieces (poems, essays, short stories) with major publishing houses or independent presses
- (b) advanced their careers as both writers and teachers of writing.
- (c) win or be nominated for literary prizes such as the Pushcart Prize or major awards like the John Newbery Medal or the Shirley Jackson Award
- (d) find work as agents, editors, production managers, communications directors, designers, freelance 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. 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 MFA in Creative Writing, Rosemont College requires the following:

- Online Application
- Official transcripts from any previous undergraduate and/or graduate institutions
- Two letters of recommendation, preferably from those who can address your creative writing and/or academic achievements - or 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 will best contribute to the MFA writing community.
- Writing Sample
 - (a) For fiction and nonfiction, a maximum of 20 pages. The submission may be an excerpt from a longer work, preferably from the opening.
 - (b) For poetry, submit five poems, up to 20 pages.
 - (c) For dramatic writing, submit the opening of a play, screenplay, or television script, up to 20 pages.

DEGREE REQUIREMENTS

M.F.A., Master of Fine Arts degree in Creative Writing

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)

Sample Plan of Study

The following is just one sample of a traditional two-year plan of study. Many students choose to take only one or two classes per semester and take advantage of summer course offerings. Each individual student's plan of study will be unique to their circumstances.

Sample 2 Year Plan of Study – Novel Concentration

FALL

Course No.	Title	Designation	Professor
CRW 7435	NOVEL CRAFT	LITERATURE	Spataro
CRW 7118	CONTENT AND FORM IN POETRY	ELECTIVE	Clauser
CRW 7100	FICTION WORKSHOP I	WORKSHOP	Rodriguez

SPRING

Course No.	Title	Designation	Professor
CRW 7134	CONSTRUCTING THE NOVEL	ELECTIVE	Spataro
LIT 7002	SEMINAR IN THE SHORT STORY	LITERATURE	Rodriguez
LIT 7065	GOTHIC LITERATURE	LITERATURE	Salvatore

FALL

Course No.	Title	Designation	Professor
CRW 7165	NOVEL WORKSHOP	WORKSHOP	Maass
LIT 7042	RHETORIC AND COMPOSITION	ELECTIVE	Baker
CRW 7500	THESIS	THESIS	

SPRING

Course No.	Title	Designation	Professor
LIT 7065	PERCEPTIONS OF WITCHCRAFT	ELECTIVE	Salvatore
CRW 7450	WRITING FOR YOUNG ADULTS	WORKSHOP	Fenn
CRW 7440	WORKSHOPPING THE WORKSHOP	WORKSHOP	Rodriguez

PRACTICUM/INTERNSHIP REQUIREMENTS

There is no requirement for the degree.

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. A draft of the thesis must be complete before registering. Students work one-on-one with a mentor for up to three semesters to revise and polish their work. The goal is to graduate with a work "that is of a publishable quality." 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. Grades are Pass/Fail and with or without distinction.

- Novels, Short Story Collections, Essay Collections, and Memoirs must be a minimum of 50,000 words or approximately 150 pages.
- Poetry Collections must be full collections, not chapbooks and contain a minimum of 50 pages of poetry.
- Collections of Flash Fiction or Hybrid works that contain more than one genre, for example, poetry and essays, must be a minimum of 75 pages.
- Plays and Screenplays must be full length and between 90 and 120 pages.

All students must also include an action plan and reflection on their thesis writing experience. The action plan should include plans for additional revision and a timeline for querying agents and editors. Students can also include sample query letters and lists of agents or publishers to whom they wish to submit.

***Students enrolled in the MFA in Creative Writing program that would like to add the Novel Certificate to their degree program, need a total of 45 credits. They must take CRW 7435 Novel Craft, CRW 7134 Constructing the Novel, and CRW 7165 Novel Workshop in addition to their 36-credit degree program.*

COMPREHENSIVE EXAMINATION PROCESS

There is no requirement for the degree.

PROGRAM DESCRIPTION

MFA in Creative Writing & MA in Publishing (Double Degree)

The MFA in Creative Writing and MA in Publishing Double Degree offer students the opportunity to get the best of both programs. These two degrees are offered in a compressed time frame with fewer credits than needed to complete both degrees separately. Students will leave the double degree program with full-length creative work to satisfy the MFA requirements, and a thesis or capstone project satisfying the MA requirements. Students can complete this double degree in as little as three years. All courses are 3 credits.

EDUCATIONAL OBJECTIVES

Upon graduation, alumni will:

- (a) work as magazine and book editors, business owners, columnists, designers, literary agents, marketing directors, production managers, proofreaders, sales representatives, teachers, or writers, and more.
- (b) have a broad in-depth understanding of the publishing industry as a whole and their place in it.
- (c) make reasoned and informed decisions that represent best practices regarding equity and inclusion in the publishing industry.

-and-

- (d) successfully publish full length works and/or individual pieces (poems, essays, short stories) with major publishing houses or independent presses
- (e) advanced their careers as both writers and teachers of writing.
- (f) win or be nominated for literary prizes such as the Pushcart Prize or major awards like the John Newbery Medal or the Shirley Jackson Award
- (g) find work as agents, editors, production managers, communications directors, designers, freelance 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. Formal admission to the program is granted only after all admissions materials have been received and reviewed, and all standards have been met.

