

ROSEMONT COLLEGE

*the **POWER** of small*

STYLE GUIDE

EDITORIAL STYLE AND GRAPHIC STANDARDS MANUAL



Core Messages

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.

*the **POWER** of a Liberal Arts Education*

Rosemont students are not simply trained for a single career, they are encouraged to develop strong intellectual and practical skills through a liberal arts framework that apply to the real world. Our post graduate statistics are a testament to *the **POWER** of small*.

- 99% of May 2018 Rosemont graduates are employed full-time or enrolled full-time in graduate school, service programs, or the military as of June 2019.
- 100% of 2017, 2018, and 2019 Education graduates seeking employment were offered full-time jobs in the field
- 95% of our qualified science students who applied to medical or osteopathic school were accepted.

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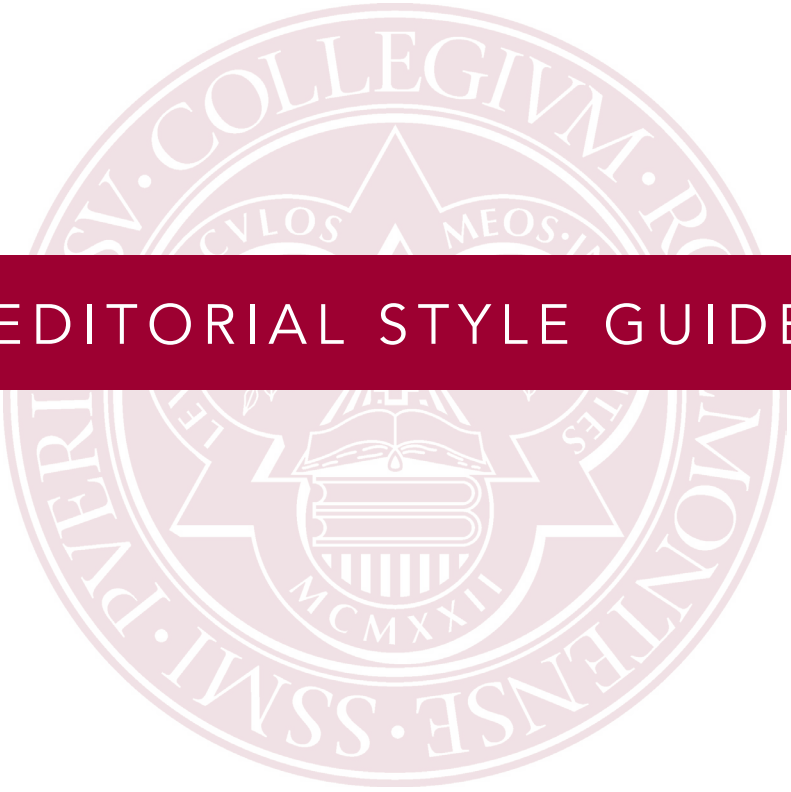
Rosemont's Style Guide provides the best practices you need in order to represent our image and identity accurately and effectively. Through the consistent application of the established standards, Rosemont College will enjoy high quality communications, and competitive positioning in all the areas in which we are represented.

We're Here to Help

The Office of College Relations marketing team is responsible for writing, designing, and all production of official Rosemont publications, for both print and digital communications. Please note that all advertising, promotional products, publications, and other printed or digital communication materials must be approved by the Office of College Relations.

ROSEMONT COLLEGE

*the **POWER** of small*

The seal of Rosemont College is a circular emblem. The outer ring contains the text "COLLEGIUM • ROSEMONTENSE • SOCIETAS" in a serif font. Inside this ring is a shield featuring a book, a lamp, and a cross. Above the shield is a banner with the motto "CVLOS MEOS". Below the shield is the date "MCMXXII".

EDITORIAL STYLE GUIDE

Institution Name

- Rosemont College
- Refer to the institution as Rosemont College; the College on subsequent references
- Undergraduate College; UC on second reference
- School of Graduate and Professional Studies; SGPS on second reference

Institutional Organizations and Events

- The Institute for Ethical and Social Responsibility; the Institute on second reference.
- Forum and Symposium are capitalized because they refer to specific Rosemont events.
- The Patricia M. Nugent Gallery; Nugent Gallery on second reference.
- Colonial States Athletic Conference; CSAC on second reference.

Power of Small Tagline

- *the POWER of small* (all the words are italics, POWER is capitalized and bold italics)

Titles

Rosemont style is to capitalize academic/administrative titles before and after a name.

