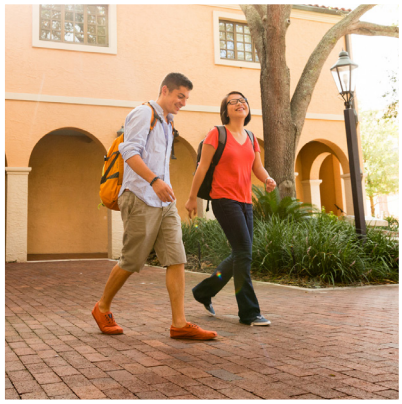

Rollins Evening Undergraduate Catalog

2016-2017

ROLLINS
EVENING

UNDERGRADUATE CATALOG 2016-2017

Rollins College • Hamilton Holt School
1000 Holt Avenue Box 2725
Winter Park, Florida 32789
407-646-2232

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Be advised that the provisions of this catalog are not to be regarded as an irrevocable contract between the student and Rollins College, its officers, or its faculty. The College reserves the right to make changes affecting admission procedures, tuition, fees, courses of instruction, programs of study, academic grading policies, and general regulations.

CONTACT THE HOLT SCHOOL

Address
The Rollins College Hamilton Holt School office is located at 311 West Fairbanks Avenue, Winter Park. Address all correspondence as follows:

Rollins College
Hamilton Holt School
1000 Holt Avenue Box 2725
Winter Park, FL 32789

Telephone
407-646-2232

Fax
407-646-1551

E-mail
holtschool@rollins.edu

Website
http://www.rollins.edu/evening/

Student Services Website
http://r-net.rollins.edu/holt/

DIRECTORY OF FREQUENTLY CONTACTED OFFICES

Hamilton Holt School

Admission/Academic Advising/Student Services (**Undergraduate**)	407-646-2232
Academic Advising (**Graduate**)	
Master of Applied Behavioral Analysis and Clinical Science (M.A.)	407-646-1568
Graduate Counseling Program (M.A.)	407-646-1568
Graduate Education/Teaching (M.Ed. or M.A.T.)	407-646-1568
Master of Health Services Administration (M.H.S.A.)	407-646-2653
Master of Human Resources (M.H.R.)	407-646-2653
Master of Liberal Studies (M.L.S.)	407-646-2653
Master of Public Health (M.P.H.)	407-646-2653

Career and Life Planning
407-646-2195
Careerservices@rollins.edu

Bookstore
407-646-2133
www.rollins.edu/bookstore

Office of Alumni Relations
407-646-2266
800-799-ALUM (2586)
alumni@rollins.edu

Campus Security
407-646-2999
www.rollins.edu/campus_security

Cashier (Bursar's Office)
407-646-2252
www.rollins.edu/bursar

Financial Aid
407-646-2395
www.rollins.edu/finaid

Information Technology (Help Desk)
407-628-6363
http://www.rollins.edu/it/

Olin Library
407-646-2521
www.rollins.edu/library/

R-Card Office (Student Identification Cards)
407-646-1564
http://www.rollins.edu/campus-safety/r-card/index.html

Tutoring & Writing Center
407-646-2307
http://www.rollins.edu/library/twc/index.html

ACADEMIC CALENDAR
2016-17

FALL TERM 2016

Registration (new students)	June 1 – August 22
Classes begin	August 22
Last day to withdraw without academic penalty	October 28
Labor Day Holiday	September 5
Thanksgiving Holiday	November 22 - 27
Classes end	December 8

SPRING TERM 2017

Registration (new students)	November 2-Dec 18
Classes begin	January 18
Last day to withdraw without academic penalty (Withdrawal deadline varies for intensive courses.)	April 4
Spring break begins	March 13
Classes resume	March 20
Classes end	May 9
Commencement	May 13

SUMMER TERM 2017

Registration (new students)	April 1 - 30
Classes begin	
First six-week session	May 22
Second six-week session	July 5
Twelve-week session	May 22
Last day to withdraw without academic penalty:	
First six-week session	June 13
Second six-week session	July 25
Twelve-week session	July 5
Memorial Day Holiday	May 29
Independence Holiday	July 4
Classes end	
First six-week session	June 26
Second six-week session	August 15
Twelve-week session	August 15

A MESSAGE FROM THE DEAN

For over 130 years, Rollins has been serving Orlando and its surrounding communities, training tomorrow's leaders today. The Hamilton Holt School, named for the eighth president of the college, serves the community through exceptional undergraduate and graduate evening degree and outreach programs. Here you will find a diverse range of curriculum offerings -- all of which promote broad, integrative learning and awareness of social issues. At Rollins, our goal extends beyond the development of important workplace skills – we aim to nurture your mind in a small classroom environment so that you will lead a life of inquiry and fulfillment.

Our approach to education embraces principles that are widely recognized as promoting learning in adult students. These principles include:

- *Student-faculty contact.* Rollins Evening students have the opportunity to interact with faculty on a regular basis inside and outside the classroom. Small class sizes, individual attention, and a supportive academic environment promote learning and make Rollins unique.
- *A blend of liberal arts and professional course offerings.* Adult learners benefit the most when they can apply what they learn in the classroom to their work environment. Whether you are fresh out of high school or a working adult, the Holt School offers you a practical education that is designed to take advantage of your strengths. We embrace the Association of American Colleges and Universities position that the "dividing line" between professional education and liberal education is artificial – that students benefit the most when they have access to a portfolio of courses that provide diverse professional and liberal arts experiences. This is especially true for adult learners.
- *Active learning.* Because our curriculum is practical, Rollins Evening students collaborate with faculty in order to solve complex, real-world problems. In many ways, we learn as much from our students as our students learn from us. Our commitment to sharing ideas with students and living the "life of the mind" means that your experience at Rollins will involve more than learning skills, you'll become an intellectual explorer.
- *Prompt and appropriate feedback about academic performance.* Small class sizes also mean more in-depth and constructive feedback. Your education is too important for you to feel like a number.
- *Rigorous learning experiences.* With increased individual attention comes increased expectations of your intellectual development. At Rollins, both our faculty and students expect nothing less than excellence from each other.
- *A diverse community of faculty and peers.* The considerable life experiences of our students and faculty make classroom learning exciting. At Rollins you will meet leaders in the community, other professionals who are looking to advance professionally, and top notch artists and musicians. Our students come from all walks of life and ethnic and cultural backgrounds.
- *Preparation for the future.* Your program of study will challenge your mind and prepare you for a career in a rapidly changing world.

I invite you to become as involved as you can with your school. Come to our monthly Holt socials and get to know your fellow students, some of whom will become lifelong friends. Volunteer to serve in student government or sit on the Academic Affairs Council. Or, just swing on by and chat over a cup of coffee at my office (my treat!). I'm always excited to hear about of each of our students and their unique story. Whether you are new to college, advancing from an associate's degree, or coming back after years away – you have a home here. Come on in and stay awhile.

David CS Richard, Ph.D.
Dean

ABOUT ROLLINS COLLEGE

Rollins College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, telephone 404-679-4500, at http://www.sacs.org for questions about the accreditation of Rollins College.*

Rollins College also holds additional program-level accreditations, approvals, or memberships. The College's undergraduate and graduate business programs are accredited by The Association to Advance Collegiate Schools of Business (AACSB International). The undergraduate music program has been a full member of the National Association of Schools of Music since 1931. The chemistry program has received approval by the American Chemical Society since 1974. The undergraduate and graduate programs in education and teaching are approved by the Department of Education of the State of Florida, and the graduate counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs. Additionally, the College's Cornell Fine Arts Museum is accredited by the American Association of Museums.

Rollins also holds institutional memberships in the Association of American Colleges and Universities, the American Council on Education, the National Association of Independent Colleges and Universities, the Council of Independent Colleges, Associated Colleges of the South, the College Entrance Examination Board, the Florida Association of Colleges and Universities, the Association of Governing Boards of Universities and Colleges, and Independent Colleges and Universities of Florida, Inc.

**The contact information for SACSCOC is provided in order to enable interested constituents to ask questions about Rollins' accreditation status. Inquiries about Rollins College, such as admission requirements, financial aid, educational programs, etc., should be sent directly to Rollins College and not to the Commission's office. The Commission is to be contacted only if there is evidence that appears to support that Rollins is not in compliance with a requirement or a standard of accreditation.*

COLLEGE MISSION STATEMENT

Rollins College educates students for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers. We are committed to the liberal arts ethos and guided by its values and ideals. Our guiding principles are excellence, innovation, and community.

Rollins is a comprehensive liberal arts college. Rollins is nationally recognized for its distinctive undergraduate and selected graduate programs. We provide opportunities to explore diverse intellectual, spiritual, and aesthetic traditions. We are dedicated to scholarship, academic achievement, creative accomplishment, cultural enrichment, social responsibility, and environmental stewardship. We value excellence in teaching and rigorous, transformative education in a healthy, responsive, and inclusive environment.

ABOUT THE HAMILTON HOLT SCHOOL

The Hamilton Holt School of Rollins College is committed to providing the best possible educational experience for students who live and work in the Central Florida community.

The Rollins College Hamilton Holt School features a wide range of bachelor's and master's degree programs, offered during evening hours, with small classes, dedicated faculty, and diverse students of all ages and backgrounds. The average age of Holt undergraduates is 29. Approximately 1,200 students enroll each year. Most work part or full time and have family responsibilities. Many receive scholarship support and other financial assistance.

The College is within easy commuting distance for most residents of Central Florida. The beautiful 70-acre campus is bounded by Lake Virginia to the east and south. Offices for the Hamilton Holt School are located at 203 East Lyman Avenue in Winter Park, and classes meet on the Rollins campus.

A great number of Hamilton Holt School students continue to live, work, and raise their families in Central Florida. Many of the Holt School's 16,000 alumni have earned advanced degrees and have gained prominence in their professions. Their Rollins education continues to make a positive difference, empowering them to lead meaningful lives and productive careers.

FREQUENTLY ASKED QUESTIONS

What programs does the Rollins evening studies division offer?
The Hamilton Holt School evening degree program offers the bachelor's degree in 12 different majors and master's degrees in applied behavior analysis and clinical science, healthcare services administration, liberal studies, human resources, teaching or education, and mental health counseling. To request complete information on graduate programs, contact the appropriate program representative.

How do I get started?
We recommend that you speak with an admissions counselor about your academic goals. Call 407-646-2232 to make an appointment.

If you are applying to a bachelor's degree program, you may complete an admission application and submit it along with your official college transcripts. An admissions application is available online at http://www.rollins.edu/holt/application/index.html.

Can I take a course without applying to a degree program?
Yes, you may take credit courses for personal enrichment without formally applying to a degree program. You also can take courses on an audit (noncredit) basis if space is available or as a transient student if you are enrolled elsewhere.

When do classes begin? How do I register?
An academic-year calendar, which includes the dates for registration and the first day of classes, is provided in each term's schedule of courses. You may file an application any time during the academic year. Application deadlines are generally one month prior to published registration dates. Accepted new students may enroll during new student registrations held prior to the beginning of each term. Please see Academic Calendar for registration dates. Once you have completed a course, you may register in advance online.