- Application
- Official transcripts from any previous undergraduate (and graduate) institutions.
- Two letters of recommendation preferably from those who can address your academic and/or professional competencies, or one 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 MFA in Creative Writing and MA in Publishing programs
- A current resume
- A professional or academic writing sample. Choose one category from the following:
 - a. Nonfiction articles published in print or online: 3-5 articles (5-20 pages total)
 - b. Papers written for courses: a research paper (roughly 5-20 pages)
 - c. Professional Writing (reports, proposals, manuals, presentations, etc.) 1-2 examples, excerpts fine (no more than 20 pages)
- Creative Writing Sample
 - a. For fiction and nonfiction, a maximum of 20 pages. The submission may be an excerpt from a longer work, preferably from the opening.
 - b. For poetry, submit five poems, up to 20 pages.
 - c. For dramatic writing, submit the opening of a play, screenplay, or television script, up to 20 pages.

DEGREE REQUIREMENTS

60 Credits

All courses are 3 credits.

MFA Requirements

Four creative writing workshops (12 credits)

Three literature courses (9 credits)

Two elective courses (6 credits)

Thesis (3 credits)

Publishing Requirements

Five required courses (15 credits)

Four elective courses (12 credits)

Publishing Thesis or Capstone (3 credits)

Publishing Required Courses:

- GPP-7200 Publishing Overview (Fall)
- GPP-7005 Mechanics of Editing (Spring)
- GPP-7214 Libraries & K-12 Trade Publishing (Fall)
- GPP-7345 Design I: Digital Foundations (Fall)
- GPP-7380 Practices of the Publishing Professional (Spring)
- GPP-7500 Publishing Thesis

SAMPLE 3 YEAR PLAN OF STUDY

FALL

Course No.	Title	Designation	Professor
CRW 7435	NOVEL CRAFT	LITERATURE	Spataro
GPP 7200	Publishing Overview	Required	Brown
GPP 7345	Design I: Digital Foundations	Required	DiGironimo

SPRING

Course No.	Title	Designation	Professor
GPP 7005	Mechanics of Editing	Required	Rowland
CRW 7134	CONSTRUCTING THE NOVEL	ELECTIVE	SPATARO
LIT 7065	GOthic LITERATURE	LITERATURE	Salvatore

SUMMER

Course No.	Title	Designation	Professor
LIT 7052	SHAKESPEARE IN ADAPTATION	LITERATURE	Spataro
GPP 7210	ROLE OF THE LITERARY AGENT	Elective	Yake

FALL

Course No.	Title	Designation	Professor
CRW 7165	NOVEL WORKSHOP	WORKSHOP	Maass
LIT 7042	RHETORIC AND COMPOSITION	ELECTIVE	Baker
GPP 7214	Libraries and K-12 Publishing	Required	Doman

SPRING

Course No.	Title	Designation	Professor
CRW 7450	WRITING FOR YOUNG ADULTS	WORKSHOP	Fenn
GPP 7380	Practices of the Publishing Professional	Required	Casano

SUMMER

Course No.	Title	Designation	Professor
GPP 7213	Promoting Children's Books	Elective	Doman
CRW 7500	THESIS	THESIS	

FALL

Course No.	Title	Designation	Professor
CRW 7100	FICTION WORKSHOP I	WORKSHOP	Rodriguez
GPP 7235	Contemporary Issues in Children's Publishing	Elective	Fenn
GPP 7500	Thesis	Required	

SPRING

Course No.	Title	Designation	Professor
GPP 7243	Academic Journal Publishing	Elective	Paul
CRW 7120	POETRY WORKSHOP I	WORKSHOP	Clouser

INTERNSHIP REQUIREMENTS

There is no requirement for the program. However, students pursuing the Double 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. Internships can be taken for credit with approval from the program director as an elective.

THESIS REQUIREMENTS

Publishing Thesis

The thesis is an academic research project related to the publishing industry. Thesis are 50-60 pages long and includes a 10–20-page process paper, where students reflect on their thesis experience. A capstone project is a physical project designed and implemented by the student that has relevance to the industry. Recent capstone projects include a queer-themed anthology, publishing industry podcasts, and a design and typography book. Students work with a faculty member one-on-one for up to three semesters on their project or paper. Registration requires approval by the program director and is open only to matriculated students in good academic standing (GPA of 3.0 or higher) who are within 18 credit hours of graduation. Students will receive a letter grade.

MFA Thesis

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. A draft of the thesis must be complete before registering. Students work one-on-one with a mentor for up to three semesters to revise and polish their work. The goal is to graduate with a work “that is of a publishable quality.” 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. Grades are Pass/Fail and with or without distinction.

All double degree students are eligible for thesis awards in both programs.