- Jayson Boyers, EdD, President of Rosemont College
- President Jayson Boyers
- When in the plural format, use Jayson Boyers'

Academic Degrees

- Lowercase informal references to degrees
Ex. bachelor's degree
Ex. master's degree
- Capitalize formal degree titles and specialization
Ex. Bachelor of Art
Ex. Master of Arts in Publishing
- Use an apostrophe in bachelor's degree and master's degree, but not in formal degree titles.

Do not use periods in academic degree abbreviations

- PhD, EdD, not Ph.D., Ed.D. Titles (terminal degrees) should follow full names, offset in commas.

Jayson Boyers, EdD, spoke at ... not Jayson Boyers, PhD spoke at the conference.

Use abbreviations such as PhD or EdD only after a full name, never after just a last name.

Jayson Boyers, EdD, presented at ... not Boyers, EdD, presented at ...

Academic Titles

Capitalize titles preceding and following names.

- Associate Professor of Biology Jeannette Dumas presented at
- Jeannette Dumas, Associate Professor of Biology, presented at ...

When used as a descriptor (typically preceded by an a or an), do not initial cap.

- Lyle King works as a human resources administrator.
- Ex. Zach Young's major is Sport Management.

Alumni/Alumnae

Alumni, Alumnus, Alumna, Alumnae

- In the singular, use alumnus for a male and alumna for a female. For brevity/in a “spacing emergency,” or when using in social media or other informal usage, alum is acceptable.
- Use alumni to refer to multiple graduates from a specific institution (mixed genders or all males); use alumnae to refer to multiple graduates from a specific institution when all are females.
- Include graduation years after name with an apostrophe
Christyn Moran ’94

Names

Upon first appearance in text, use both first and last name. Every appearance afterward, use only their last name.

- Zack Young ’22 is starting his own podcast about soccer. Since he was a child, Young has always had a strong interest in the sport.

Phone Numbers

List the full phone number with area code in parentheses:

- (610) 902-8100 not 610.902.8100

List extensions as ext. not x (ext. #, not x#)

Punctuation

Use the Oxford/serial comma in a list.

- Jane Doe enjoys reading, writing, and yoga.

Dates and Times

For writing on the web, type out the full data and time, followed by a.m. or p.m. in lower case letters. Use “th or nd” after the date. Do not abbreviate the month or day of the week.

- Tuesday, June 9th, 2020 from 6:00 p.m. – 7:00 p.m.

Acronyms and Abbreviations

Avoid unfamiliar acronyms, jargon, or insider terminology. As an institute of higher education, this is especially relevant. While academic writing is formal and highly specific to individual disciplines, public facing communications should always be written for a more informal and general audience.

The first time an acronym is introduced, it should be spelled out with the initialism in parentheses immediately following it. If the same acronym is used throughout a piece of writing, it should be referred to in initials following its first appearance.

- The School of Graduate and Professional Studies (SGPS) holds open houses each Spring and Fall for adults interested in speaking with Rosemont staff and faculty. SGPS open house events are the perfect opportunity to tour campus, and ask specific questions about the program/s to which you are interested in applying.
- Exceptions to this rule are common acronyms that most people understand. Examples of these include media formats, types of tests, diseases, and certain governmental agencies. APA format always abbreviations that appear as words in Merriam-Webster’s Collegiate Dictionary to be used without the explanation of the entire phrase typed out in its first appearance.

Examples of these include:

FBI, CIA, SAT, ACT, PDF, HTML/CSS, GPA, NCAA, GIF, JPEG, DOC, UNESCO, HIV, IQ, HepC, PC, Mac

Other guidelines for acronyms and abbreviations include:

- Avoid beginning a sentence with an abbreviation, instead spell the word out or rearrange the words to avoid it.
- Use the ampersand symbol (&) in company names if the companies themselves do so in their literature, but avoid using the symbol as a narrative substitute for the word “and” in your text.

Building Names/Common Areas

- The Sharon Latchaw Hirsh Community Center;
Community Center on second reference
- The Chapel of the Immaculate Conception;
Chapel on second reference
- Main Building
- Connelly Green
- The Gertrude Kistler Memorial Library;
Kistler Library on second reference
- Good Counsel Hall
- Lawrence Hall
- Alumnae Hall
- McShain/Brown Science Building
- Rotwitt Theater of the McShain Performing Arts Center;
Rotwitt on second reference

Residence Halls

- Kaul Hall;
Kaul on second reference
- Heffernan Hall;
Heffernan on second reference
- Mayfield Hall;
Mayfield on second reference
- Connelly Hall;
Connelly on second reference
- Gracemere House;
Gracemere on second reference

Majors and Programs

Capitalize the names of majors, programs, and departments.