Is my diploma a Rollins College diploma?
Yes. Your coursework in the Holt School leads to a degree and a diploma from Rollins College.

How much credit can I transfer from other colleges?
Up to 64 semester hours may be transferred from a two-year college. There is no limit on transfer credit at the upper-division level; however, the last twelve courses (48 semester hours) for the bachelor of arts degree must be taken in residence at Rollins College. It does not matter how long ago you earned transfer credits. An academic advisor can evaluate your transcripts and show you how the acceptable courses will apply to your program at Rollins. The only courses that will not transfer are those in areas not typically offered by Rollins, such as vocational, technical or training courses, remedial courses, and physical education. Most academic courses in the social sciences, natural sciences, and humanities will transfer if you earned a "C-" or better in them.

How long does it take to obtain the bachelor of arts?
The B.A. requires 140 semester hours (35 courses). Completion time depends upon how many courses you can transfer, the major you select, and the number of courses you can complete each term. Most Rollins courses count for four semester hours of credit. You must complete at least 48 semester hours at Rollins for the bachelor of arts. At least one-fourth of the major and minor courses must be taken at Rollins.

Can I attend full time?
Yes. Three courses in the fall, spring, and summer terms are considered full-time attendance. We recommend, however, that students employed full time register for only two courses per term. This is not a requirement and may be adjusted according to individual aptitudes and circumstances. Students who enroll in at least three courses in the fall and spring are eligible for the Florida Resident Access Grant, a state financial aid program that provides assistance for students who have been Florida residents for 12 consecutive months.

Is career counseling available?
Yes. Rollins College provides a variety of services related to career transition and job search. Services include career advising, major selection, resume writing, job search strategies, and group workshops and individual consultation with a career counselor.

What if I have been away from college for a while?
Our programs are especially designed for students who may have been out of college for a while. We offer many support services to help you succeed. These include academic advising, academic skills development services, a writing center, and individual academic advisors. Returning to college is exciting and satisfying. Students usually find that their initial hesitation quickly disappears. Most individuals experience a sense of accomplishment, the enjoyment of learning new things, and the pleasure of meeting new friends with similar goals and values.

ADMISSION

The Hamilton Holt School seeks to attract academically talented and motivated students. Applications for admission are considered on the basis of the qualifications of each applicant without regard to race, color, religion, national origin, sex, age, sexual orientation, disability, or veteran status. Rollins is an equal opportunity institution that adheres to a nondiscriminatory policy with respect to employment, enrollment, and programs.

Application
All new students must file an application with a $40 nonrefundable application fee. Applications should be filed before the published deadlines which can be found on our website. Official transcripts from high school and/or all colleges previously attended by the student must be on file with the Hamilton Holt School by the published application deadline.

Admission to a degree program is based on the achievement of a minimum 2.5 cumulative grade point average (GPA) from previously attended, regionally accredited colleges (averages from multiple institutions may be combined) or high school; as well as submission of college-level writing in the application process. Regionally accredited associations include Middle States, North Central, New England, Northwest, Southern, and Western. A letter of appeal must be included with the application if the cumulative grade point average is below 2.5. Acceptance to enroll at the Hamilton Holt School does not guarantee admission into some majors. Students who have been dismissed from another institution for academic or conduct-related matters must file a formal request for application review through the admissions committee.

In addition, all applicants are required to interview with the director of admission or members of the admission committee.

- First Year Applicants: Students who have not previously attended a regionally accredited college or university must provide an official transcript from a regionally accredited high school, a high school accredited by a state accrediting commission, or a public high school regulated by a school system and state department of education. If no high school diploma has been earned, an official General Education Diploma (GED) score report is required. Applicants submitting GED scores must also submit secondary records up to their point of leaving.

- Transfer Applicants: Students who have previously attended a regionally accredited college or university are required to submit an official transcript from each college/university attended. Students with less than sixty (60) earned semester hours of credit are also required to provide an official high school transcript or GED score report. A College Officials Report may be required.

- Second Bachelor's Degree Applicants: Students who have previously earned a degree from a regionally accredited institution must submit a separate request for approval for a second baccalaureate degree. The admission requirements for students seeking a second bachelor's degree differ from first degree requirements in that they are based upon

selective rather than performance criteria. A minimum cumulative grade point average of 3.0 is required and the intended major must be distinct from the previous major. Official transcripts from each previously-attended college/university are required.

- Returning Rollins Students: Students previously enrolled in any Rollins College academic program are required to have a 2.5 cumulative grade point average from Rollins. A letter of appeal must be included if the cumulative grade point average is below 2.5. Students who were academically dismissed or administratively withdrawn from any Rollins College academic program must appeal for readmission through the appropriate dean's office. A College Officials Report may be required.

- International Applicants: Candidates for admission are required to submit evidence of successful completion of studies from accredited secondary schools or colleges. If the school records are in a language other than English, candidates for admission must submit a translation and an official credential evaluation of those records. Candidates whose native language is not English are required to submit evidence of their English language ability. The following are accepted as evidence: an official score report from the Test of English as a Foreign Language (TOEFL) with a score of 550 or better (paper-based); 213 or better (computer-based); or, 80 or better (internet-based); or International English Language Testing System (IELTS) with a score of 6.5 or better.

  Accepted international students are required to advise Rollins College of their current immigration status. The I-20, Certificate of Eligibility for Nonimmigrant (F-1) Student Status, is issued only after the student has submitted (1) an Application for Admission with the nonrefundable application fee; (2) all official transcripts (translated, if necessary); and (3) a Statement of Financial Responsibility including appropriate documentation that sufficient financial resources are available to finance one full year in the Hamilton Holt School.

  Accepted international students (with J-1 or F-1 visas) are required to purchase health insurance coverage that includes repatriation and medical evacuation. This requirement is not meant to be punitive, but is a protection for the international student against the high cost of medical care in the United States.

- Non-Degree Seeking Applicants: Applicants who wish to earn credit at Rollins but don't wish to seek a degree must submit a full application and appropriate transcripts. In the case of current high school students (entering 11th and 12th grades), official SAT and/or ACT scores are required as well. Non-degree seeking students are restricted to taking no more than 12 credit hours and are not qualified for federal or state financial aid.

- Audit Applicants: Applicants interested in auditing courses (no academic credit) on a space-available basis are required to submit a formal application for admission.

- Transient Applicants: Applicants enrolled in other institutions may apply for limited admission to take specific transfer courses approved for credit by their home institution.

An official transient letter issued by the home institution will serve in lieu of official college transcripts.

Any omissions or misrepresentations on a student's application for admission will automatically invalidate consideration by, acceptance to and continuation at Rollins. If an applicant (a) is ineligible to enroll at any previously attended institution, (b) is on probation, suspension, exclusion, or any other standing indicating either an academic or a conduct deficiency at any previously attended institution, (c) has been found in violation of the academic or non-academic code of conduct at any previously attended institution, or (d) has been convicted or found guilty or pled nolo contendere of a felony in any jurisdiction, then the applicant's case will be reviewed to ensure that the applicant meets the satisfactory academic performance, good character, and good conduct requirements. After a letter of acceptance has been issued, if information comes to light that shows that an applicant did not meet all admission requirements, the applicant's admission offer will be withdrawn.

Applicants may defer their acceptance for up to one year. If a year has lapsed since an application was filed, a new application must be filed if a student wishes to pursue enrollment. A previously admitted student who has not attended Rollins for a period of two or more years must file a new application form, pay the application fee, and follow the curricular policies and requirements in effect at the time of return. All credentials submitted with the application for admission become and remain the property of the college and will not be returned to the student, duplicated, or transferred to another institution.

Admission Categories
To ensure the success of our students, Rollins offers admissions types that are designed to help identify areas of need for students and connect them with academic plans that fit those requirements.

- Full Admission: Requirements listed in the Satisfactory Academic Progress Review below.

- Conditional Admission: Students are required to take ENG 225 Practices of Effective Writing during their first semester at Rollins. This class will prepare you for the writing requirements and quality expectations that are part of the program. You must earn a "C" or better in this course.

Readmission
A student who has not attended the Hamilton Holt School for a period of two or more years must file a new application form, pay the application fee, and follow the catalog and curricular policies and requirements in effect at the time of return. A student must appeal for readmission if their record reflects a bursar or academic hold, or they are not in good standing. Readmission will not be considered until the reason for the hold is resolved.

Satisfactory Academic Progress Review
All students will be reviewed after their first semester in the Hamilton Holt School. Students with a cumulative grade point average (GPA) below 2.0 will be placed on academic warning and will be dismissed after two semesters if the GPA remains below 2.0.

All students are expected to complete either ENG 140 Composition: Writing About Selected Topics (unless it is transferred from another institution), or ENG 300 Expository Writing (for those who have already satisfied the lower-level writing requirement) as one of their first four courses at Rollins. Students must also take INT 200 Introduction to the Liberal Arts as one of their first six courses unless they have completed the Associate of Arts degree or two humanities courses prior to entering Rollins.

Disability Services

Services for Students with Disabilities provides assistance to students with documented disabilities as they become independent and successful learners within the academically competitive environment of the College. It is the responsibility of the student who will be seeking accommodations for a disability to contact the Disability Services Coordinator. For more information on policies and procedures, please visit the website at www.rollins.edu/disability-services/.

For more information, or to make an appointment, call (407) 646-2354

ACCELERATED PROGRAMS

3/2 Accelerated Management Program

The Rollins College 3/2 Accelerated Management Program (AMP) combines a four-year Bachelor of Arts (BA) degree and a two-year Master of Business Administration (MBA) degree into a five-year program. The first three years of the combined program are completed in Rollins' Hamilton Holt School; the remaining two years are completed in Rollins' Crummer Graduate School of Business in the Early Advantage MBA (EAMBA) program. Successful students earn their BA and their EAMBA in five rather than six years.

Learn more about the Rollins MBA programs at www.rollins.edu/business.

Program Requirements
Students participating in the 3/2 Accelerated Management Program (AMP) must adhere to specific academic and experiential requirements during their three years in the Hamilton Holt School, and acceptance into the EAMBA program at the conclusion of the third year is conditional upon the satisfactory completion of these requirements:

- Term grade point average of 3.2 or better while participating in the program, and a cumulative grade point average of 3.2 or better by the end of the third year.
- Attend all scheduled AMP seminars during the first three years.
- Complete at least one internship by the end of the third year.
- Complete all general education curriculum, major, and minor (if declared) requirements by the end of the third year.
- At least 109 earned semester hours by the end of the third year.
- Complete graduation petition in spring term of third year.

- A score of at least 600 on the Graduate Management Admissions Test (GMAT) by the end of the fall term of the third year.
- Submit an application to the Crummer EAMBA Program including an interview process. Admission is very selective and is based on a combination of rigor of academic program, academic performance, and standardized test scores.

Annual Review
The 3/2 Accelerated Management advisor reviews students' records each semester to monitor program compliance. Students who fail to adhere to the stated requirements are eligible for dismissal from the 3/2 program but would continue in their undergraduate program toward the completion of their Bachelor of Arts degree. Students can also withdraw from the 3/2 program at any time.