EDUCATION

DEGREES OFFERED

MA in Education

MA in Education and PK-4 Certification

MA in Educational Leadership with PK-12 Principal Certification

MA in Literacy and PK-12 Reading Certification

PK-12 English-as-a-Second Language (ESL) Program Specialist Certification (Online)PK-12 English-as-a-Second Language (ESL) Program Specialist Certification (Online)

CURRENT FACULTY

Denise M. Falconi, Ed.D. (denise.falconi@rosemont.edu)

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MA IN EDUCATION

PROGRAM DESCRIPTION

Rosemont College's Master of Arts in Education Degree 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.

EDUCATIONAL OBJECTIVES

The goals of the MA Education are directly aligned with Pennsylvania Department of Education promulgated competencies specific to each program. Therefore, all 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.

ADMISSIONS 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.

DEGREE REQUIREMENTS

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.

Required Courses		30 Credits
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 21 st Century	3
EDU-4568	Multicultural and Diverse Classrooms	3
EDU-4590	Classroom Assessment and Analysis	3
EDU-4595	Action Research in Education	3

SAMPLE THREE SEMESTER PLAN OF STUDY

<u>Fall Semester</u>	<u>Spring Semester</u>	<u>Summer Semester</u>
EDU 4524 Teaching Models and Learning Theories	EDU 4520 Teaching English Language Learners	<u>Session 1</u> Edu 4590 Educational Assessment and Statistics EDU 4561 Writing for the 21 st Century
EDU 4528 Standards Aligned Curriculum and Instruction	EDU 4518 Social and Political Issues in Education	<u>Session 2</u> EDU 4513 Teaching and Technology EDU 4540 Special Education Legal Requirements
EDU 4595 Action Research in Education	EDU 4568 Multicultural and Diverse Classrooms	

PRACTICUM/INTERNSHIP REQUIREMENTS

There is no requirement for the degree.

THESIS/NON-THESIS REQUIREMENTS

Students may complete a thesis option under the Direction of the Director of Teacher Education. A quantitative or qualitative thesis completion is included in this option.

COMPREHENSIVE EXAMINATION PROCESS

There is no requirement for the degree.

MA IN EDUCATION AND PK-4 CERTIFICATION

PROGRAM DESCRIPTION

Rosemont College's Master of Arts in Education with PK-4 Certification Degree will enable you to become a Pennsylvania certified teacher in grade levels PK through grade 4.

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.

EDUCATIONAL OBJECTIVES

Students completing this program will be able to:

Apply for certification with the Pennsylvania Department of Education for a PK-4 teaching certification.

Utilize best practices for teaching and learning in their future classrooms.

Meet all PDE competency requirements for skillful teaching.

ADMISSIONS 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.

DEGREE REQUIREMENTS

Rosemont College offers an 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.

Required Courses		45.75 Credits
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

Required Courses		42.75 Credits
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.

SAMPLE FOUR (4) SEMESTER PLAN OF STUDY

<u>Fall Semester</u>	<u>Spring Semester</u>	<u>Summer Semester</u>
<u>Session 1</u> EDU 4508 Classroom Management Strategies EDU 4512 Technology in the Curriculum EDU 4560 Language Development and Literacy Foundations (FE)	<u>Session 1</u> EDU 4510 Identity and Development of the Young Child (Required for the MA) EDU 4503 Elements of Effective Instruction (FE) EDU 4506 Historical and Philosophical Foundations	<u>Session 1</u> EDU 4590 Classroom Assessment and Analysis EDU 4530 Introduction to Special Education
<u>Session 2</u> EDU 4570 Literacy Development for Social Studies and Science (FE) <u>EDU 4580 Instructional Methods of Mathematics (FE)</u>	<u>Session 2</u> EDU 4500 Child Development Theories EDU 4520 Teaching English Language Learners EDU 4550 Teaching Special Needs Students	<u>Session 2</u> EDU 4514 Teaching in the Fine Arts EDU 4516 Motor Development for Children EDU 4540 Special Education Legal Requirements
<u>Fall/Spring Semester 2</u> <u>Student Teaching</u>	(FE) Field Experience is a requirement of this course	

PRACTICUM/INTERNSHIP REQUIREMENTS

Student teaching practicum of 14 weeks is required.
 Practicum must include a certified mentor in a public, private, or parochial setting.

THESIS/NON-THESIS REQUIREMENT

There is no requirement for the degree.

COMPREHENSIVE EXAMINATION PROCESS

PECT tests required for certification.

MA EDUCATIONAL LEADERSHIP WITH PK-12 PRINCIPAL CERTIFICATION

PROGRAM DESCRIPTION

The MA Educational Leadership with 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.

EDUCATIONAL GOALS

This program is designed to:

1. Prepare candidates to serve as principals or assistant principals.
2. Gain the knowledge, expertise, and skills that facilitate student achievement and success.
3. Become inspiring and effective educational leaders in their schools and communities.
4. Prepare candidates to gain the PDE competencies to pursue PDE Principal Certification.

ADMISSION REQUIREMENTS

Candidates for admission into the MA in Educational Leadership Program with PK-12 Principal Certification must possess an Instructional I or II certification and three years satisfactory teaching experience. In some cases, candidates can provide verification of three years of relevant professional experience. For this section, 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.