- As a Biology major, Krista Vadaketh is considering a career in the health sciences.
- Adult Professional Studies students are invited to participate in opportunities to travel the world and earn college credit for it through Rosemont’s Global Studies program.
- Political Science, History, and English majors at Rosemont often continue on to the School of Graduate and Professional Studies to pursue a Master of Business Administration or Master of

Class Years

Capitalize Class of [YEAR]

In a sequence, list students first.

- Example: students, faculty, and staff gathered for the Founder's Day Awards Ceremony.

Bullet Points and Lists

- When covering detailed info, break out into bullet points whenever possible. Bulleted lists are used to display a set of items, phrases, or sentences in an easily scanned format. They prevent readers from getting information overloaded.
- Treat each item in a bulleted list as a stand alone idea. In other words, each item should make sense as a phrase without the other bullets.
- Within a bulleted list, all items should follow the same format. For example, all are single words or phrases, or all are formatted as complete sentences. For words or phrases, no period is needed. If the items in the bulleted list are longer sentences, use a period.

The following list items do not need a period:

- Pomeranians
- Chihuahuas
- Great Danes
- Mutts

These bulleted sentences should have a period:

- SOAR (Student Orientation at Rosemont) takes place the week before school returns for fall semester.
- All incoming freshmen are required to attend the activities.
- For accessibility or other individual requests, email jess.Burns@rosemont.edu with the subject: "SOAR Accommodations".
- Prior to attending SOAR, make sure that your fees are paid in Student Accounts.

Avoid repetition in bulleted lists by tying together all items in the bullets with an introductory phrase followed by ":". This prevents overly repetitive language.

Example:

The following types of dogs are the most popular pets in the United States:

- Pomeranians
- Chihuahuas
- Great Danes
- Mutts

Numbered Lists

Numbered lists should only be used when the order is important (e.g., steps for applying). Follow all rules for bulleted lists.

Numbers

- Spell out one through nine, and use numerals for 10 or more.
Exceptions to this rule include ages, grades, GPAs, dollar amounts, distances, and centuries, for which numerals are always used (e.g., She is 49, 3.0 GPA, 5-year-old twins, \$30, 5 miles, 16th-century art).
- Spell out first through ninth, and use numerals for 10th or more.

- Use numerals with endings like th or rd in times and dates.
- Spell out numbers if beginning the sentence (Eleven days later, she had returned with 11 books).
- Spell out generalized numbers (e.g., thousands of people, three hundred times).
- As referenced above, use numerals for ages, grades, GPAs, dollar amounts, distances, and centuries, for which numerals are always used (e.g., She is 49, 3.0 GPA, 5-year-old twins, \$30, 5 miles, 16th-century art).
- Use numerals and denominations for very large numbers (e.g., 2.75 million).

Cities and States

- List cities in the U.S. with their postal code abbreviation offset by commas (e.g., Springfield, OH, and Springfield, KS).
- City names that do not require a state following their mention are: Atlanta, Baltimore, Boston, Chicago, Cincinnati, Cleveland, Dallas, Denver, Detroit, Honolulu, Houston, Indianapolis, Las Vegas, Los Angeles, Miami, Milwaukee, Minneapolis, New Orleans, Oklahoma City, Philadelphia, Phoenix, Pittsburgh, St. Louis, Salt Lake City, San Antonio, San Diego, San Francisco, Seattle, or Washington (as per AP style).
- Spell out New York City (when talking about NYC); NYC is acceptable on second reference without putting in parentheses.
- Cities in other countries may be referred to typing out the name of the city, followed by the name of the country in which they are located. (e.g., Berlin, Germany)

Composition Titles

- Italicize the names of larger publications and exhibitions (newspapers, periodicals [magazines], books, albums, movies, art exhibitions). Items that make up those larger items (articles, chapters, song titles, art pieces) go in quotes.
New York Times, *The Washington Post*,
National Geographic Magazine
The Hobbit
A Hard Day's Night
 "Smells like Teen Spirit" was released on Nirvana's Nevermind album.
- Do not italicize the Bible, the Koran, the Torah. Also do not italicize reference works like the AP Stylebook, Webster's New World Dictionary, or Encyclopedia Britannica.