Admission Requirements
Interested students have two opportunities to apply for admission to the 3/2 Accelerated Management Program—while still in high school or at the completion of their first semester at Rollins (25 credit hours or less). Students still in high school should contact Admissions at 407-646-2232 for more information.

Advanced Standing Credit

Students may receive advanced standing by several means. This includes but is not limited to credit for Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment courses. Credit granted for any of these or by similar means does not automatically exempt a student from the general education requirements of the College. Please contact the Holt School Office for additional information.

Advanced Placement (AP)
Students are awarded four (4) semester hours of credit for each AP examination on which they earn a score of four (4) or five (5). Students who present scores of four (4) or higher on the AP English Language and Composition examination or the AP English Literature and Composition examination are exempt from satisfying the College's Writing general education curriculum requirement. Students who present scores of four (4) or five (5) on the AP Statistics examination are exempt from satisfying the College's Quantitative Reasoning general education curriculum requirement. Credit earned from other AP examinations does not exempt students from any other of the College's general education curriculum requirements.

International Baccalaureate (IB)
Credit for IB course work is granted for students with an IB diploma, on a course by course basis. Students with an IB Diploma and a score of thirty (30) or better will be awarded one year (thirty-two [32] semester hours) of credit. Students without the Diploma, or with the Diploma and a score of less than thirty (30), will be awarded eight (8) semester hours for each higher-level score of five (5) or better and four (4) semester hours for each score of four (4) or better (on a higher or subsidiary level), to a maximum of twenty-four (24) semester hours. General education credit will be awarded as appropriate, to be determined by suitable bodies. Advanced placement will be awarded

for major courses, subject to departmental approval. Students who present both IB and AP work in the same subject area will not be awarded double credit.

Other Examinations
Grades of 'A' through 'C' on most British GSE A-level exams earn two course credits, eight (8) semester hours, per examination.

Transfer Credit
Transfer students must meet all general education curriculum and major requirements to earn a Rollins College degree. The Hamilton Holt School reviews and evaluates courses taken at other institutions, determines courses/credit to be accepted, and prepares a Transfer Course Evaluation. The evaluation lists all courses accepted and any general education requirements those courses fulfill.

In the evaluation of transfer credit, four (4) semester hours equals one Rollins course. Transfer credit is awarded for coursework taken at regionally-accredited (Middle States, North Central, New England, Northwest, Southern, and Western Association) institutions, or the equivalent international institution. The major department makes decisions regarding fulfillment of major requirements through transfer credit. Transfer credit is not awarded for courses with a grade below "C-." All transfer courses must be officially letter-graded by the originating institution, with the exception of internships which may be graded Pass/Fail or Credit/No Credit. No more than the equivalent of sixty-four (64) semester hours of lower-level transfer credit are accepted. Students with sixty (60) semester hours of credit enter Rollins College with junior standing, but may need additional credits to fulfill the degree requirements. Additional policies related to degree completion please see Residency requirement.

Rollins College participates in an articulation agreement between the Independent Colleges and Universities of Florida (ICUF) and the Division of Florida Colleges. Through this participation, students who enter Rollins with a completed Associate of Arts (AA) degree from a Florida state college matriculate with junior standing and are usually able to transfer a total of sixty (60) semester hours, provided that they meet the same standards and program requirements as native Rollins students.

As part of the College's participation in the ICUF Articulation Agreement, students with the A.A. degree from a Florida state is considered to have met general education requirements.

A student's previous grade-point-average (GPA) does not carry forward; a Rollins GPA is determined only on the basis of courses completed at Rollins.

Military Credit
Credit is given for USAFI or DANTES courses and some military specialty schools. Official transcripts for USAFI and DANTES should be obtained from the DANTES Contractor Representative, Educational Testing Service, P.O. Box 2879, Princeton, NJ 08541. Transcripts may also be ordered online at http://www.dantes.doded.mil/service-members/transcripts/index.html.

College-Level Examination Program (CLEP)
The Holt School has the following guidelines for awarding credit for CLEP General or Subject examinations:

1. A student must complete any examination, and official score results must be received prior to achieving junior status (64 earned semester hours) in the Holt School.
2. CLEP exams must be completed and official score results received prior to the term in which a student begins his or her residency in the Holt School.
3. CLEP General or Subject examinations will not be used to fulfill major or minor core or elective requirements. Such examinations may be used to fulfill general education (if appropriate) or general elective requirements. Students who receive a score of 65 or better on the English General Examination with Essay receive credit and are exempt from ENG 140 only.
4. Students who score within the acceptable guidelines on the CLEP General or Subject examinations may receive up to the equivalent of nine courses of credit. Examinations may not duplicate course material previously covered.

CLEP credit is recorded on the student transcript as examination/lower-level transfer credit and does not satisfy residential requirements for graduation or honors.

Credit for Training Programs
A maximum of eight semester hours of academic credit may be awarded for training courses in the subject areas contained in the College's curriculum. To be considered for credit, the training course must have been evaluated and recommended for credit by the American Council on Education. To be designated as partially fulfilling requirements for the major, the major department must approve such a training course.

ADMISSION TO OTHER DIVISIONS OF THE COLLEGE
Students in the Hamilton Holt School who wish to transfer to one of the other divisions in the College are required to submit the appropriate applications to the particular program admission office. Admission of a student to the Hamilton Holt School establishes no claim or priority for admission to one of the other divisions of the College.

SERVICES

Advising Resources
Hamilton Holt School academic advisers are available for academic counseling from 8:30 a.m. to 6:30 p.m., Monday through Thursday. Appointments are recommended. Degree-seeking students should schedule an advising appointment prior to beginning their coursework to have their program of study approved. Academic advisors are ready to respond to the academic concerns of students, help those having difficulties in their program, and provide referrals to the appropriate resources and/or departments on campus.

Center for Career and Life Planning
The Center for Career & Life Planning assists students and alumni in the career development process, focusing on self-assessment, career exploration, and career decision-making. The center provides a variety of services and resources including career counseling, various workshops focused on post-graduation employment and graduate school, and experiential opportunities such as internships and on-campus jobs. Students may schedule appointments to meet with a career advisor or come in during walk-in advising hours, weekdays from 2:00 p.m. – 4:00 p.m. For more information, including upcoming events and more complete descriptions of services available, contact the Center for Career & Life Planning at (407) 646-2195 or visit the Career Center's website at http://www.rollins.edu/career-life-planning/index.html.

Olin Library
When Rollins College was founded in 1885, its library collection consisted of a Bible and a dictionary. More than 130 years later, students have at their disposal considerable library resources ranging from ancient tomes to the latest technology in information retrieval.

The Library's collections reflect the liberal arts mission of the College and strongly support the curriculum. Holdings currently include 138 research databases, over 318,000 volumes, access to more than 67,000 journals online and in print, a number of special collections, and thousands of documentaries and movies streaming online and on DVDs. Ten librarians partner with faculty throughout the College to teach students how to effectively search for, evaluate and use information resources, visiting over 100 classes each year and are available for individual research help by drop in or appointment, in person, online, and via phone for over seventy hours per week. Librarians are happy to sit down individually with Holt School students returning to school to bring them up to date with all that a modern academic library has to offer.

The Olin Library, a $4.7 million gift of the F.W. Olin Foundation, was dedicated in 1985. Rising impressively near the shores of Lake Virginia, the four-level, 54,000-square-foot structure retains the Spanish Colonial architecture that dominates the campus. A second gift of $2.7 million established the Olin Electronic Research and Information Center. The combined facility features the latest technology, including computer workstations, a variety of software applications, online databases, full internet access, color and 3-D printers, and digitizing equipment. These tools facilitate students' creativity as they pursue research questions, and prepare multimedia presentations and web pages. Olin also houses Tutoring & Writing Consultations in which peer writing consultants work with individual students to help improve their writing and peer tutors

help students improve their comprehension of course content. The main floor of the building is open 24/7 to all Rollins students through secure R-Card access.

The College Archives and Special Collections Department, housed on the first floor of the Olin Library, provides further opportunities for research in rare books and manuscripts and the historical records of Rollins College. Special collections emphasize the liberal arts character of the Library. Examples include the William Sloane Kennedy bequest of Whitmaniana; the Jesse B. Rittenhouse library of modern poetry and literature, including her correspondence with many literary personalities; the Mead and Nehrling horticultural papers; and an outstanding collection of Floridiana. The Archives offer a wealth of information to local historians, collecting both documents of the institution and extensive holdings on the history of Winter Park.

The Olin Library has a robust wireless network throughout the buildings and houses the bookmark Café. It is an integral part of the instructional, intellectual, and cultural life of Rollins College.

For further information, call (407) 646-2627.

Tutoring and Writing Consulting at Olin Library
The Writing Center, staffed by trained peer consultants from across the curriculum, welcomes writers at any stage of the writing process, from brainstorming to revising to final editing. Writers of all abilities benefit from putting their work before an audience. Through one-on-one conversations and occasional group sessions, consultants serve Arts and Sciences and Hamilton Holt School undergraduate and graduate students, sharing strategies, questioning rhetorical choices, and summarizing their discussions for both clients and faculty members.

The Peer Tutoring Program hires and trains faculty-nominated peer tutors to help students understand and improve learning in specific courses. Since peer tutors have recently succeeded in these courses, they can often convince student clients to try more effective and efficient reading, learning, and problem-solving techniques. They then monitor students' strategic use of these skills in later individual or group sessions. In addition, tutors give feedback on students' understanding of course concepts in the early stages of writing. Professors and student clients receive copies of tutoring notes made during each session.

The Center is appointment-based, students must make their appointments before midnight of the previous day. Find the scheduler (WCOnline) through R-Net logins (at the bottom, Tutoring and Writing) or from the web pages in Olin Library's web site. Students may log-in using their normal Rollins username and password, register (the first time) and then choose the appropriate schedule. Limit your search to the course you are taking in the tutoring schedule or to the kind of help you need in the Writing Center schedule. Then find an open appointment (in white) for the tutor or consultant you want to see. You will get a reminder email at 12:01 a.m. on your appointment day.

For more information about the Tutoring and Writing Consulting at Olin Library, call 407-646-2521 or visit http://rollins.edu/library/twc.

Information Technology
Rollins has made a significant investment in technology. All residence hall rooms as well as classrooms, labs, and offices are wired to the campus network and to the Internet. Wireless access is ubiquitous – both within and outside of buildings.

Several computer labs provide general and special-use facilities for students. Public labs are available in the Bush Science Center, Cornell Hall for Social Sciences, and the Olin Library's Electronic Research and Information Center. Computers are networked to printing facilities, the campus network, and the Internet. Computers for writing and quantitative learning instruction are available in the Olin Library.

Public computers are also available in the Olin Library and Cornell Campus Center to provide convenient Internet and e-mail access. Computer labs along with the student help desk are available more than 90 hours a week, with 24-hour access in the Olin Electronic Research and Information Center.

More than 95-percent of Rollins students either bring their own computer to campus. Both Macintosh and Windows computers are used on campus, preferences of Rollins faculty and students closely match those of the computer market in general.