Candidates 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.

DEGREE REQUIREMENTS

A.	PK-12 Principal Certification:	24 Credits
	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.	M.A. Degree in Educational Leadership	Additional 6 Credits
	EDU-4518	Social and Political Issues in Education 3
	EDU-4595	Action Research in Education 3

SAMPLE THREE SEMESTER PLAN OF STUDY

<u>Fall Semester 1</u>	<u>Spring Semester 1</u>	<u>Summer Semester 1</u>
EDU 4525 Educational Leadership EDU 4528 Standards-Aligned Curriculum and Instruction EDU 4595 Action Research in Education (*) EDU 4615 Administrative Internship	EDU 4545 Supervision and Evaluation EDU 4537 School Law and Ethics EDU 4518 Social and Political Issues in Education (*) EDU 4615 Administrative Internship	<u>Session 1</u> EDU 4590 Classroom Assessment and Analysis EDU 4536 Finance and Resource Management <u>Session 2</u> EDU 4540 Special Education Legal Requirements EDU 4615 Administrative Internship
Note: 360 practicum hours are divided equally in a three-semester internship. Each internship is equivalent to one (1) credit hour	(*) MA additional course requirements.	

INTERNSHIP REQUIREMENTS

The Pennsylvania Department of Education (PDE) requires that candidates complete three consecutive semesters of internship under the mentorship of a certified principal or assistant principal. The 360-hour practicum is divided equally in a three-semester internship. Each internship is equivalent to one (1) credit hour.

THESIS/NON-THESIS REQUIREMENTS

There is no requirement for the degree.

COMPREHENSIVE EXAMINATION REQUIREMENTS

To be certified in Pennsylvania the candidate must provide evidence of satisfactory achievement on the Pennsylvania required test.

MA LITERACY WITH PK-12 READING SPECIALIST CERTIFICATION

PROGRAM DESCRIPTION

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 fully online 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.

EDUCATIONAL OBJECTIVES

The Masters in Literacy and PK-12 Reading Certification prepares candidates to improve students' reading comprehension, fluency, and phonemic awareness.

Candidates will be prepared to become a reading specialist, a literacy coach, or simply a better-prepared teacher of reading and writing in PK–12 classrooms program.

Prepares candidates to gain the PDE competencies to pursue the PDE Reading Specialist Certification.

ADMISSIONS REQUIREMENTS

Candidates for the MA Literacy with PK-12 Certification must possess an Instructional I or Instructional II certification.

Candidates 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.

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DEGREE REQUIREMENTS

Required Courses 30 Credits

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.

SAMPLE FOUR SEMESTER PLAN OF STUDY

<u>Fall Semester 1</u>	<u>Spring Semester</u>	<u>Summer Semester</u>	<u>Fall Semester 2</u>
EDU 4565 Multicultural Literature EDU 4526 Literacy and Society (*)	EDU4563 Reading and Writing in the Content Areas EDU 4550 Teaching Special Needs Students EDU 4520 Teaching English Language Learners	EDU 4585 Instructional Strategies for Teaching Reading EDU 4593 Assessment and Analysis EDU 4513 Teaching and Technology (*) EDU 4575 Children and Adolescent Literature	EDU 4596 Literacy Practicum
(*) MA Requirements			

PRACTICUM/INTERNSHIP REQUIREMENTS

Students must complete 14 weeks in a school setting with a certified reading specialist from the school assigned as a mentor.

THESIS/NON-THESIS REQUIREMENT

At the conclusion of the practicum, the candidate must submit an electronic portfolio documenting the requirements of the practicum.

COMPREHENSIVE EXAMINATION PROCESS

To be granted certification through the Pennsylvania Department of Education, the Candidate must take and pass the Reading Specialist Certification test through ETS/Praxis.

PK-12 ENGLISH-AS-A-SECOND LANGUAGE (ESL) PROGRAM SPECIALIST CERTIFICATION (ONLINE)

PROGRAM DESCRIPTION

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.

EDUCATIONAL GOALS

Candidates will be prepared to teach non-native speakers of English to become proficient in speaking, reading, and writing English

Candidates will be prepared to learn the skills and competencies necessary to support English Language Learners in the PK-12 classrooms.

Upon completion of this program candidates will be able to apply for the ESL program specialist certification.

ADMISSIONS REQUIREMENTS

Candidates for the MA Literacy with PK-12 Certification must possess an Instructional I or Instructional II certification.

Candidates 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.

CERTIFICATION REQUIREMENTS

A. English as a Second Language (ESL) Program Specialist Certification: 16 Credits

EDU-4520 Teaching English Language Learners 3 credits

EDU-4562 Applied Linguistics 3 credits

EDU-4564 Program Design and Resources 2 credits

EDU-4566 Current Issues and Trends in Teaching ELL 2 credits

EDU-4568 Multicultural and Diverse Classrooms 3 credits

EDU-4593 Assessment and Analysis 3 credits

SAMPLE THREE SEMESTER PLAN OF STUDY

Fall Semester	Spring Semester	Summer Semester
EDU 4562 Applied Linguistics EDU 4564 Program Design and Resources	EDU 4568 Multicultural and Diverse Classrooms EDU 4520 Teaching English Language Learners	EDU 4593 Assessment and Analysis EDU 4566 Current Issues and Trends in Teaching ELL
60 hours of required field experience are embedded across the program courses.		