Religious Titles

Use **abbreviation preceding someone's name.**

Sr. Jeanne Marie Hatch

Times

For all content (online and print), format times as X:00 or X:30 and include a.m. or p.m (lowercase, periods, one space before):

- 3:00 p.m. not 3:00 PM or 3PM or 3p or 3 PM

Do not repeat a.m. or p.m. for a time range

- (12:30–6:30pm not 12:30pm–6:30pm).

Use Inclusive and Person-First Language

- Whenever possible, avoid descriptions about people's age, ability/disability, gender, sexual orientation, economic status, or marital status. Use modern terms when you it is warranted to describe someone, and avoid outdated ones that may come across as offensive.
- Use gender-neutral terms whenever possible.
Police officer or flight attendant, not police woman or stewardess.
- Avoid gender-specific pronouns in uncertain scenarios:
Preferred: The restaurant manager is in charge of closing down the kitchen and bar, and making sure all their employees are out of the building before locking up.
- Do not use: The restaurant manager of each location makes sure his employees have finished their closing duties before locking up and going home.
- Use language that focuses on the person first (people experiencing homelessness not homeless people).
- Refer to the Conscious Style Guide for further guidance on using appropriate language that focuses on people first.

Gender Neutral and Gender Inclusive Pronouns

A gender neutral or gender inclusive pronoun does not associate a gender with the individual who is being discussed. English is one example of a language that does not have a third gender pronoun available.

- English, does not have a gender neutral or third gender pronoun available, and this means that often people refer to a generic individual in the third person as “he.”
- When referring to someone who does not want to use he or she pronouns, ask them what they prefer. More information on using gender inclusive pronouns is abundant online.

Writing for the Web

Compelling copy can attract prospects, entice them to learn more about Rosemont College and follow logical paths through the website to get info, reach out, and ultimately enroll.

- Use straightforward and simple language to get your point across.
- Readability: aim for grade eight on the [Flesch-Kincaid scale for consumer-focused websites](#).
- Prioritize lowering readability to grade 8 on key pages (homepage, landing pages, etc.)
- Keep paragraphs concise. A good rule of thumb is to keep a paragraph to about 65 words or less.
- Put the most important facts up front and center. Get the point across in the first paragraph.
- Readers on the internet scan a page, they don't linger or analyze the content.
- Use headers to denote new sections of text.
- Use bulleted and numbered lists where appropriate.
- Write in a casual and friendly voice. Adjectives to consider when writing for prospective students include: uplifting, encouraging, positive, successful, hopeful.
- Ask yourself: Could someone quickly skim this document and understand the main message?
- Use a subhead (H2, H3) for every two to three paragraphs.

- Write in the active voice using strong, compelling verbs.
- Write action-oriented CTA buttons that clearly tell the user what the button is linked to.
- Example: “Visit Campus” lets someone know they are going to a page where they can sign up to visit the College.
- Set font sizes to 12 pt. or greater.

Offer resources to explore best practices:

[Hubspot Blog](#)

[Moz Blog](#)

[Content Marketing Institute Blog](#)

[Google Help Center](#)

Active Voice is King. Avoid Passive Voice.

- Unlike in academic or legal writing, web content is expected to be upbeat and simple. Successful digital writing is straightforward and accessible.
- Using active voice is one of the most effective methods of making web content engaging and appealing. Web content that’s formal and passive goes against modern standards of web usability.
 Active voice: *the new College President’s strategic plan is centered on the College’s mission.*
 Passive voice: *the new College President believed that mission of the college made sense.*
He said this in an article that the Philadelphia Inquirer published last week. In the future, his plans will reflect this.

Writing in Second Person

“My fellow Americans, ask not what your country can do for you, ask what you can do for your country.”

- John F. Kennedy

John F. Kennedy’s famous quote is a perfect example of writing in second person. A popular way to adapt information for a digital audience, writing in second person establishes a conversational tone, because it addresses your reader directly. As a college, writing about an academic program in second person is particularly useful because it allows prospective students to imagine themselves as enrolled students.

You, Yours, Your

Writing in the second person requires the use of the pronouns you, your, and yours. It is different from the first person, which uses pronouns including I and me, and different from the third person, which uses pronouns such as he and she. While these are not the only pronouns people use, they illustrate the most common ones used in third person writing (see inclusive and people-first writing.)