A variety of microcomputer software is available in the labs, including word processing, multimedia and web design, programming languages, statistical packages, and discipline-specific software for individual courses. All students receive a Rollins email account that they may keep for life after graduation.

The Department of Information Technology offers credit-bearing courses throughout the year on Excel, Digital Video, and Web Development. For further information, visit the Information Technology website.

For additional information, contact the Department of Information Technology at 407-628-6363.

Classroom Technology
All Classroom Technology equipment is available to Rollins College Faculty, Staff and Students for instructional purposes on a first-come, first-serve basis. All requests are made through the Help Desk at helpdesk@rollins.edu or by phone (407-628-6363).

Bookstore
The Charles Rice Family Bookstore and Café is an important campus resource that provides students and faculty with the tools of their work. In addition to textbooks, the Bookstore has a large and current stock of learning materials and books for general interest. It is located on Holt Avenue next to Carnegie Hall. Bookstore hours may be obtained by calling 407-646-2133. For more information, visit the Bookstore website at http://www.rollins.edu/bookstore/.

Parking and Campus Safety
All motor vehicles operated by students, faculty, and staff must be registered with the Rollins College Department of Campus Safety. Holt students must obtain a permit by filling out an application online http://www.rollins.edu/campus-safety/traffic-parking/vehicle-registration.html) or by visiting the Campus Safety Office, which is open 24 hours a day. Access to the SunTrust parking garage will be given, via your R-Card, once a Rollins College parking permit has been obtained. Please see the Campus Safety website for information on fees, citations, and other important parking information. Vehicle registration and an official Rollins College I.D. are required.

Campus Safety provides a variety of security services to the campus community. These include an after-hours (from dusk until dawn) courtesy escort to any location on campus, jump starting of batteries, printing of replacement R-Cards, managing lost and found and personal self-defense programs. Additionally, there is a system of emergency phones located at key locations on campus. Please familiarize yourself with all of the services, systems and programs aimed at reducing your risk of being impacted by criminal behavior and allowing you to make better personal security decisions.

Rollins also offers a personal safety app, Rave Guardian, which can be downloaded at no cost from Google Play or App Store. By installing this on your cell phone, you are able to have an emergency button, personal timer with guardians, and create a personal safety profile.

Rollins College is committed to assisting all members of the community and prospective students/employees in providing for their own safety and security. The annual security and fire safety report is available on the Rollins College website at http://www.rollins.edu/campus-safety/clery-compliance/index.html

If you would like to receive a hard-copy of this report, you can visit the Rollins College Campus Safety Department in the first level of the Facility Management Building or you can request that a copy be mailed to you by calling, 407-646-2999.

The website and booklet contain information regarding campus security and personal safety including topics such as: crime prevention, the authority of the campus safety officers, crime reporting policies, fire safety, disciplinary procedures and other matters of importance related to security and safety on campus. They also contain information about fire statistics in Rollins Residence Halls and crime statistics for the three previous calendar years concerning reported crimes that occurred on campus, in certain off campus buildings or property owned or controlled by Rollins, and on public property within or immediately adjacent to and accessible from campus.

This information is required by law and is provided by the Rollins College Campus Safety Department.

Dining Facilities
Rollins College offers an innovative dining program that promotes quality, variety, and value. Six dining locations, a convenience store, catering, “wellness” selections, theme meals, and holiday specials are among the features provided to satisfy the diverse requirements of the

Rollins community. Menu selections are sold a la carte, and a 100-percent-satisfaction program allows for any unsatisfactory item to be immediately exchanged or refunded.

Rose Skillman Hall and Dave's Down Under in the Cornell Campus Center house the Marketplace, The Grille, and the C-Store. Located on the main level, the **Marketplace** features several specialty stations, including vegan and vegetarian, allergen free, and made-to-order Sushi, and is open for breakfast, lunch, and dinner Monday through Friday, and for brunch and dinner on weekends.

In Dave's Down Under, **The Grille** serves charbroiled burgers, grilled chicken, steak sandwiches, salads, and wings. Old-fashioned ice-cream parlor favorites include milk shakes, ice-cream cones, and root beer floats. The **C-Store**, also located in the Down Under, is a complete convenience store with made-to-order subs, snacks, groceries, sundries, gifts, and a wide selection of gluten free and organic products.

- **Cornell Café**, in the courtyard of the Cornell Social Sciences Building, offers a Mexican flair with prepared to order wraps on fresh-made tortillas, wrap-less bowls, gourmet chips, fresh-made tortilla chips, soup du jour, and bottled beverages.
- **Dianne's Café** in the Charles Rice Family Bookstore serves Starbucks coffee and specialty drinks, sandwiches, desserts, and assorted cold beverages all in a coffee shop atmosphere.
- **Bookmark Café,** located in the Olin Library, features Starbucks coffee, a variety of cold beverages, and quick grab-n-go snacks, sandwiches, and salads.
- **Bush Café,** located in the newly remodeled Bush Science Center, features Starbucks coffee, fresh fruit smoothies, grab-n-go sandwiches and salads, and assorted bottled beverages and snacks.

Student Identification Cards
The R-Card is the official Rollins College ID card. It is used for identification purposes and for access to facilities and services on campus. You may voluntarily deposit money into your R-Card TARBUC$ account to enjoy cashless purchasing campus wide. You can view your accounts and make deposits by visiting the eAccounts webpage at https://rollinsrcard-sp.blackboard.com/eaccounts/AnonymousHome.aspx.

R-Card Privileges

- Bookstore
- Building access
- Copy machines
- Dining services
- Library
- Parking garage
- Post office
- Publishing center

R-Card Office Hours
Monday – Friday

- 8:30 a.m. – 5:00 p.m.
- No appointments needed.
- Or visit the online office at http://www.rollins.edu/campus-safety/r-card/index.html

For additional information, please call 407-646-1564 or e-mail rcard@rollins.edu.

Sports and Recreation
Hamilton Holt School students are eligible to participate in the following varsity sports at Rollins: water skiing, sailing, and men's crew. Eligibility includes enrollment in 12 credit hours and maintenance of a 2.0 GPA. To participate, students should contact the appropriate coach for more information. Each sport may require up to 20 hours of practice per week during the competitive season as well as some travel expectations.

Students enrolled in classes at the Hamilton Holt School may use the Rollins fitness and recreational facilities, including the Tiedkte Tennis Courts, the Alfond Pool, and the Alfond Sports Center fitness facilities during normal operation hours from the start date of the semester to the start date of the following semester. A valid R-Card is required.

Students with a valid Rollins identification card (R-Card) may attend sports events at no charge. Children under the age of 12 are admitted for free. Children between the ages of 12 and 18 and spouses are charged a nominal fee for entrance.

For additional information, please call 407-646-2660, or 407-691-1735.

Arts at Rollins
The arts have always been a highly visible part of the Rollins experience. Each year the College calendar is filled with concerts, exhibitions, lectures, readings, and performances that draw audiences from campus and the larger Central Florida community.

The Department of Music offers an eclectic array of concerts and showcases each year featuring distinguished visiting artists, faculty, and students. More than a dozen student groups, such as the Rollins Singers, the Rollins College Choir, the 10 O'Clock Jazz Ensemble, and the Percussion Ensemble, provide performance experiences for majors and nonmajors. The Annie Russell Theatre and the Fred Stone Theatre present plays and dance productions throughout the academic year. Each February, Winter With the Writers, a Festival of the Literary Arts, brings distinguished authors to campus for readings, interviews, and master classes. The Cornell Fine Arts Museum presents several exhibitions each year and holds a collection of nearly 6,000 objects from ancient to contemporary.

Religious Life
The mission of Knowles Memorial Chapel, led by the Dean of Religious Life, is to nurture the religious and spiritual life of the Rollins community. The character and programs of the Chapel are Interdenominational and Interfaith, seeking to serve and support all of the faith traditions at Rollins and to emphasize the conviction and commitments they share with one another. Each Sunday during the school year, there is a non-denominational Christian service at 11:00 a.m., and

every Sunday evening at 8:30 p.m., there is a Roman Catholic Mass. Additionally, there are Friday prayers for the Muslim community at Rollins in the Interfaith Space, Classroom 102, each Friday at 1:30 pm (is that right?). Services of meditation, vespers, and gatherings for spiritual responses to crises as well as celebrations, weddings, and memorial services are offered throughout the year. The Dean of Religious Life is also available for personal pastoral counseling concerning personal or faith-related issues.
Hamilton Holt students may use the Knowles Memorial Chapel for weddings, baptisms, and memorial or funeral services. Contact the Chapel Office for details and reservations.

The United Campus Ministry offers programs and a variety of religious services to Roman Catholics, Christians of all denominations, Jewish students, and Muslim students.

For further information, contact Dean of the Chapel at 407-646-2115.

WELLNESS SERVICES

Personal Counseling Services

Undergraduate and graduate students enrolled through the Hamilton Holt School may call the Rollins Wellness Center for an appointment. The Wellness Center is open between the 8:30am and 5:00pm. Services are free to current, degree-seeking Rollins students. Individual therapy, group therapy, and consultation sessions are provided by licensed mental health professionals and/or graduate student interns under supervision with licensed professionals. Services are confidential. For more information or to make an appointment, call 407-628-6340. Rollins Counseling and Psychological Services (CAPS) is closed during June and July except for brief crisis intervention and victim advocacy. In the event of a crisis during the summer, students may wish to call 211 or "Lifeline" at 407-425-2624.

Health Services

Undergraduate and graduate students enrolled through the Hamilton Holt School may call the Rollins Wellness Center for an appointment. The Health Services staff provides episodic care for minor illnesses, STI testing, limited immunizations, and some preventative exams. Although office visits are free to current students, necessary testing, lab work, and other services may incur a fee. Please feel free to ask about cost prior to or during the appointment. Students with recurrent medical issues or outside the scope of services offered will be referred to medical specialists in the local community. To schedule an appointment, please call 407-628-6340. Health Services is closed during the June and July.

Victim Advocacy

Hamilton Holt students who have been the victim of violent crimes such as sexual assault, physical assault, harassment, intimate partner violence, domestic violence, hate-based incidents, and stalking may request the services of a confidential victim advocate at the office of the Title IX coordinator by calling (407) 691-1773 during regular business hours or at (407) 619-2329 after 5 PM. Victim advocates are on-call to assist students in understanding their legal options and to consider next steps in providing for personal safety.

Nonsmoking Policy on Campus
The Florida Indoor Clean Air Act prohibits smoking in all public facilities, including educational institutions. Smoking is prohibited in all College buildings, including private offices, dining facilities, and residence halls. Smoking is permitted on College grounds provided it occurs in designated areas. Smokers are reminded that improper disposal of smoking materials is a fire hazard and considered litter. All cigarette butts must be disposed of properly in an approved receptacle. The Non-Smoking Policy is available on the Human Resources website at http://www.rollins.edu/hr/policies/docs/safety/800250.pdf.

STUDENT ORGANIZATIONS AND HONOR SOCIETIES

The School Student Government Association gives voice to Rollins's students through representatives from different areas on campus, and an Executive Board of nine members. Representatives meet every Wednesday at 7:00 p.m. in Bieberbach Reed, and meetings are open to anyone on campus to attend. Senators of SGA sit on faculty-run boards throughout campus: academic affairs, finance and professional standards, and student life. Additional information is available at http://www.rollins.edu/sga/index.html .