PRACTICUM/INTERNSHIP REQUIREMENTS

Sixty hours of required field experience are embedded across the program courses.

THESIS/NON-THESIS REQUIREMENTS

There is no requirement for the certification.

COMPREHENSIVE EXAMINATION PROCESS

There is no requirement for the certification.

GLOBAL CYBERSECURITY

DEGREES OFFERED

M.S., Master of Science degree in Global Cybersecurity

PROGRAM DIRECTOR

Alfredo J. Lopez, M.S.

Academic Program Director, School of Graduate and Professional Studies

Assistant Professor of Criminal Justice & Homeland Security

PROGRAM DESCRIPTION

Our master's degree in Global Cybersecurity will prepare you to respond to the increasing need for a practical, solutions-oriented approach 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 MSGCS, MBA or MSCHA. The coursework for the MSGCS, MBA, or MSHCA must be completed in addition to the certificate courses. 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

Bill Relyea, M.S., R.N.

Academic Program Director, School of Graduate and Professional Studies

Assistant Professor of Applied Psychology

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:

- Help prepare you to seek leadership and management positions in governmental, nonprofit, and private organizations.
- Demonstrate the rising costs and shifting accessibility of quality healthcare are critical issues to individuals and organizations nationwide.
- Demonstrate effective leadership in the industry which could help improve management structures and find solutions to unique challenges facing individuals and communities.
- Elicit an understanding of the nuances and challenges of domestic and international healthcare systems including methods for financing services.

- Demonstrate the challenges involved in motivating highly trained technical people.
- Apply understanding as to how to integrate health administration theory with practical administrative experience.
- Establish effectiveness in ethical decision making for managers in healthcare settings.

DEGREE REQUIREMENTS

Required Courses	33 Credits
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 needs to make their entrepreneurial dreams a reality.

Required Courses	9 Credits
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.

Required Courses	9 Credits
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

Business Administration

Required Courses	9 Credits
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 managers 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.

Interim Program Coordinator

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 with the M.Ed. in HESAA program as an accomplished higher education's 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. 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.

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 on 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 to earn a Master’s degree in Higher Education and Student Affairs Administration.

Required Courses	39 Credits
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

HOMELAND SECURITY & EMERGENCY MANAGEMENT

DEGREE OFFERED

M.A., MASTER OF ARTS IN HOMELAND SECURITY & EMERGENCY MANAGEMENT

PROGRAM DIRECTOR

Alfredo J. Lopez, M.S.

Academic Program Director, School of Graduate and Professional Studies

Assistant Professor of Criminal Justice & Homeland Security

Program Faculty:

Stephen Jones, M.S.

Derek Kephart, M.A.

Eugene Lanzillo, M.A.

Mark E. Monroe, M.A.

David A. Potter, M.A.

Walter Smith, M.A.

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 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. 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's 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 to earn a Master's degree in Homeland Security and Emergency Management.

Required Courses		36 Credits
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:

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 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

12 Credits

Certificate in Global Cyber Security Operations Core:

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 Core:		12 Credits
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
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

12 Credits**Certificate in Forensic Psychology Core**

PSY-6300	Contemporary Issues in Forensic Psychology	3
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Choose from three of the following:

PSY-6330	Victimology	3
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PSY-6345	Juvenile Delinquency	3
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PSY-6350	Offender Treatment	3
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GCC-6200	Psychology and Sociology of Information Security	3
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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:

Homeland Security – Emergency Management Core: 24 Credits

HLS-3100	Introduction to Homeland Security	3
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HLS-2013	Research and Writing for HLS	3
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HLS-3660	Critical Infrastructure: Vulnerability Analysis and Protection	3
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HLS-4133	The Psychology of Terrorism	3
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HLS-4156	Intelligence for Homeland Security	3
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HLS-4239	Human Rights and Social Justice in the Age of Terrorism*	3
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HLS-4881	Multi-disciplinary Approaches to HLS	3
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HLS-4232	Homeland Security Capstone	3
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12 Credits**Certificate in Strategic Leadership Core:**

MSL-6600	Leadership Fundamentals: Ethical Leadership & Values Driven Organization	3
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MSL-6625	Organizational Psychology & Behavior	3
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MSL-6640	Ethics, Integrity & Social Responsibility	3
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MSL-6715	Decision Making Methods	3
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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)

CURRENT FACULTY

Carla Spataro, MFA '07 cspataro@rosemont.edu

Program Director

Mary Kate Doman (children's publishing and marketing) mdoman@rosemont.edu

Sarah Yake (Role of the Literary Agent) sarah.yake@rosemont.edu

Amber Brown (publishing overview and YA) amber.brown@rosemont.edu

Feliza Casano (professional development and small presses) feliza.casano@rosemont.edu