- Example: If you work in healthcare, or in a health related field, the Master of Science in Healthcare Administration degree from Rosemont will equip you with the skill set you need to advance your career.

Write Meaningful Headers

Headings (and subheadings) divide up your content and make it easy to scan.

Breaking up your content into logical sections, headers clarify the information in your writing.

- Use short phrases - don’t go on and on.
- Headers should make sense out of context.
- Use SEO keywords.

Search Engine Optimization

Search engine optimization (SEO) can be broken down into two primary categories: on-page SEO and off-page SEO. On-page SEO consists of all optimization that happens on your website, including mobile, local and video SEO. Off-page SEO includes links and social signals (shares, likes, etc.) that happen outside of your website.

The best way to optimize a webpage is to write useful and compelling content on it. There are best practices associated with this, and following them is a vital way to make sure search engines are ranking your website (and writing) highly.

Best Practices for On-Page SEO

- URLs
- Be relevant, compelling and accurately describe the page.
- Include a focus keyword.
- Reflect the navigational structure of the site by including relevant folders and subfolders.
- Make it as short as possible.
- Do not use punctuation or capitalization.
- Separate words with hyphens.

For example: “<https://www.rosemont.edu/academics/areas-of-study/business>”

Use Links

If you mention an article that we published last year, link to it. If you’re writing about all the options students have available to complete an undergraduate degree, link to each one. For example, this blurb about academic options illustrates the value of linking.

Important: Do not use language like “click here” when linking. Consider labeling a link with as accurate a label as possible. Integrate them into your writing in a natural way.

- Yes: *The Office of Financial Aid has abundant resources available to help you pay for college.*
- No: *For information on the FAFSA form, click here.*

Avoid Excessive Formatting

Do not use unnecessary bolding, italicized, and other types of styling. The website already has styles built into it, conflicting styles create an unpleasant user experience.

Remember to strip away formatting in a text editor prior to pasting into the web editor.

This is achieved by using the either Notepad or TextEdit.

A simple text editor is often included with whatever type of computer you have.

If you use Microsoft Windows, look for Notepad; if you use Apple, look for TextEdit.

Windows

- Click Start.
- In the Search box, type “Notepad” and hit Enter.
- The program will automatically open.

Apple

- Go to your Applications folder or dock.
- Open TextEdit.
- Click Format > Make Plain Text.
- Next, paste your copied text into TextEdit.

Accessible Documents

Communication about sharing information in a clear, accurate way, whether that involves charts, graphs, illustrations, the careful use of typography, or other visual elements.

Accessible design means making sure that as many people as possible read your work. If someone is color-blind, they should still be able to differentiate between distinct elements on the page. If they're visually impaired, the alt text and description/caption you attach to images on your website or in your PDF should help them understand the overall flow and message of the page. The fonts should be easy to read. And for those who are hard of hearing, videos and motion graphics should be understood without the aid of a voiceover.

[The Americans with Disabilities Act Accessibility Guidelines](#) (ADAAG) are a comprehensive resource on how to design everything from infrastructure to signage. Below are some Best Practices for Accessible Design for communications Pieces.

Accessible Fonts

The ADAAG offer specific standards on the casing, style, and proportions of fonts, depending on where they appear.

Best practices to aid with accessibility include:

- Don't use type that is too small. Consider 12-point font the minimum type size for print in most cases.
- Avoid very lightweight fonts; aim to use medium- or bold-weight type.
- Make sure the font is easy to read, and that it's easy to tell the difference between numbers and characters. Script fonts, for instance, may be hard to decipher for many.
- Make sure your kerning isn't too tight. That is, there should be adequate spacing between the characters.
- Ensure overall spacing between words and paragraphs is even. Avoid splitting words at the ends of lines.
- Breaking up larger blocks of text with bullet points improves ease of reading.

Accessible PDFs

Accessibility features in Adobe Acrobat, Adobe Reader and in the Portable Document Format (PDF) make it easier for people with disabilities to use PDF documents and forms, with and without the aid of assistive technology software and devices such as screen readers, screen magnifiers, text-to-speech software, speech recognition software, alternative input devices, Braille embossers, and refreshable Braille displays. Ensure your PDFs pass the accessibility checker built into Adobe Acrobat. Refer to the document Adobe® Acrobat® Pro DC Accessibility Guide: Creating Accessible Forms for complete details. <https://www.adobe.com/accessibility/pdf/pdf-accessibility-overview.html>

Best practices to aid with accessibility include:

Searchable text. Scanned images of text must be converted into to searchable text using optical character recognition (OCR) before addressing accessibility in the document.