The Hamilton Holt School Academic Honor Council has two functions: (1) to educate the campus community about the Academic Honor Code (AHC) and (2) to follow the procedures of the AHC for disposition of cases (possibly including investigations and hearings to determine responsibility and assignments of academic penalties). Members of the Academic Honor Council serve a one-year appointment and are engaged in peer review of alleged Academic Honor Code infractions. Additional information is available at www.rollins.edu/evening/about/academic-honor-code.html

The **Alpha Sigma Lambda National Honor Society** was founded in 1945 to recognize adult students in higher education who have achieved academic excellence while fulfilling the many responsibilities of family, work, and community services. It is not restricted to any particular major or minor. The following criteria apply to election of students to membership.

1. Members must be matriculated and have a minimum of 24 graded semester hours at the institution in an undergraduate degree program.
2. At least 12 credits should be earned in courses in Liberal Arts/Sciences, not including applied Arts/Science courses.
3. Members shall be selected only from the highest 10 percent of the class who have 24 graded credits and are matriculated in an undergraduate degree program.
4. Those selected must have a minimum GPA of 3.2 on a 4.0 scale or its equivalent.

At the **Center for Inclusion & Campus Involvement,** we create and foster learning environments for students to gain awareness of self and others, discover leadership as an action and value the responsibility to contribute positively to the campus and greater community.

Additional information is available at http://www.rollins.edu/inclusion-and-campus-involvement/index.html, or by calling 407-646-2624.

TUITION AND FEES

SCHEDULE OF FEES (2016-17)

Application Processing Fee (nonrefundable).....$40
Tuition
Full course (4 semester hours) ($456 per semester hour) $1,824
Half course (2 semester hours).....$912
Audited course (per course, no academic credit) $200
Graduation Fee (B.A.).....$60
Late Payment Fee.....See below.

Tuition and fees are established by the Board of Trustees and are subject to change each fall. The tuition and fee schedule for graduate programs is published in relevant publications.

Students will be held financially responsible for registrations they initiate. Tuition is assessed on a term-by-term basis and is due by the published deadlines or at the time of new student registration. Financial aid recipients who have received their Rollins financial aid award letters may defer payment until their financial aid becomes available, but not past the end of the term. This deferment is a service to the student and does not constitute a guarantee of payment. Employer-sponsored students must have an original, approved corporate authorization form at the time of registration; otherwise, a 25 percent tuition deposit will be required.

Late Fee Policy:

- Late payment fee will be charged to all accounts (all programs) with a past due balance greater than $200.
- Late payment fee will be charged on a monthly basis.
- Late payment fee will be charged until the account goes to external collections, at which time the external collection costs will be incurred.
- Late payment fee will be equal to 1% of the total past due balance.

Accounts unpaid at separation from the College will be referred to an external collection agency with a collection fee of up to 50 percent added to the outstanding balance. This debt will be reported to credit bureaus by the external collection agency.

In addition to monthly late fees, the College reserves the right to restrict services, contract for outside collections, and pursue legal action in the collection of any past due debt at the expense of the debtor. Collection costs can add an additional cost of up to 50% of the original debt. Accounts will remain encumbered until the past due balance has been paid in full. This will restrict College services including transcript release and registration for future terms. Accounts will remain on hold until the past due balance has been paid in full.

Monthly Payment Plan
The Hamilton Holt School provides a low-cost payment plan that divides tuition into affordable monthly installments with flexible payment options. The plan differs from a loan in that there is no interest rate, just a low $25 enrollment fee each term. Students are required to enroll in the plan prior to published payment deadlines in order to avoid late payment penalties. Additional information is available on the Bursar's Office website at www.rollins.edu/bursar/.

For further information:

Bursar's Office
Rollins College
1000 Holt Avenue – 2716
Winter Park, FL 32789-4499
407-646-2252
bursar_c&h@rollins.edu

4 for 4 Tuition Assistance Program
The 4 for 4 Tuition Assistance Program provides qualified students tuition-free summer courses upon successful completion of their sophomore year. The tuition waiver is limited to two Holt full-credit (4 semester hour) courses during the summers following the sophomore and junior years. Credit will be applied to student accounts upon verification of academic performance at the completion of the spring semester.

Qualifications
To qualify for the tuition waiver, students must meet the following criteria:

- Admitted to the Hamilton Holt School fall 2013 or after;
- Have no more than 12 college credits at the time of acceptance;
- Complete a minimum of 24 credit hours total during the preceding fall and spring semesters;
- Maintain a 3.0 cumulative grade point average;
- Submit a tuition waiver request by May 1st for both the sophomore and junior years.

Exclusions
The 4 for 4 tuition assistance program applies to Hamilton Holt students and applies to Holt undergraduate courses only. There is no tuition assistance for A&S Maymester courses.

The 4 for 4 Program is not available to students participating in the 3/2 Accelerated Management Program.

ALUMNI, SENIOR CITIZENS, ADJUNCT FACULTY DISCOUNTS

Alumni
Persons holding a Rollins bachelor's or master's degree from any program are eligible for a 20 percent tuition discount on undergraduate credit courses, except for a second bachelor's degree program. An official transcript must be presented at registration to receive the discount. Alumni do not pay an application fee unless two years have elapsed from the date of graduation to re-enrollment.

Senior Citizens
Persons who are age 65 or over on the first day of class will receive a 20 percent discount on undergraduate academic courses taken for personal enrichment (not applied to a degree program). Proof of age must be presented at registration. The discount does not apply to already discounted audit courses or music lessons.

Adjunct Faculty and Their Families
Adjunct faculty who are currently teaching in any academic program or who have taught a course within one full year prior to the first day of class, their legal spouses living under the same roof, and their dependent children (as defined in Section 152 of the Internal Revenue Code) are entitled to a 20 percent tuition discount on Holt School undergraduate tuition costs. The discount does not apply to audited courses or music lessons.

REFUND POLICY
During the fall and spring 15-week terms, refunds are made on the following basis: 100 percent first week of classes, 75 percent the second week of classes, 50 percent through the third week of classes. The refund schedule for short (summer term) or intensive (nontraditional format) courses is 100 percent until the second scheduled class meeting; 50 percent until the third scheduled meeting; zero refund after the third scheduled class meeting. See published refund schedule for specific dates each term in the Schedule of Classes.

Tuition refund dates and amounts are published online in each term schedule of courses and are strictly enforced. Refunds for withdrawals after the stated deadline will not be granted for: change in job assignment (duties, hours, travel, etc.), change in financial aid status and/or eligibility, lack of prerequisite knowledge or coursework, personal or family crisis or illness, relocation out of the area, or temporary duty assignment or transfer by the military.

Refunds will not be issued until the balance owed on a student account is paid in full, even if that balance includes charges for an upcoming term. Refunds will be based on the official date of withdrawal. Only official written withdrawals received will be considered.

In the event of withdrawal, Hamilton Holt School scholarship awards will be reduced by the same percentage of credit given against tuition. The percent of credit given against tuition is dictated by the College refund policy. Unused funds are returned to the general Hamilton Holt School Scholarship account and are not applicable to subsequent terms or registrations.

FINANCIAL AID

The mission of the Financial Aid Office is to assist students and their families with managing the cost of a Rollins education. Services include the following:

- financial aid awards to qualified students in the form of loans, grants, scholarships, and on-campus employment;
- coordination of scholarships and other assistance programs to insure proper credit to the student's account;
- counseling in financial aid and student loan debt management.

FINANCIAL AID PROGRAMS
Financial Aid recipients must enroll for at least twelve (12) semester hours per term to be considered full-time.

Visit the Financial Aid Office at www.rollins.edu/finaid/holt/index.html for important dates and additional information.

Financial Aid Office
1000 Holt Avenue – 2721
Winter Park, FL 32789
T: 407-646-2395
F: 407-646-2173
Email: finaid@rollins.edu

Normal Hours
Mon-Fri: 8:30a.m.-5:00p.m.
Location: Rinker Building

How to Apply
Visit http://www.rollins.edu/financial-aid/holt-financial-aid/index.html for Free Application for Federal Student Aid (www.fafsa.ed.gov/) and Rollins College school code information.

Types of Aid and Renewal Criteria
There are four basic types of financial aid – Scholarships, Grant, Loans, and Employment. Please visit http://www.rollins.edu/financial-aid/holt-financial-aid/types-of-financial-aid/index.html for more information.

Cost of Attendance
Cost of Attendance is comprised of tuition, housing, meals, books, loan fees, personal, and transportation expenses. Visit http://www.rollins.edu/financial-aid/holt-financial-aid/cost-of-attendance.html for more information.

Frequently Asked Questions
Available at http://www.rollins.edu/financial-aid/holt-financial-aid/frequently-asked-questions.html .

Consumer Information
http://www.rollins.edu/financial-aid/consumer-information/index.html

- Dropping Class and Financial Aid
- Withdrawing (Return of Title IV Aid) or Leave of Absence
- Satisfactory Academic Progress or SAP

Hamilton Holt School Scholarships
The Hamilton Holt School Scholarship Program provides financial assistance to qualified students. Central Florida businesses, individuals, and alumni of the Holt School fund the program. Most of the awards are based on past academic achievement, academic promise, leadership and service potential, and financial need.

To apply:

1. Individuals must apply before March 15 of each academic year.
2. Visit http://www.rollins.edu/holt/affordability/scholarships.html to receive guidelines and appropriate forms.

Study Abroad Opportunities and Grants
As part of the institutional mission of Rollins College, the Hamilton Holt School is committed to the education of students for global citizenship. See the Rollins College Mission Statement at http://www.rollins.edu/why-rollins/mission.html. International travel grants are available, on a competitive basis, to Holt School students participating in Rollins-sponsored travel courses offered through the International Programs Office, approved independent study and internship courses, and approved travel courses offered through other accredited institutions. Students must be currently enrolled in a degree program and be in good academic and social standing. Funding is limited, so students are advised to apply as early as possible in the academic year (specific application deadlines are posted for Rollins-sponsored travel experiences). Additional information is available from the Office of International Programs at http://www.rollins.edu/international-programs/ or by contacting Assistant Dean Sharon Lusk.

THE CURRICULUM

Through the Hamilton Holt School, Rollins College extends quality education to students who prefer the flexibility of part- or full-time study and the convenience of late-afternoon, evening, and weekend classes. The courses and programs of study are designed to meet the interests and needs of professionals and other adult learners.

The Rollins College liberal arts curriculum is designed to develop and refine analytical and critical skills. Small classes permit an active learning experience stressing problem-solving and organizational abilities. Students learn how to express and defend reasoned points of view both orally and in writing.

Students may either study for a bachelor of arts degree or take courses for career development and personal enrichment. Students will be held responsible for requirements that are in effect at the date of entrance into the Holt School. If students do not attend for a period of two years or more, they will be held responsible for the requirements in effect at the time of their reentry. Master's degree programs available through the Hamilton Holt School are described in separate graduate publications.