Susan DiGironimo (design) sdigironimo@rosemont.edu

Stacey Kucharik (developmental editing) stacey.kucharik@rosemont.edu

Jennifer Fenn (YA) jennifer.fenn@rosemont.edu

Hobart Rowland (editing) hobart.rowland@rosemont.edu

Jennifer Paul (academic publishing) jennifer.paul@rosemont.edu

Alana Burman (marketing and social media) alana.burman@rosemont.edu

PROGRAM DESCRIPTION

The fully online Publishing Program at Rosemont College offers educational opportunities that allow for practical real-world experiences, in-depth research, knowledge of current practices, and interaction with industry professionals. Students build the foundation of their publishing knowledge with five core courses covering all aspects of the industry. Then students can choose six electives that make up the remainder of their course work filling in their areas of interest. These areas are usually editorial, marketing and sales, or children's publishing (including young adults). All faculty members are working publishing professions who are also student-centered instructors.

EDUCATIONAL OBJECTIVES

Upon graduation, alumni will:

- work as magazine and book editors, business owners, columnists, designers, literary agents, marketing directors, production managers, proofreaders, sales representatives, teachers, or writers, and more.
- have a broad in-depth understanding of the publishing industry as a whole and their place in it.
- make reasoned and informed decisions that represent best practices regarding equity and inclusion in the publishing industry.

ADMISSION REQUIREMENTS

Educational Objectives

Upon graduation, alumni will:

work as magazine and book editors, business owners, columnists, designers, literary agents, marketing directors, production managers, proofreaders, sales representatives, teachers, or writers, and more.

have a broad in-depth understanding of the publishing industry as a whole and their place in it.
make reasoned and informed decisions that represent best practices regarding equity and inclusion in the publishing industry.

DEGREE REQUIREMENTS

M.A., MASTER OF ARTS DEGREE IN PUBLISHING

36 Credits

All courses are three credits.

Five required courses	15 credits
Six elective courses	18 credits
Thesis	3 credits

Required Courses:

GPP-7200 Publishing Overview (Fall)

GPP-7005 Mechanics of Editing (Spring)

GPP-7214 Libraries & K-12 Trade Publishing (Fall)

GPP-7345 Design I: Digital Foundations (Fall)

GPP-7380 Practices of the Publishing Professional (Spring)

GPP-7500 Publishing Thesis

SAMPLE 2 YEAR PLAN OF STUDY – CHILDREN’S/EDITORIAL CONCENTRATION

The following is just one sample of a traditional two-year plan of study. Many students choose to take only one or two classes per semester and take advantage of summer course offerings. Each individual student’s plan of study will be unique to their circumstances.

FALL

Course No.	Title	Designation
GPP 7200	Publishing Overview	Required
GPP 7345	Design I: Digital Foundations	Required
GPP 7235	Contemporary Issues in Children’s Publishing	Elective

SPRING

Course No.	Title	Designation
GPP 7005	Mechanics of Editing	Required
GPP 7380	Practices of the Publishing Professional	Required

SUMMER

Course No.	Title	Designation
GPP 7213	Promoting Children's Books	Elective
EDU 4575	Children's and Adolescent Literature	Elective

FALL

Course No.	Title	Designation
GPP 7214	Libraries and K-12 Publishing	Required
GPP 7500	Thesis	Required
GPP 7165	Editing Book Length Fiction	Elective

SPRING

Course No.	Title	Designation
GPP7217	Branding and Social Media	Elective
GPP-7275	Publishing Internship	Elective

PRACTICUM/INTERNSHIP REQUIREMENTS

There is no requirement for the program. However, students pursuing the MA 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. Internships can be taken for credit with approval from the program director as an elective.

THESIS OR CAPSTONE PROJECT REQUIREMENTS

The thesis is an academic research project related to the publishing industry. Thesis are 50-60 pages long and includes a 10–20-page process paper, where students reflect on their thesis experience. A capstone project is a physical project designed and implemented by the student that has relevance to the industry. Recent capstone projects include a queer-themed anthology, publishing industry podcasts, and a design and typography book. Students work with a faculty member one-on-one for up to three semesters on their project or paper. Registration requires approval by the program director and is open only to matriculated students in good academic standing (GPA of 3.0 or higher) who are within 18 credit hours of graduation. Students receive a letter grade.

The program gives out two thesis awards each year.

1. Sr. Marion Callahan Award is given by the faculty to a student who has achieved outstanding progress over the course of the Publishing program.
2. The Charles E. O'Donnell Award: for innovation and excellence in design.

Comprehensive Examination Process

There is no requirement for the degree.

PROGRAM DESCRIPTION

MFA in Creative Writing & MA in Publishing (Double Degree)

The MFA in Creative Writing and MA in Publishing Double Degree offer students the opportunity to get the best of both programs. These two degrees are offered in a compressed time frame with fewer credits than needed to complete both degrees separately. Students will leave the double degree program with full-length creative work to satisfy the MFA requirements, and a thesis or capstone project satisfying the MA requirements. Students can complete this double degree in as little as three years. All courses are 3 credits.

