

economics, and accounting. This course is cross-listed with BUS-0221. Prerequisite: BUS-0220. Offered spring semester. 4 credits.

ECO-0270 Politics and the City This course may be taken as one of the electives for an economics major or minor. The project for Economics students will focus on economic issues. 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. Prerequisites: PSC0101 or PSC0103 or permission of instructor (POI). Offered every other year.

ECO-0456 Economics Internship

Supervised experience in a business, government agency or NGO concerned with economic issues. Internships will be arranged with Economics and advisor and selected in relationship to Economic electives. Internships can be full or part time during the semester or during the summer. Number of credits for an internship will be determined by number of hours and breadth of the internship contract and college wide internship criteria.

ECO-0460 Independent Study

Arranged on an individual basis with credits and requirements determined in consultation with instructor.

EDUCATION

National Recognition –The College earned the first quartile ranking for 2003-2004 Title II (section 203 of the Higher Education Act of 1998) report.

Faculty

Margaret Mary Bell, S.H.C.J., Associate Professor of Education and Director of Education Certification Program

James E. Breslin, Sr., Adjunct Instructor, Education

Marilyn Jane Conwell, Professor, Modern Languages

Jane De-Wan Borgerson, Adjunct Instructor, Education

Gladys Freedman, Adjunct Instructor, Education

Cecile P. Frey, Adjunct Instructor, Education

Donna Richardson-Freeman, Adjunct Instructor, Education

Claire Smith, S.H.C.J., Adjunct Instructor, Education

Alton Strange, Ph.D., Adjunct Instructor, Education

The dual education major is a professional program designed to supplement the liberal arts major. A student in this dual baccalaureate program will graduate with either a BA or BS

degree. A student accepted into this program must major in a content area, such as, biology, and take education courses in the teaching of biology. Education has four tracks—elementary (K-6), early childhood and elementary (K-6), secondary (7-12), and comprehensive (K-12). Comprehensive certification includes the content areas of foreign language, art, and special education (hearing-impaired). Current majors that offer teacher certification are: art, biology, chemistry, citizenship, English, French, German, Italian, mathematics, and Spanish. Students being certified in elementary education can major in any of Rosemont's majors.

The College reserves the right to change any requirements at any time to comply with state regulations. Starting in September, 2006, the Pennsylvania Department of Education will be changing the guidelines for Early Childhood, Elementary, and Special Education. Any student entering the College in 2006 and after will need to comply with these changes.

Eligibility for Acceptance

Students interested in education must express an interest by the end of the first semester of their first year in order to receive proper advising by the Director of Education Certification. After obtaining 48 credits including a course in writing, English literature, and two college math courses with a cumulative GPA of B, a student may apply for acceptance into the major. Additional criteria for acceptance include the following: an interview with the Director of Education Certification; the satisfactory completion of the Praxis I and Fundamental Knowledge Content tests, and Act 34 child abuse clearances.

Acceptance into the education program is a prerequisite for all professional education courses beyond EDU-0301. Students planning to teach in the elementary schools of the Archdiocese of Philadelphia are advised to complete 18 credits in Catholic theology or religious education.

Student Teaching Eligibility

All students in the teacher education program must complete professional courses and student teaching during the first semester of their senior year. To be eligible for this semester, the student must:

- Complete the prerequisite professional courses with a 3.00 average (see the Director of the Education Certification program and major advisor for current guidelines);
- Have earned a minimum grade of B- in every required education course;
- Have documented field experience;
- Be recommended by her major advisor;
- Obtain a doctor's certificate and,
- Have current Act 34 child abuse clearances.

The College reserves the right to change any of the above requirements at any time to comply with state regulations.

Note about credits per course: Four credits or two credits are for undergraduate students. Three credits or one and one-half credits are for students who have a bachelor's degree and are seeking teacher certification, enrichment, or Act 48 credits.

Suggested Course Sequence for Elementary Education

First Year

All students must pass the Reading, Writing and Math sections of the PRAXIS I Exam.

Fall: WRT-0100 Writing
FND-0130 Foundations of Religious Belief
PSY-0100 Basic Psychology
Mathematics
FYS-0100 First Year Connection Seminar
18 credits

Spring: English Literature
FND-0100 Foundation of Scientific and Quantitative Reasoning
PSY-0200 Developmental Psychology
Mathematics
16 credits

Sophomore Year

All student must pass the Fundamental Knowledge Test PRAXIS II and obtain a minimum 3.00 grade point average.