GENERAL EDUCATION REQUIREMENTS

Students need both breadth and depth in their learning experience. By majoring in at least one area of knowledge, students gain the depth necessary for disciplinary expertise. The general education curriculum at Rollins College exposes students to varied perspectives and domains of knowledge, fosters critical thinking, and encourages students to consider the ways various areas of knowledge may reinforce and enrich each other.

The Arts and Sciences faculty have identified a set of core competencies within the general education program:

1. To obtain knowledge of the distinctive methodologies and subject matter of the sciences, social sciences, arts, and humanities.
2. Ability to read, think, write, and speak critically and analytically.
3. Ability to identify and articulate ethical dimensions of a personal or social issue.

To be eligible for a bachelor of arts degree, students must complete one course from each of the general education areas listed below.

Expressive Arts (A)

Artistic creation is a central and enduring activity in all cultures. The arts attest to the fundamental human need for self-expression and for the transformation of human experience into lasting symbolic form. Furthermore, the great diversity of art forms across cultures is evidence of the degree to which human experience, while shared, is also culturally determined. Expressive arts classes provide students with an appreciation for aesthetic experience by teaching the skills necessary for individual aesthetic expression or by focusing on acquiring a critical vocabulary

with which to articulate aesthetic experience, or both, depending on the discipline. The expressive arts thus encompass both primary aspects of artistic creation: its practice and its scholarly study.

Knowledge of Other Cultures (C)
Humans have adapted to a wide range of habitats and developed a variety of ways of interpreting and understanding the world. The diversity of these interpretations is part of what defines our species. By analyzing a non-Western culture, students will better understand what is common to human nature, how societies differ from each other, and how our lives are shaped by our cultural beliefs. They will also understand that culture is not an arbitrary construct, but rather consists of systems of beliefs and institutions that typically serve some purpose. Non-Western cultures are those that are not European derived, or that may be European derived but include a substantial cultural component from African, Native American, Asian, Australian Aboriginal, or Pacific Island sources.

Knowledge of Western Culture (H)
The ideas, arts, and institutions that define Western society and culture have emerged from a rich historical process. In order to understand, appreciate, and critically evaluate any aspect of this culture, one must have an understanding of the context from which it arose. By studying the Western heritage in its historical development, students will be encouraged to see the historical dimensions of the issues they face as engaged citizens today.

Introduction to the Liberal Arts (I)
The objective of this requirement is to enable students to develop a heightened appreciation of the human condition through interdisciplinary liberal arts study. The course is designed to introduce new students to the liberal arts and to prepare them to engage fully in the conversation inherent in a liberal arts education. This requirement is fulfilled by completing INT 200 Introduction to the Liberal Arts, which is required during the first six courses at Rollins. Students who hold the associate of arts degree or have completed two or more humanities courses prior to admission to Rollins are exempt from this requirement.

Awareness of Literature (L)
The L requirement seeks to develop lifelong readers sensitive to the richness of literary texts and to the pleasure of exploring that richness. In support of this goal, the L requirement develops students' ability to discover and articulate the ways in which literature imaginatively reflects the human condition.

Oral Communication (T)
Oral Communication is the process of sending and receiving verbal and nonverbal messages to create shared meaning. Students graduating from Rollins College will be able to use oral communication skills to shape public dialogue by offering perspectives, sharing facts, raising questions, and engaging others in discussion. To achieve this goal, students will be able to organize ideas and concepts persuasively, tailor messages to a particular audience, adapt to listener feedback, and—employing appropriate technology—make effective oral presentations.

Scientific Perspective (P)
Humans live in and are part of the natural world. Our survival and success depends on our ability to understand, draw sustenance from, and sustain this world. These courses focus on understanding the nature of science: its discovery process, the scientific method, and the historical sequence leading to major discoveries. Where possible, these courses discuss the social context of the science courses, and give examples of the interplay between science and society. A laboratory experience is required.

Quantitative Thinking (Q)
Quantitative methods have become increasingly important in the natural and social sciences, business, government, and in many other activities that directly affect our lives. Furthermore, with the advent of fast computers with huge storage capabilities, it has become possible to collect, process, and disseminate large amounts of data. Playing an active role in the decision-making that shapes our society requires us to be able to interpret, analyze, and draw sound conclusions from the standard representations of data.

Writing Reinforcement (R)
In a contemporary global society, one must be able to write coherently and thoughtfully in both public and professional spheres. To master the skills and rhetorical practices of writing within a given discipline, students must move beyond basic instruction to the complexities of audience analysis and engagement in the larger queries of an informed citizenry. These courses require students to produce a series of written assignments intended both to extend facility in English composition and to deepen understanding of the writing process. This 300-level advanced writing requirement has a prerequisite of Freshman Composition and must be completed at Rollins College. Students who are exempted by transfer credit from taking ENG 140 Composition: Writing About Selected Topics must take ENG 300 as one of their first four courses at Rollins College.

Written Communication (W)
The communication of ideas, information, poetry, stories, intent, and even culture itself has been dependent on the ability of humans to effectively store facts and convert thoughts to written language. The ability to communicate ideas and information in writing is at the core of a liberal arts education and is essential for active citizenship. In covering both academic and (to a lesser degree) familiar writing, the W course focuses on understanding rhetorical strategies. Students will read the texts of others and learn to shape their own meanings by writing and editing a variety of forms.

This requirement may be fulfilled by a score of 500 or more on the College Entrance Examination Board (CEEB) Achievement Test in English Composition, by scoring 65 or better on the English Composition with essay General Examination of the CEEB's College Level Examination Program (CLEP), or by completing ENG 140 Composition: Writing About Selected Topics with a grade of "C" or better.

All students are expected to complete ENG 140 Composition: Writing About Selected Topics as one of their first four courses at Rollins unless it is transferred from another institution.

Note: Courses designated to meet two general education or institutional requirements may be used to satisfy one or the other, but not both, requirements.

BACHELOR OF ARTS DEGREE REQUIREMENTS

To be eligible for the bachelor of arts degree a student must complete the following requirements:

General Education Requirements

All general education requirements must be fulfilled.

Residence

The last 48 hours (twelve full-credit courses) for the bachelor of arts degree must be taken at Rollins College Hamilton Holt School. At least one-fourth of a student's major and minor courses must be taken at Rollins.

Credit

Students must complete a minimum of 140 semester hours of academic work, at least 44 of which must be at the upper-division (300-400) level. Lower-level transfer courses may not be substituted for upper-division requirements unless approved by the appropriate academic department. Students may be required to take a number of overall elective courses in order to meet the semester-hour or upper-division requirement. A minimum of 16 semester hours must be from courses not used to meet either a general education or major requirement.

Grade

Students must earn a minimum grade point average (GPA) of 2.00 ("C") for all courses taken at Rollins and achieve a minimum GPA of 2.00 for all courses taken to fulfill major and minor requirements.

Major/Minor

Students must satisfactorily complete the courses required for a major. The number of courses required varies between 10 and 17. Minors, consisting of six (6) to eight (8) courses, are optional. Students must earn a minimum GPA of 2.00 ("C") in the courses approved for the major and minor as accepted on the senior audit.

Majors

Majors are offered in the following fields of study. Individual programs of an interdisciplinary nature may also be designed. See Self-Designed Majors.

Business
Communication Studies
Computer Science
Economics
Education
English
Environmental Studies and Sustainable Urbanism
Healthcare Management
Humanities
International Affairs

Music
Organizational Behavior
Psychology

Minors
Students have the option of completing any one minor in a specified area other than the student's major. A minor is not a requirement for graduation.

African and African-American Studies
Business
Communication Studies
Computer Science
Dance
Economics
English
Healthcare Management
History
Humanities
International Affairs
Jewish Studies
Music
Organizational Behavior
Psychology
Secondary Education
Sexuality Women's & Gender Studies
Writing

Self-Designed Majors
Self-Designed Majors are intended for disciplined and highly motivated students who are clearly focused in their interests. These majors reflect the College's recognition that not every student's area of special interest will always fall neatly within the bounds of a single discipline as traditionally defined.

The Self-Designed Major is not intended as a way for a student to avoid the intellectual focus and methodological rigor required in the normal departmental major or to avoid certain difficult courses within majors. It should not be used to concentrate work in a narrowly pre-professional way. On the contrary, by successfully completing the courses and integrative research project that constitute the Self-Designed Major, the student is expected to achieve a depth of focused reflection and understanding at least comparable to that of a traditional major.

Guidelines for Submission of a Self-Designed Major Proposal

1. Students proposing a self-designed major must have a grade point average of 3.33 or better.

2. The proposal must include the names of three faculty members willing to serve on the senior research project committee. The faculty must represent the three disciplines represented in the major. The student must select a director, from among these three, who works with the student and the other committee members in preparing the proposal. The director also serves as an advocate in the approval process. Once the proposal has been approved, the director serves as the student's academic advisor, monitors the student's progress in completing the major, and chairs the committee that reviews the senior research project.

3. The proposed major program must have a coherent theme or topic that integrates at least three traditional disciplines. It must be different enough from a regular major that some combination of major and minor would not substantially achieve the same result. The student must include a rationale for choosing a self-designed major rather than a conventional major.

4. The proposal must include a list of courses, all related to and converging on the theme of the proposed major, from at least three disciplines.

5. The major must include a two-term, eight-semester-hour independent research project, (or combination of a four-semester-hour upper-level seminar and a one-term, four-semester-hour research project) integrating the major, to be completed in the senior year.

6. The program must be at least 64 semester hours (including the senior project) in length, of which 32 semester hours must be at the **300 level** or above.

The proposal must be submitted to the Director of Student Services at the Hamilton Holt School for approval by September 1, for fall consideration, or by February 1, for spring consideration. (Proposals received during the summer term will be held for fall consideration.) The director then submits the proposal to the Academic Affairs Committee for final approval. An Amendment Form must be submitted to approve any changes from the original proposal.

Declaring a Major
Selection of a major does not imply a career choice. Concentration in a major field of study is designed to give a student command of the content and methods of one discipline or field, acquaintance with recognized authorities in the field, and general competence in dealing with sources of research or analysis. A decision as to a declaration of major is strongly encouraged by the second term of the sophomore year.

Students who withdraw from Rollins and return after two or more years may be required to follow any curricular policies in effect at the time of their return.

Double Counting of Classes for Majors and Minors
If students are enrolled in more than one major or minor, they may double count no more than half the number of courses in the smaller program. If the smaller program requires an odd number of courses, the student may round up. No course may be counted for more than two programs.

Responsibility for Requirements
A student is responsible for becoming familiar with and meeting all graduation requirements listed in the Holt School academic catalog. Academic advisors assist in this process, but it is ultimately the student's responsibility to ensure that all necessary requirements have been met. Questions concerning the requirements should be addressed to an academic advisor.

SPECIAL CURRICULAR OPPORTUNITIES

Independent Study
Independent studies, classified as either research or internship, offer students an opportunity for specialized study meant to encourage intellectual curiosity, initiative, and sustained effort. An independent study cannot normally duplicate a course that is regularly offered. Students are not eligible to participate in independent study until they have successfully completed the academic review process that follows admission to the program.