EDUCATIONAL OBJECTIVES

Upon graduation, alumni will:

- (h) work as magazine and book editors, business owners, columnists, designers, literary agents, marketing directors, production managers, proofreaders, sales representatives, teachers, or writers, and more.
 - (i) have a broad in-depth understanding of the publishing industry as a whole and their place in it.
 - (j) make reasoned and informed decisions that represent best practices regarding equity and inclusion in the publishing industry.
- and-
- (k) successfully publish full length works and/or individual pieces (poems, essays, short stories) with major publishing houses or independent presses
 - (l) advanced their careers as both writers and teachers of writing.
 - (m) win or be nominated for literary prizes such as the Pushcart Prize or major awards like the John Newbery Medal or the Shirley Jackson Award
 - (n) find work as agents, editors, production managers, communications directors, designers, freelance 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. Formal admission to the program is granted only after all admissions materials have been received and reviewed, and all standards have been met.

- Application
- Official transcripts from any previous undergraduate (and graduate) institutions.
- Two letters of recommendation preferably from those who can address your academic and/or professional competencies, or one 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 MFA in Creative Writing and MA in Publishing programs
- A current resume

- A professional or academic writing sample. Choose one category from the following:
 - d. Nonfiction articles published in print or online: 3-5 articles (5-20 pages total)
 - e. Papers written for courses: a research paper (roughly 5-20 pages)
 - f. Professional Writing (reports, proposals, manuals, presentations, etc.) 1-2 examples, excerpts fine (no more than 20 pages)
- Creative Writing Sample
 - d. For fiction and nonfiction, a maximum of 20 pages. The submission may be an excerpt from a longer work, preferably from the opening.
 - e. For poetry, submit five poems, up to 20 pages.
 - f. For dramatic writing, submit the opening of a play, screenplay, or television script, up to 20 pages.

DEGREE REQUIREMENTS

60 Credits

All courses are 3 credits.

MFA Requirements

Four creative writing workshops (12 credits)

Three literature courses (9 credits)

Two elective courses (6 credits)

Thesis (3 credits)

Publishing Requirements

Five required courses (15 credits)

Four elective courses (12 credits)

Publishing Thesis or Capstone (3 credits)

Publishing Required Courses:

- GPP-7200 Publishing Overview (Fall)
- GPP-7005 Mechanics of Editing (Spring)
- GPP-7214 Libraries & K-12 Trade Publishing (Fall)
- GPP-7345 Design I: Digital Foundations (Fall)
- GPP-7380 Practices of the Publishing Professional (Spring)
- GPP-7500 Publishing Thesis

SAMPLE 3 YEAR PLAN OF STUDY

FALL

Course No.	Title	Designation	Professor
CRW 7435	NOVEL CRAFT	LITERATURE	Spataro
GPP 7200	Publishing Overview	Required	Brown
GPP 7345	Design I: Digital Foundations	Required	DiGironimo

SPRING

Course No.	Title	Designation	Professor
GPP 7005	Mechanics of Editing	Required	Rowland
CRW 7134	CONSTRUCTING THE NOVEL	ELECTIVE	SPATARO
LIT 7065	GOTHIC LITERATURE	LITERATURE	Salvatore

SUMMER

Course No.	Title	Designation	Professor
LIT 7052	SHAKESPEARE IN ADAPTATION	LITERATURE	Spataro
GPP 7210	ROLE OF THE LITERARY AGENT	Elective	Yake

FALL

Course No.	Title	Designation	Professor
CRW 7165	NOVEL WORKSHOP	WORKSHOP	Maass
LIT 7042	RHETORIC AND COMPOSITION	ELECTIVE	Baker
GPP 7214	Libraries and K-12 Publishing	Required	Doman

SPRING

Course No.	Title	Designation	Professor
CRW 7450	WRITING FOR YOUNG ADULTS	WORKSHOP	Fenn
GPP 7380	Practices of the Publishing Professional	Required	Casano

SUMMER

Course No.	Title	Designation	Professor
GPP 7213	Promoting Children's Books	Elective	Doman
CRW 7500	THESIS	THESIS	

FALL

Course No.	Title	Designation	Professor
CRW 7100	FICTION WORKSHOP I	WORKSHOP	Rodriguez
GPP 7235	Contemporary Issues in Children's Publishing	Elective	Fenn
GPP 7500	Thesis	Required	

SPRING

Course No.	Title	Designation	Professor
GPP 7243	Academic Journal Publishing	Elective	Paul
CRW 7120	POETRY WORKSHOP I	WORKSHOP	Clauser

INTERNSHIP REQUIREMENTS

There is no requirement for the program. However, students pursuing the Double 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. Internships can be taken for credit with approval from the program director as an elective.