Fall: American History
FND-0110 Foundation of Western Culture
Foreign Language
Arts
Major (4 credits)
20 credits

Spring: FND-0120 Foundation of World Citizenship
EDU-0200 Development of Education
Field Experience
Major (8 credits)
EDU-0427 Technology in the Curriculum (2 credits)
18 credits

Junior Year

All students must maintain a minimum 3.00 GPA.

Fall: EDU-0301 Observation and Analysis/Field Experience
EDU-0404 Teaching Social Studies (2 credits)
Major (12 credits)
18 credits

Spring: EDU-0390 Topics in Learning/Field Experience
EDU-0420 Teaching Reading and Language Arts I
EDU-0425 Teaching Mathematics I
EDU-0403 Teaching Science (2 credits)
Major (4 credits)
18 credits

Senior Year

All students must pass the Elementary, Curriculum and Instruction Test – PRAXIS II and maintain a minimum 3.00 GPA.

Fall: EDU-0395 Teaching Physical Education and Health (2 credits)
EDU-0405 Teaching the Arts (4 credits)
EDU-0421 Teaching Reading and Language Arts II (4 credits)
EDU-0426 Teaching Mathematics II (4 credits)
EDU-0455 Student Teaching and Seminar (6 credits)

20 credits

Spring: Major (16 credits)
Senior Comprehensive
20 credits

Suggested Course Sequence for Secondary Education

First Year

All students must pass the Reading, Writing and Math sections of the PRAXIS I Exam.

Fall: WRT-0100 Writing
FND-0130 Foundations of Religious Belief
PSY-0100 Basic Psychology
Mathematics
FYS-0100 First Year Connection Seminar (2 credits)

18 credits

Spring: English Literature
FND-0100 Foundation of Scientific and Quantitative Reasoning
PSY-0200 Developmental Psychology
Mathematics

16 credits

Sophomore Year

All student must pass the Fundamental Knowledge Test PRAXIS II and obtain a minimum 3.00 grade point average.

Fall: Humanities
FND-0110 Foundation of Western Culture
Foreign Language
Arts

16 credits

Spring: FND –0120 Foundation of World Citizenship
EDU-0200 Development of Education/Field Experience
EDU-0427 Technology in the Curriculum (2 credits)
Major (8 credits)

18 credits

Junior Year

All students must maintain a minimum 3.00 GPA.

Fall: EDU-0301 Observation and Analysis/Field Experience
Major (12 credits)

16 credits

Spring: EDU-0390 Topics in Learning/Field Experience
Major (12 credits)
16 credits

Senior Year

All students must pass the content area test, PRAXIS II, and maintain a minimum 3.00 GPA.

Fall: EDU-0350 Principles and Practices (4 credits)
EDU-0445 Reading in the Content Area (4 credits)
EDU-0360 Secondary methods (4 credits)
EDU-0455 Student Teaching Seminar (6 credits)
18 credits

Spring: Major (12credits)
Senior Comprehensive in the student's major
16 credits

Suggested Course Sequence for Teacher Certification in Hearing Impaired Education
(All courses are 4-credit courses unless indicated otherwise)

Sophomore Year

Fall: ASL-0150 American Sign Language I

Spring: COM-0320 Linguistics of Communication
(cross-listed with EDU-0320)
ASL-0151 American Sign Language II

Junior Year

Spring: EDU-0435 Deafness and Related Disabilities in Educational
Settings *(Taken after ASL 0150 and prior to student teaching.)*

Suggested Course Sequence for Certification in Foreign Language Education

This certification requires competence in the use of the foreign language, knowledge of the foreign culture and literature (please see Foreign Languages), and the sequence in education listed below. (All courses are 4-credit courses unless indicated otherwise)

Sophomore Year

Fall: EDU-0200 Development of Education in the U.S.

Spring: EDU-0301 Observation and Analysis of Teaching and Learning

Junior Year

Fall: EDU-0390 Topics in Learning

Spring: EDU-0320 Linguistics of Communication
(cross-listed with COM-0320)
EDU-0432 Effective Teaching Strategies in the K-12 Classroom

Summer: EDU-0340 Teaching Foreign Language in the Schools (3 credits)

Senior Year

Fall: EDU-0455 Student Teaching and Seminars

If the time needed for competency acquisition in the foreign language requires courses during the fall semester of the senior year, the student may elect to return after graduation and teach in the following fall semester.

****Note about credits per course:***

Four credits or two credits per course are granted to undergraduate students. Three credits or one and one-half credits per course are granted to students who have a bachelor's degree and are seeking post-baccalaureate teacher certification, enrichment, or Act 48 credits.

Course Descriptions: Education

EDU-0200 Development of Education in U.S.