- Fonts that allow Characters to be Extracted to Text. Acrobat extracts characters to Unicode text when you read a PDF with a screen reader or the Read Out Loud tool, or when you save as text for a Braille embosser.
- Interactive Labeled Form Fields. Some PDFs contain interactive forms that people fill out using a computer. Interactive PDF forms also have a defined tab order which allows users of assistive technology to use the Tab key in order to progress from one form field or interactive control to the next in a logical manner.

- **Other Interactive Features: Hyperlinks and Navigational Aids.** Navigational aids in a PDF, such as links, bookmarks, headings, a table of contents, and a preset tab order for form fields, assist all users in using the document.
- **Security that will not Interfere with Assistive Technology.** Acrobat's security settings can be set to protect document content while not interfering with a screen reader's ability to convert the on-screen text to speech or Braille.
- **Document Structure Tags and Proper Reading Order.** Structure the document so a screen reader or other text-to-speech tool will read a document's text and present it in a way that makes sense to the user.
- **Alternative Text Descriptions for Non-Text Elements** Document features such as images and interactive form fields cannot be understood by the user of a screen reader unless they have associated alternative text.

Contrast

Accessible design ensures that there is enough contrast between different elements in a design — such as between text and background. This not only ensures your text is easy to read — it also makes it easier for your viewers to distinguish between the different elements of your design. The smaller the font, the more contrast is needed.

Colors

Approximately 4.5% of the population are color-blind, able to see things as clearly as other people, but unable to fully 'see' red, green or blue light. Monochrome designs that include variations on a single color, or thoughtful color choices, are one way to make accessible designs for the color-blind. Check your design by uploading into a [color-blindness simulator](#).

Avoid these color combinations

- | | | |
|-----------------------|------------------------|-----------------|
| • Orange & Red | • Green & Brown | • Black & Green |
| • Red & Green | • Light Green & Yellow | • Grey & Green |
| • Purple & Green | • Blue & Green | • Grey & Blue |
| • Black & Dark Purple | • Blue & Purple | |

Paper choices

- Best practices to aid with accessibility include:
- Avoid glossy paper or paper that reflects light
- Use caution when using colored paper, as contrast may decrease
- Use caution when photocopying documents, as the contrast may decrease or images may lose their clarity

Accessible Motion Graphics and Videos

Best practices to aid with accessibility include:

- **Sound quality/clarity.** Make sure those speaking or any voiceover artist enunciates clearly, and background music doesn't make it too difficult to hear or understand the voiceover.
- **Subtitles.** Include subtitles as an option for anyone viewing the video on sites like Vimeo or YouTube. If sharing the video on social media, consider turning the subtitles on for all your viewers.
- **Visuals.** If possible, communicate the majority of your message through the visuals, with minimal reliance on text or voiceover. Ensure that the main points are not only narrated through the audio track but depicted on-screen through animated characters, graphs, charts, and other illustrations and icons.

Digital Spaces and Interactive Content

Best practices to aid with accessibility include:

- Follow all the advice above about font and color choice.
- Ensure file names accurately represent the content.
- Use accessible HTML, which includes tags that will help your users understand what is on the page, including:
 - Heading tags
 - Alt tags
 - Link titles

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The Rosemont College seal is a circular emblem. The outer ring contains the text "COLLEGIUM • ROSEMONTENSE • SOCIETAS" in a serif font. Inside this ring is a shield featuring a cross. Within the cross's quadrants are various symbols: a book, a lamp, and other heraldic elements. Below the shield, the date "MCMXXII" is inscribed. The seal is rendered in a light, faded purple color.

GRAPHIC AND LOGO STANDARDS

PRIMARY LOGO

ROSEMONT COLLEGE

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PRIMARY LOGO

The stacked logo is Rosemont College's primary logo. This logo should be used on all outward facing publications and non-athletic branded merchandise.



- The Logo is the common denominator in all visual communications, both internal and external.
- The Logo must be positioned in its own clear space, standing apart from other text or images. (In order to achieve this, the Logo should always be surrounded by a minimum Clear Zone which is achieved using the letter R, as shown in the inset to the left.)
- The Logo should never be reset, redrawn, recreated, or altered in any way.
- The Logo has a minimum reproduction size of 1.5" wide.