Students may apply no more than three independent study (research and/or internship) courses to the bachelor's degree, of which no more than two may be internships. No more than two independent studies may be within one's major or minor area of study. Independent studies may not be used to fulfill major/minor core or general education requirements.

Research
To qualify, students already must have acquired the knowledge and skills necessary to do the research. This implies that the research is in the major (or in a closely allied field) and that students have achieved junior or senior status. Such projects usually involve original research with primary materials or original work in the laboratory or studio.

The purpose of the approval process is to ensure that independent studies are compatible with the philosophy and overall nature of the entire curriculum and to give the student adequate time to formulate a well-defined study before the beginning of the term in which the study will be conducted.

The deadline dates are published in each term schedule of courses and **are strictly enforced**. Students are responsible for completing the project proposal form, signing the form, obtaining the signatures of the faculty sponsor and the academic department chair, and returning the final, completed proposal form to the Holt School prior to the deadline. The Holt School will not accept incomplete forms. An authorized original copy of the independent study form is required prior to registration.

Please note that some academic departments have departmental expectations relevant to independent studies and internships that may include earlier submission or approval deadlines. Students will be held responsible for these expectations.

Internship
In order to be eligible for the Academic Internship Program (AIP), a student must have earned a minimum of 30 (thirty) semester hours of credit and successfully completed one (1)

semester in the Hamilton Holt School. In addition, students may not be on academic or judicial probation during the semester in which they are enrolled for the internship. Students may enroll in one (1) academic internship per semester, and a maximum of four (4) semester hours of credit may be earned for any internship in a single semester. A student who completes the same internship multiple terms may only receive academic credit for that internship during one (1) term. A maximum of 8 (eight) semester hours of internship credit may be applied towards graduation. Appeals to these academic policies should be submitted in writing to the Registrar of the Hamilton Holt School.

Students may register to earn 2, 3 or 4 semester hours of credit for an internship, which will require at least 80, 120 or 160 work hours respectively at the internship site. Each credit hour requires a minimum of 40 hours of work at the internship site within the dates of the semester. Academic credit cannot be granted retroactively for an internship that has already been started or completed.

Fall and spring internships for credit must be completed within the dates of the semester as listed on the Rollins academic calendar. Summer internships for credit must be completed within a 9-week semester (dates to be determined by internship instructor).

For additional information and registration instructions students may contact the Office of Career Services, 407-646-2195, careercenter@rollins.edu or visit the Web site: http://www.rollins.edu/career-life-planning/index.html

Leadership Distinction Program

The Leadership Distinction Program is not accepting new members for the 2016-2017 academic year.

The Leadership Distinction Program is designed for students who want to excel beyond their degree requirements to develop their leadership potential.

Students become familiar with leadership concepts and theories and are able to apply and relate this understanding to themselves, their majors, and their communities. This program gives students extra opportunities to explore leadership development as they complete their undergraduate degrees at the Rollins College Hamilton Holt School. Through engagement with peers, faculty, and community mentors, students gain awareness of themselves and their ability to transform their lives and the lives of others through leadership application and service. Students who successfully complete the leadership program and their degree requirements earn recognition of their achievements through the "Distinction in Leadership" transcript designation.

Required Courses (5):

- INT 260 Foundations of Leadership (two-semester-hour course)
- INT 261 Leadership and Citizenship in Action (two-semester-hour course)
- Leadership Across the Curriculum (eight semester hours) – students choose two courses from a variety of designated and approved leadership courses on a semester basis.

Courses from multiple fields, focusing on specific areas of faculty expertise, address leadership concepts as applied to the various disciplines.
- INT 390 Personalized Leadership Capstone (four-semester-hour course)

SECOND BACHELOR'S DEGREE

The admission requirements for students seeking a second bachelor's degree differ from first degree requirements in that they are based upon selective rather than performance criteria.

Candidates for a second bachelor's degree must have the approval of their academic advisor and the Director of Student Services. Approval of a second degree will be based on the following criteria:

1. A student should have obtained a minimum cumulative GPA of 3.0 in his or her first bachelor's degree.
2. The intended major of the second degree should be clearly different and distinct from the major of the first degree.

Students must be approved for a second degree prior to completion of their second term of attendance. All students are reviewed after their first semester in the Hamilton Holt School. Students with a cumulative grade point average (GPA) below 2.0 will be placed on academic warning and dismissed after two semesters if the GPA remains below 2.0.

Graduation requirements to receive a second bachelor's degree from Rollins College include the following: completion of a major course of study that differs from that of the first degree, a minimum cumulative grade point average of 2.0, no less than forty-eight (48) semesters hours of Rollins credit, and verification through a degree audit of the satisfaction of all general education requirements via courses undertaken at other regionally accredited institutions of higher education or at Rollins College.

REGISTRATION

A period is set aside each term for students to consult with academic advisors and prepare registration materials. The class schedule provides details concerning registration procedures, withdrawal and payment deadlines, and refund periods. Students are expected to register by the published deadlines in accordance with published policies and procedures.

PAYMENTS

Tuition and fees are the responsibility of the student and are due at the time of registration or by the published payment deadline. Methods of payment include cash (in person only), check, money order, cashier's check, or wire. Credit card payments from Discover, MasterCard, Visa, American Express are accepted only via the QuikPAY Online Billing and Payment System, and authorized forms of financial aid. Late payment fees will be assessed for payments received after the published deadlines. A monthly payment plan is also available. (Please refer to "Tuition and Fees" section of the catalog for additional information.) Please view the Bursar website for additional information. http://www.rollins.edu/bursar/payments-billing/payment-options.html

It is important for students to note that deferment of tuition for financial aid applicants is an extension of the payment due date, granted as a service to the student. It is NOT a guarantee of eligibility for financial aid. (Please refer to the section on Registration for Financial Aid Applicants in the term schedule.) Students will be held personally and financially responsible for registrations they initiate, whether or not aid is ultimately approved.

CHANGES IN REGISTRATION

Students can make changes to their registration during the add/drop period in FoxLink. Subsequent changes should be provided **in writing** to the Holt Offices by the published withdrawal deadline. **Verbal notification or failure to attend class** does not constitute withdrawal. Students will be held academically and financially responsible for registrations they initiate.

Generally, students may add a course if they have not missed more than the first week of class or the equivalent for weekend courses. Courses dropped after the first class meeting will be noted on the student transcript with a "W" and will not affect the student grade point average.

AUDITORS

Non-student auditors, College faculty or staff, and members of the community, must seek admission by submitting an Auditors Application for Admission to the Holt School Admissions Office and completing the College's online and on-campus Title IX training class. Students registering to audit courses in Holt will be charged a nominal matriculation fee per course audited as determined by the program Dean and Provost in consultation with the President's Cabinet. Rollins faculty and staff are not charged for course auditing in Holt, but must complete an Auditor's Application and register as an auditor. See term schedule for fee.

Auditors and degree-seeking students must contact the Holt School Student Services to register. Faculty approval is required. Registrations will be processed after first week of the term as priority is given to degree-seeking students. Courses will not be overloaded for an audit student. Also, some courses may be closed to auditors. Auditors may attend classes, but will not be guaranteed a seat until the week following the close of the schedule change (add-drop) period for degree-seeking students.

Audited courses are noted on the academic transcript with the grade of "AU" for "audit" that is assigned during the registration process. All auditors are responsible for any course fees or books, including fees associated with music courses/applied music (private lessons).

Degree-seeking Holt students who register as auditors in Holt will be charged a nominal matriculation fee per course audited as determined by the program Dean and Provost in consultation with the President's Cabinet. Degree-seeking students from other programs of the College (e.g., A&S or Crummer) may audit courses on a space-available basis at no cost under the guidelines for cross-enrollment articulated in the College catalog and/or handbook.

Students not originally enrolled as auditors who wish to change their status to that of auditor must do so in writing before the last published date to withdraw without penalty; they will not receive a tuition discount or refund. Audit course registrations may not be converted to academic credit registrations in any program of the College after the end of official schedule change (add-drop) period for the term of enrollment.

INTERNATIONAL AND OFF-CAMPUS STUDY

Rollins Approved Programs are offered on a semester basis in Australia; Brazil; China; the United Kingdom; France; Greece; Germany; Italy; Japan; Morocco; Spain and more! Rollins also offers two approved domestic semester programs. All of the approved semester programs are offered in cooperation with institutions and organizations overseas and in the United States and they have been carefully reviewed, selected and developed with the Rollins mission and Rollins students in mind.

While participating in Rollins Approved Semester programs, students pay a flat fee equivalent to standard Rollins A&S tuition, room and board, and in most cases can transfer financial aid and scholarships directly to the study abroad program costs. In addition, students can take between 12 and 18 credits, depending on the program, and may be able to fulfill major, minor or general

education requirements. There are also Approved Summer programs offered in Costa Rica, Ireland, Germany, France, and Spain. These programs are 4-7 weeks and focus on cultural immersion through language study, homestays with local families, and internships.

A number of two to four credit hour short-term study abroad programs, called Field Studies, are offered during the winter, spring, and summer breaks, typically lasting between one and three weeks. Field Studies present a wonderful opportunity to study and travel internationally with Rollins students and faculty without having to go abroad for a full semester. Holt undergraduate and graduate students participating on A&S field study courses pay the same price as A&S students and are eligible for grant support through International Programs and Hamilton Holt. The cost of a Holt course with a field study is standard Holt tuition for the relevant number of credits plus a program fee to cover the trip costs.

Though Field Study locations change year-to-year, past programs have travelled to Costa Rica, Rwanda, Cuba, India, England, Vietnam, Germany, Nepal, China, Croatia, and the Netherlands.

International travel grants are available, on a competitive basis, to Holt School students participating in Rollins Approved Programs and Field Studies offered through the International Programs Office, approved independent study and internship courses, and approved travel courses offered through other accredited institutions. Students must be currently enrolled in a degree program and be in good academic and social standing. Funding is limited, so students are advised to apply as early as possible in the academic year. Additional information is available at the Office of International Programs website at http://www.rollins.edu/international-programs/programs/index.html or by contacting Assistant Dean Sharon Lusk.

The Office of International Programs, located in Carnegie Hall on the Rollins Campus, is the starting point for any student considering off-campus study. Students are encouraged to visit the International Programs website http://www.rollins.edu/international-programs/programs/index.html. To apply for a program, complete the RIPA (Rollins International Programs Application), located within FoxLink.

ACADEMIC POLICIES

THE ACADEMIC CALENDAR

The academic calendar consists of a 15-week fall and spring term, one 12-week and two six-week summer terms. Students may select from traditional courses, intensive courses, independent study, and international or off-campus study courses conducted by Rollins faculty members. These off-campus studies require supplemental funds.

THE CREDIT SYSTEM AND COURSE SCHEDULING FORMAT

Academic credit at Rollins is awarded in terms of semester hours.