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. 4 credits/3 credits.*

EDU-0301 Observation and Analysis of Teaching and Learning in the Contemporary Classroom

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. Prerequisite: EDU-0200. Offered in the fall and spring semesters. 4 credits/3 credits.*

EDU-0320 Linguistics of Communication

A study of various means of communication: e.g., body language, oral and written language, and sign language. This course is cross-listed with COM-0320. Offered spring semester. 4 credits

EDU-0340 Teaching Foreign Languages in the Contemporary Classroom

Investigation of various theories of effective classroom instruction utilizing emergent technologies and methods. Prerequisite: FLL-0302 or the permission of the instructor. Same as FLL-0340. 4 credits/3 credits.*

EDU-0350 Principles and Practices of Secondary Education: Working with Culturally Diverse Students, Regular Education Students, Special Needs Students, and Gifted Students

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. Offered fall semester. 4 credits/3 credits.*

EDU-0360 Methods Clinic: Secondary Science--Working with Culturally Diverse, Regular Education Students, Learning Disabled Students, and Gifted Students.

This course is intended to prepare pre-service secondary science students in the development of instructional strategies based upon an understanding of adolescent behavior and PA Academic Standards. Students will be placed in a secondary classroom where they will study issues related to teaching pedagogy, classroom managements and safety. 4 credits/3 credits.*

EDU-0361 Methods Clinic: Secondary English --Working with Culturally Diverse, Regular Education Students, Learning Disabled Students, and Gifted Students.

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. 4 credits/3 credits.*

EDU-0362 Methods Clinic: Secondary Mathematics --Working with Culturally Diverse, Regular Education Students, Learning Disabled Students, and Gifted Students.

This course is designed to assist pre-service secondary mathematic students in the development of instructional strategies. Emphasis will be placed on current research and best practices that impact student learning and classroom instruction. Students will develop unit and lesson plan highlighting NCTM Standards and PA Academic Standards. Students will be place in a secondary math classroom where they will study issues related to instruction and management. 4 credits/3 credits.*

EDU-0363 Methods Clinic: Secondary Social Studies and/or Citizenship --Working with Culturally Diverse, Regular Education Students, Learning Disabled Students, and Gifted Students.

This course introduces preservice 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. 4 credits/3 credits.*

EDU-0370 Children's Literature

A consideration of literature for children and adolescents as a communication between authors, adult readers, and child readers. Prerequisite: the permission of the instructor. Offered spring semester. 4 credits.

EDU-0390 Topics in Learning: Individual Difference in Teaching and Learning

An examination of current research that applies to all learners in the K-12 classroom. Topics include assessment, inclusion, motivation, and forms of instruction . Offered spring semester. 4 credits/3 credits.*

EDU-0395 Teaching Physical Education in Elementary Schools

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. Offered fall and summer semesters. 2 credits/1.5 credits.*

EDU-0403 Teaching Science in Elementary School: Working with Culturally Diverse Students, Regular Education Students, Special Needs Students, and Gifted Students

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. 2 credits/1.5 credits.*

EDU-0404 Teaching Social Studies in Elementary Schools: Working with Culturally Diverse Students, Regular Education Students, Special Needs Students, and Gifted Students

Emphasizes methods and materials appropriate for teaching social science and citizenship to elementary school children with and without disabilities in accordance with the Pennsylvania Academic Standards. 2 credits/1.5 credits.*

EDU-0405 Teaching the Arts in Elementary School

A study of methods of teaching the arts with or without disabilities in the elementary school in accordance with the Pennsylvania Academic Standards. This course integrates fine art, music, dance, and drama. Lab fee. Offered fall and summer semesters. 4 credits/3 credits.*

EDU-0406 Introduction to Early Childhood Education

An overview of program models and current learning theories in early childhood education with emphasis given to how social, cultural, and political issues impact practice. 4 credits/3 credits.*

EDU-0420 Teaching Reading and Language Arts in N-3 Classrooms

An exploration of methods used to promote early literacy, reading, and writing to children with or without disabilities in accordance with the Pennsylvania Academic Standards. Offered spring semester. 4 credits/3 credits.*

EDU-0421 Teaching Reading and Language Arts in 4-8 Classrooms

Decision-making processes related to methods and materials used during reading and language arts instruction. Formulation of lesson plans, teaching, evaluation for children with and without disabilities. 3credits.