**ROSEMONT
COLLEGE**
the POWER of small

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COLLEGE**
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Rosemont's Primary Logo can only be presented in these color formats:

FULL COLOR

The Rosemont College burgundy type
Cyan = 0%
Magenta = 100%
Yellow = 60%
Black = 40%

The Power of Small grey type
Black = 50%

SPOT COLOR

The Rosemont College type
Pantone Color = 1955

The Power of Small type
Pantone Color = Black 50%

ELECTRONIC COLOR

The Rosemont College type
R = 157
G = 0
B = 49

The Power of Small type
R = 147
G = 149
B = 152

BLACK AND WHITE

The Rosemont College type
Black = 100%

The Power of Small type
Black = 50%

REVERSE OUT WHITE

When placing the Primary Logo on any other color than white, you must use the White Logo reversed out on a contrasting color. In order for the Logo to be distinct, the field of color must be equivalent to at least a 50% value of black.

Do Not Place color logo on a color background!

SECONDARY LOGOS

ROSEMONT COLLEGE
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ROSEMONT COLLEGE
the POWER of small

Horizontal Logo

Rosemont's horizontal logo should only be used when space will not accommodate the vertical logo. In that instance Rosemont's horizontal or secondary logo may be used.

ROSEMONT
LINE
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ROSEMONT
LINE
the POWER of small

Rosemont Online Logo

Rosemont College has developed the Rosemont Online logo to promote and identify our online classes and programs.

ROSEMONT
LINE
the POWER of small

Mont
ROSEMONT COLLEGE

Mont
ROSEMONT COLLEGE

Mont
ROSEMONT COLLEGE

The "Mont" Logo

Born from student-athletes' requests, the Mont logo reflects the nickname our students have given to our beloved College. The Mont logo may only be used on Rosemont athletic teams' spirit wear or unofficial team athletic wear. It may NOT be used on athletic uniforms, or official College gear. This logo may not be used on any outward facing wearables. The Mont logos is for Rosemont Athletic Teams unofficial gear only.

COLLEGE SEAL

The inscription on the Seal of Rosemont College, translated from Latin, reads “Rosemont College of the Holy Child Jesus.” Both the latter part of the inscription and the triangle superimposed on the three intersecting circles are adapted from the seal of the Society of the Holy Child Jesus.

The triangle is symbolic of the Blessed Trinity. The quotation on the circles is taken from Psalms 120:121: “I will lift up my eyes to the mountain.” The Roman numerals stand for “1922,” when Rosemont was chartered. The college was founded in 1921. Within the triangle and circles are the cross, roses, the books of scripture, the liberal arts and the sciences, and the light of inspiration and learning. The verbal and visual images chosen for the Seal reflect a sense of spirit which has been consistent throughout Rosemont’s history.

The Rosemont College Seal is generally used on formal and legal documents and also as a decorative element on promotional material. Because it represents the history and tradition of the College, it may be appropriate to use it as a background behind other information.

Examples of various ways

to use the Seal as a background are shown to the right. When used as artwork it may be an over-sized graphic image, either in a very pale screen of 1 color or as a very dark screen within a like color field. If used pale, text should always overprint in Black or other similar dark colors. If it’s used as a dark screen, text should reverse out to white or a very light color.

When the Seal is used on any printed material, the Rosemont College Logo must also appear.

The Seal has a minimum reproduction size of 1” diameter.



ROSEMONT SEAL FULL COLOR

Cyan = 0%
Magenta = 100%
Yellow = 60%
Black = 40%

SPOT COLOR

Pantone Color = 1955

ELECTRONIC COLOR

R = 157
G = 0
B = 49



ROSEMONT SEAL BLACK



ROSEMONT SEAL REVERSE OUT WHITE



LOGO VARIATIONS

Logo Variations are available on a case by case basis. These variations will closely tie Rosemont College to the entity. Each entity must have Rosemont's Primary Logo with the name of the entity between grey bars below the Logo. Contact College Relations for more information.