THESIS REQUIREMENTS

Publishing Thesis

The thesis is an academic research project related to the publishing industry. Theses are 50-60 pages long and also include a 10-20 page process paper, where students reflect on their thesis experience. A capstone project is a physical project designed and implemented by the student that has relevance to the industry. Recent capstone projects include a queer-themed anthology, publishing industry podcasts, and a design and typography book. Students work with a faculty member one-on-one for up to three semesters on their project or paper. Registration requires approval by the program director and is open only to matriculated students in good academic standing (GPA of 3.0 or higher) who are within 18 credit hours of graduation. Students will receive a letter grade.

MFA Thesis

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. A draft of the thesis must be complete before registering. Students work one-on-one with a mentor for up to three semesters to revise and polish their work. The goal is to graduate with a work “that is of a publishable quality.” 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. Grades are Pass/Fail and with or without distinction.

All double degree students are eligible for thesis awards in both programs.

STRATEGIC LEADERSHIP

DEGREES OFFERED

M.S., Master of Science degree in Strategic Leadership

PROGRAM DIRECTOR

Bill Relyea, M.S., R.N.

Academic Program Director, School of Graduate and Professional Studies

Assistant Professor of Applied Psychology

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 MSSL 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 MSSL 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 MSSL 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 MSSL is in an accelerated format, meaning that each course lasts 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 MSSL program is designed to enable graduates to:

- Acquire fundamental leadership skills to become more effective within an organization.

- Learn multiple facets of organizational 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 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

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.

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
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

*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

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

Alfredo J. Lopez, M.S.

Academic Program Director, School of Graduate and Professional Studies

Assistant Professor of Criminal Justice & Homeland Security

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 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

Bill Relyea, M.S., R.N.

Academic Program Director, School of Graduate and Professional Studies
Assistant Professor of Applied Psychology

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.

Required Courses		12 Credits
MGT-6735	Business Plan I: Overview of the Entrepreneurial Adventure	3
MGT-6740	Business Plan II: Marketing and Financial Planning	3
Choose two of the courses below:		
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

Alfredo J. Lopez, M.S.

Academic Program Director, School of Graduate and Professional Studies
Assistant Professor of Criminal Justice & Homeland Security

FORENSIC PSYCHOLOGY:

Forensic Psychology is a rapidly emerging multidisciplinary field where the 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 to 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 systems. 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
Choose three of the following courses:		
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

Bill Relyea, M.S., R.N.

Academic Program Director, School of Graduate and Professional Studies

Assistant Professor of Applied Psychology

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

Alfredo J. Lopez, M.S.

Academic Program Director, School of Graduate and Professional Studies

Assistant Professor of Criminal Justice & Homeland Security

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.

Required Courses		12 Credits
HLS-3100	Introduction to Homeland Security	3
Choose three from the following courses:		
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

Bill Relyea, M.S., R.N.

Academic Program Director, School of Graduate and Professional Studies
Assistant Professor of Applied Psychology

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.

Required Courses		12 Credits
Choose Four of the Following:		
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.

Required Courses		15 Credits
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

Bill Relyea, M.S., R.N.

Academic Program Director, School of Graduate and Professional Studies

Assistant Professor of Applied Psychology

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.

Required Courses

12 Credits

Choose four of the courses below:

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

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 lectures 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--MEDIEVALISM AND POPULAR CULTURE

3 credits

This travel/study course will focus on the role 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 the 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 the 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, pan gendered 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. 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**

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 the 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, coursework 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 polyhedral. 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 in 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**3 credits**

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 advanced 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 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. The 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 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 introduces 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**

This 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 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 a 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 a deeper understanding of 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 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 will be covered, 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 MANAGMENT**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 credits**

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 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 and spring. Senior standing required.

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. Courses 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 are the ethical residuals of such 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 the 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 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 into 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. The 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

3Credits

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

Consideration of literature for children and adolescents as 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. They 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 for 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 management 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 plans highlighting NCTM Standards and PA Academic Standards. Students will be placed 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 is 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 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 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 with 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: Permission of Instructor.

ENC-0115 - PRACTICAL TECHNOLOGY FOR TODAY LAB

1 credit

This lab gives students hands-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 - SIGNIFICANT CONTRIBUTIONS BY WOMEN IN SCIENCE

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 with the information needed to navigate their first year attending Rosemont College. Prerequisite: Permission of Instructor.

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: Permission of Instructor.

ENC-0136 - ORGANIC CHEMISTRY EXAM DESIGN

1 credit

Organic chemistry exam design

ENC-0200 - SISTER STORY PROJECT: 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 Permission of Instructor.

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 things. Discussions and papers may cover enduring themes such as love, nature, and spirituality. All readings will be translations into English.

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 things. Discussions and papers may cover enduring themes such as love, nature, and spirituality.

ENG-0209 - DIGITAL HUMANITIES SEMINAR

3 credits

Students will engage in 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 & CONTP 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 ware, 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 of 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 GRADUATE AND PROFESSIONAL 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/PSYCHOPATHOLOGY**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 not 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 prepares students for the PPD Corporal / Sergeants exams)

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.

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: SCREENWRTNG/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 - WRKSHP: 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 workshopping 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 CHLDRN 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 compositing, 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 compositing, 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 compositing, 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 ACE 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 - LDRSHP 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 canon. 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.