EDU-0425 Teaching Mathematics in N-3 Classrooms

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-3 classroom. This course covers the Pennsylvania Academic Standards as well as the National Council of Teachers of Mathematics standards. 4 credits/3 credits.*

EDU-0426 Teaching Mathematics in 4-8 Classrooms

This course is a continuation of Edu-0425. The two courses are offered in sequence. Covers concepts and methods of teaching mathematics to upper elementary 4-8 classroom students with or without disabilities. This course covers the Pennsylvania Academic Standards as well as the National Council of Teachers of Mathematics standards. Usually offered in the fall semester. 4 credits/3 credits.*

EDU-0427 Technology in the Curriculum I

A lecture and hands-on approach to understanding the computer and its application in the classroom. No prior computer knowledge or skill is necessary. Preference is given to teacher certification students. Offered fall semester. 2 credits/1.5 credits.*

EDU-0428 Technology in the Curriculum II

A hands-on approach to the use of various types of computers and the application of computers in the classroom. Offered spring semester. 2 credits/ 1.5 credits.*

EDU-0430 Seminar on Contemporary Issues in Education

A seminar focusing on political and ethical questions that arise in the contemporary educational picture. Topics will vary according to contemporary problems of schooling and the interests of the group. Offered spring semester. 4 credits/3 credits.*

EDU-0432 Effective Teaching Strategies in the K-12 Classroom

A course designed to acquaint the student with the basic concepts and principles of elementary, middle, and secondary curriculum. Emphasis is on methods, planning for diversity, inclusion, and differentiation of instruction. Usually offered in the spring semester. 4 credits/3 credits.*

EDU-0435 Deafness and Related Disabilities in Educational Settings

A study of the historical and current developments in the education of students with disabilities, and the resources and legal requirements that apply to the services offered them in the education setting. Includes research, readings, and visits with deaf students and adults to help the future teacher to recognize, evaluate, and develop strategies to enable the deaf student to function effectively in the classroom. Usually offered in the fall semester. 4 credits/3 credits.*

EDU-0440 Early Childhood Curriculum and Instruction

A study of the basic concepts and principles of early childhood curriculum. Students study the patterns and practices of preschool curricula and discuss trends in curriculum development for children from birth through age. Usually offered in the spring semester. 4 credits/3 credits.*

EDU-0445 Reading in the Content Areas: Working with ESL Students, Regular Education Students, Special Education Students, Gifted Readers, and Struggling Readers

A general framework of concepts in reading in secondary school content subjects and specialized instructional strategies, techniques, and hierarchies of skills for enhancing reading comprehension within student's major teaching. Usually offered in the fall semester. 4 credits/3credits.*

EDU-0450 Independent Study

Arranged as needed.

EDU-0455 Student Teaching and Seminar

Directed classroom participation. Teaching completed in suburban or city schools; conferences and/or seminars with supervising teacher and college faculty member. Offered fall semester. 6 credits.

** 4 or 2 credits awarded to UWC majors in Education and 3 or 1.5 credits awarded to post-baccalaureate Teacher Certification students.*

ENGLISH, THEATER, AND COMMUNICATION

Degrees Offered

B.A., Bachelor of Arts in English

B.A., Bachelor of Arts in Communication

Faculty

Mary Ann Macartney, Associate Professor, English

Discipline Chair, English, Writing, Reading, and Theater

Alberto Carbonilla, Jr., Adjunct Instructor, Communication

Megan Doyle, Adjunct Instructor, English

Mark Anthony Hauck, Adjunct Instructor, Communication

Shiela Karmatz, Adjunct Instructor, Reading

John Kennedy, Assistant Professor, Communication

Discipline Chair, Communication

Debbie Bohne Murphy, Adjunct Instructor, Reading

Timothy V. O'Hara, Associate Professor, English

Kristine A. Parkes, Adjunct Instructor, Communication

Cynthia Smith, Adjunct Instructor, Communication

Sharon A. Waldron, Adjunct Instructor, English

Tracy Youells, Adjunct Instructor, English and Communication

ENGLISH

The Division of English, Theater, and Communication offers the English major and minor, the Communication major, and the Theater minor as well as courses in world literature and writing.

The English major introduces the student to English, American, and World literature through historical surveys, close reading of texts, intensive pursuit of a single author or topic (the seminars), and study of literary criticism and theory. The range of both the course offerings and approaches to literature prepares students for graduate school and meets the needs of those taking the B.A. as a terminal degree.

Major Requirements for a B.A. in English

Eleven courses are required. Courses must be taken in the following areas: Survey of British Literature, Classical, Medieval, Renaissance, Eighteenth Century, Nineteenth-Century British, Modern or Postmodern, and American. ENG-0501 Senior English Seminar is also required. The remaining two courses may be chosen freely from the offerings of the Division of English and Communication. A comprehensive exam and a thesis are required.