**ROSEMONT
COLLEGE**

the POWER of small

**THE SCHOOL OF GRADUATE
& PROFESSIONAL STUDIES**

**ROSEMONT
COLLEGE**

the POWER of small

CORNELIAN SERVICE CORPS

**ROSEMONT
COLLEGE**

the POWER of small

**The Institute for Ethical Leadership
& Social Responsibility**

PRIMARY SPORTS LOGO



All of Rosemont's Athletic Logos can only be presented in these color formats:

FULL COLOR

Burgundy color = c0, m100, y60, k40

Black = 100% black

Gray = 50% black

SPOT COLOR

Burgundy color = Pantone 1955

Black = 100% black

Gray = 50% black

ELECTRONIC COLOR

Burgundy color

R = 157

G = 0

B = 49

Gray color

R = 147

G = 149

B = 152

Black color

R = 34

G = 30

B = 31

BLACK AND WHITE

The Rosemont College type

Black = 100%

The Power of Small type

Gray = 50% Black

REVERSE OUT WHITE

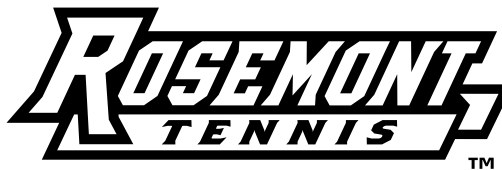
SECONDARY SPORTS LOGOS



SPORTS WORD LOGOS



SPORTS TEAM LOGOS



TYPOGRAPHY

Rosemont College has a uniform look for all of its print material.

Typeface usage

Body Copy

StoneSerif ITC Medium is used for body copy on all print material.

(If StoneSerif ITC Medium is not available, please use another serif typeface like Times Roman Medium.)

Headlines

Arial Black is used for headlines on all print material.

Captions

StoneSerif ITC Italic is used for captions on all print material.

(If StoneSerif ITC Italic is not available, please use another serif typeface like Times Roman Italic.)

Rosemont College uses “**the POWER of**” to enhance topics being discussed. This also brings attention to Rosemont's tagline, the **POWER of small**.

the typeface used is Corbel Italic.
the word “POWER” is always capitalized and is Corbel Bold Italic.

100
1921-2021

Rosemont Prepares for 100th Birthday!

Planning is underway for the Rosemont community to celebrate its centennial year in 2021-2022.

The Centennial Committee will be comprised of nearly 60 alumni and friends of the College. The group - led by chairpersons Pat Ciarrocchi '74, former Rosemont Trustee and Cresset Award recipient and Dianne Rotzitt '98, Rosemont benefactor and former employee of the College - will be divided into subcommittees to begin planning how Rosemont will celebrate this milestone year. The committee includes alumni from 1952 to 2018, Rosemont's former Presidents, members of the Sisters of the Holy Child Jesus, former Trustees, current Trustees, and friends of the College.

"My journey with Rosemont began when I entered the College's REAP program in 1993 as an adult student, continued when I worked with international students at the College in the Offices of Student Life and Admissions from 1998 to 2005, extended to include my family's support of the Rotzitt Theater at the College, and now has brought me to helping to plan what I know will be a memorable Centennial year," said Dianne Rotzitt. "It is a privilege for me to be working with so many dedicated alumni and friends of the College to celebrate Rosemont's 100th birthday."

Incorporated in 1921, the College received its charter in 1922. The same year, the College's first Mission Statement was introduced. Through the decades, the College has grown from an undergraduate school for women to a coed institution. Adult, graduate, and online programs as well as athletics and numerous student clubs have been added.

"I am a storyteller at heart, and the story of Rosemont's Centennial is one worth telling - and celebrating," said

Pat Ciarrocchi '74 and Dianne Rotzitt '98
Co-Chairs of the Centennial Committee

Pat Ciarrocchi: "It is a story of 100 years of dedicated faculty and staff, fearless leadership, amazing students, accomplished alumni, and above all, the College's unwavering commitment to its mission. I've stayed connected to Rosemont since my graduation in 1974. I've served as a Trustee and was a Cresset Award recipient, but nothing has excited me more than helping to launch Rosemont into its next century through the celebration of the Centennial."

Four subcommittees will be formed for each of the major components of the Centennial Celebration: Educational/Academic, Spiritual, Service, and Social/Celebration.

Educational/Academic SubCommittee
responsible for initiatives that showcase Rosemont's history, as well as planning one or two academic forums that are accessible to all of Rosemont's constituents,

Spiritual SubCommittee
responsible for planning the opening liturgy of the Centennial Year (on campus), as well as spiritual programs that are accessible to all of Rosemont's constituents, regardless of where they live.

Service SubCommittee
responsible for developing a service aspect that can be carried out in the regions across the country where Rosemont's constituents live.

Social/Celebration SubCommittee
responsible for planning two major events - one to open the Centennial Year and one to close the Centennial Year.

Dr. Boyes will appoint faculty, staff members, and current students to the Committee in August.

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the **POWER** of affordable education