The standard Holt School course is defined as four semester hours, which normally includes 150 minutes of in-class instruction per week. In addition, Rollins faculty expect students to spend considerable time outside of class each week working on course-related activities. It is appropriate for faculty to assign such work as part of the course requirements. The work that occurs outside of and in preparation for class is essential for the learning that occurs in class. Students should expect to spend at least three hours out of class for every hour in class. The value of four credit hours results from work expected of enrolled students both inside and outside of the classroom. The value of a four credit-hour course results from work expected of enrolled students both inside and outside of the classroom. Rollins' faculty require that students average approximately three hours of outside work for every hour of scheduled class time.

Classes are generally scheduled Monday through Thursday and on weekends. A class typically meets once per week from 4:00 – 6:30 p.m. or from 6:45 – 9:15 p.m. Hours vary for the weekend, intensive, blended, low residency, distance, and summer classes.

Some classes involve laboratories and are offered for more semester hours. Other classes that normally meet for fewer hours during a semester are offered for less academic credit.

In addition, the Holt School offers blended learning options. Blended learning is the replacement of a portion of in-class face-to-face-instruction with learning beyond the classroom, often, but not always, through the application of technology to enhance student learning outcomes. Courses must be approved to be taught in a blended format; and faculty teaching blended learning courses in the Hamilton Holt School are required to complete a training program.

COURSE LOAD

Fall and Spring Terms

Three courses (12 semester hours) are considered to be a full-time course load. A 3.0 grade point average and the written permission of the advisor and director of student services are required for a course overload (17 – 20 semester hours). Students who have incomplete grades from previous semesters are not eligible for approval of a course overload.

Summer and Intensive Terms
A full-time course load during the 12-week or the two six-week summer terms is twelve (12) semester hours. A 3.0 grade point average (GPA) and the written permission of the advisor and director of student services are required for a course overload (13 – 16 semester hours). Students who have incomplete grades from previous semesters are not eligible for approval of a course overload.

Although the Holt School makes recommendations regarding student course loads, some forms of financial aid are awarded contingent upon student enrollment in a specified number of hours. It is the student's responsibility to know and abide by course load requirements.

Class Attendance
Holt School students are expected to attend all scheduled classes. Each instructor publishes a course absence policy related to the goals and format of the course. At the instructor's discretion, a student's grade may be lowered as a penalty for absences.

Students are expected to ascertain the absence policy for each course and to arrange with the instructor to make up any work missed, if allowed by faculty policy. Students who must be absent from the course for an extended period of time should contact the instructor and a Holt School advisor; however, arranging make-up work is always the student's responsibility. Some assignments, by their very nature, cannot be made up in another setting at another time.

All students must register for courses and are not permitted to attend classes for which they are not registered.

Published Prerequisites
Some courses require completion of previous courses prior to registration. These prerequisite courses are published in each term schedule. It is the responsibility of the student to ensure that prerequisite requirements have been satisfied prior to registration. Instructors may require unprepared students to withdraw from courses.

Withdrawal from a Course
Students may add/drop online during the first week of the term without "W" notation on their transcript. After the add/drop period, students must file an official withdrawal request by completing a registration change form or emailing their advisor from their Rollins email account. Withdrawal forms may be obtained from the Holt School Office or online at www.rollins.edu/evening/documents/forms/DropAdd.pdf. Student withdrawals are automatically updated on the faculty member's class roster in FoxLink.

Appealing a WF grade
Students who withdraw after the published dates or stop attending class at any time without notifying the Holt School will receive a "WF" for the course. This grade is equivalent to a failure. Appeals may be submitted online to the Student Appeals Committee of the Hamilton Holt School at www.rollins.edu/evening/documents/forms/holt-appeal.html. Possible reasons for appeal include medical issues (must include documentation), a transfer by the employer to

another area, and other circumstances that are beyond the control of the student (see Hardship Withdrawals below). This appeal must be made within 90 days of completion of the course.

Hardship Withdrawal
Exceptions due to extreme circumstances beyond the control of the student (e.g. death in the immediate family or job relocation that can be substantiated in writing by an employer) may be considered on a rare basis. In such cases, students should submit a written request to be withdrawn without academic penalty from course(s) attempted during the term. Typically, no refund is provided for hardship withdrawals.

Medical Leave
The Dean of Students grants a medical leave of absence to a student who is temporarily unable to continue studies due to medical or psychological issues.

A student may request a medical leave at any time during the term. The medical leave must, however, be approved/granted prior to the end of classes for the academic term in order to take effect for that term.

The length of the medical leave depends on the nature and severity of the health concern. Reinstatement will require documentation from the appropriate health care provider indicating the student's ability to manage a full-time academic load in a residential environment.

In order to pursue a medical leave, the student must provide a request for medical leave by email (from the student's Rollins email address) to the Dean of Students. The student will also be required to submit documentation from an appropriate healthcare provider. This may be an off-campus provider or a professional from the Wellness Center.

The Dean of Students will review all documentation and determine eligibility. The student will then receive an email letter outlining reinstatement conditions.

Students should consider the following:

- When students are placed on medical leave, all grades for the term are noted as "W," withdrawn.
- Students are required to completed pending sanctions for violations of College policies.
- Medical Leave will not alleviate or change academic standing.
- Students found responsible for violations of the College's Honor Code will receive any grades that are a part of Honor Council sanctions.
- Student athletes should consult with the Director of Athletics or the compliance officer to determine if a medical leave will impact their NCAA eligibility.
- International students should consult with the Director of International Student and Scholar Services regarding the effect of a medical leave on their immigration status.
- Students receiving financial aid (grants, loans, and/or scholarships) should consult with the Office of Financial Aid before requesting a medical leave to determine the impact on their financial aid when they return.
- Students on any type of leave are not eligible to enroll in the student insurance plan.
- If students have other considerations, such as, Honors Degree Program status or course requirements for a major, they should consult with academic departments and advisors.

Medical Leave Extensions
If students are not prepared to return to the campus in the term following one full year of medical leave, they must request via email an extension of the medical leave. This request should be submitted to the Dean of Students and should include specific information about the student's need for more time away.

Students will not be granted more than two (2) medical leaves, each of one (1) year duration, for a total of not more than two (2) years. The Dean of Students office is available to consult with student and families about long term medical leave plans should that be necessary.

Medical Leave Reinstatement
The student must have his/her appropriate service provider provide a brief statement of recommendation for reinstatement along with a reinstatement request that addresses the following:

- specific diagnosis that precipitated the need for care;
- treatment plan; gains that were made as a result of the treatment;
- readiness of the student to return to full-time student status; and,
- recommended treatment plan to support the student's transition back to campus.

The documentation must provide verification that all conditions of the medical leave have been met at the time of the request.

Compassionate Leave
A student may request a leave of absence when extraordinary personal reasons, not related to the student's physical or mental health, prevent the student from continuing classes, e.g., death in the immediate family. Requests are made to and approved by the Holt Student Appeals Committee.

If the student departs after the start of the term, the student will be granted grades of 'W' in all enrolled courses (even if the normal deadline for withdrawal without penalty has passed). A student on compassionate leave who wishes to return may do so by initiating a written request for reinstatement to the Holt Student Appeals Committee. Requests for reinstatement are due no less than three (3) weeks prior to the start of classes.

HAMILTON HOLT SCHOOL STUDENT APPEALS COMMITTEE
The Student Appeals Committee of the Hamilton Holt School meets approximately once a month to review student academic appeals related to policy and procedures. The committee is composed of Holt School staff, including the dean. Student appeals must be submitted in writing by the 15th of the month to be considered at the next meeting. Appeals are accepted online only at http://www.rollins.edu/evening/documents/forms/holt-appeal.html. Appeals should detail the circumstances or the issue(s), clearly state the student's request, and substantiating documentation on official letterhead as appropriate (e.g., physician statements, employer verifications, etc.). By submitting an appeal, the student understands the Committee reserves the right to discuss the appeal with academic or administrative personnel as deemed appropriate and necessary for fair consideration. Decisions by the Committee are final. Students will be informed in writing as to the outcome of their appeal.

REPEATED COURSE

Students may repeat courses regardless of the grades earned; however, students will only earn credit hours for the course one time. In most cases, repeated courses will not be covered by financial aid. All grades will be calculated in the GPA, and all courses and grades will be part of the official academic transcript.

CREDIT/NO-CREDIT OPTION

The credit/no-credit option is used for certain preparatory courses and internships and to allow students to learn without the pressure of working toward a specific grade. Some courses will be graded on a credit/no-credit basis only. Students electing to take a graded course on a credit/no-credit basis must notify the Holt School in writing no later than two weeks after the beginning of the fall or spring terms, and one week after the beginning of the summer term. The grade of credit will not be included in the GPA but will be given academic credit. A student may not subsequently receive a grade for a course elected to be taken credit/no credit. To receive a credit, a student must earn at least a "C-" in the course. Courses in the major/minor field and courses used to fulfill general education requirements may not be taken credit/no credit unless an exception has been approved and all students in the course are graded on that basis.

Generally, no more than one course per term may be taken on a credit/no-credit basis, and a maximum of four such courses (the equivalent of 16 semester hours) will count for graduation. Music majors/minors are exempt from this limitation based upon the requirements of their program. All other exemptions must be requested and approved in writing.

ONE-TIME LATE CREDIT/NO-CREDIT DECLARATION

Students may also exercise a one-time option of late credit/no credit. In this option, students are permitted to declare a class late credit/no credit before the final exam period for the term in which they are enrolled. This option is available for one course, and for one time only during a student's career at Rollins.

CLASSIFICATION OF STUDENTS

Second Year (Sophomore)	30 semester hours
Third Year (Junior)	60 semester hours
Fourth Year (Senior)	100 semester hours

PERMISSION TO TAKE COURSES IN ANOTHER PROGRAM

Holt School students who are degree seeking may request permission from their advisors to take a specific course in another program conducted by the College under the following conditions:

1. Only one course per year after being a Holt School student for at least one year. The Director of Student Services in exceptional cases may waive this rule.
2. Only up to five Holt School students per day course will be permitted on a space-available basis.
3. A student must be concurrently enrolled in Holt School courses in order to take a day course in the Arts and Sciences program, unless special permission is obtained from the

Director of Student Services and Registrar. If a student subsequently withdraws from all Holt School courses, he or she must also withdraw from the Arts and Sciences course.

Courses taken in another program to complete a student's requirements will be charged at the Holt School rate. This policy does not apply to cross-listed courses that are open to all students at the tuition of the division in which they are enrolled. (Cross-listed courses are designated with an "X" suffix in the section number.)

Students with senior ranking and with a 3.3 or better cumulative GPA may enroll for one Master of Liberal Studies elective course each semester provided that they maintain a "B" or better in each attempted course. Graduate tuition fees will be applied.

Students from other Rollins programs taking Holt School courses for completion of general education or major requirements should obtain written approval from their program prior to registration for Holt School courses. Consult a program coordinator for further details. Students from other Rollins programs must have a 2.0 institutional GPA and be in good academic standing to participate in Holt School courses.

GRADES

A student's work in a completed course is evaluated and recorded by letters based upon the following principles:

Grade A is reserved for work that is exceptional in quality and that shows keen insight, understanding, and initiative.

Grade B is given for work that is consistently superior and that shows interest, effort, or originality.

Grade C is a respectable grade; a "C" average (2.00) is required for matriculation and for graduation. It reflects consistent daily preparation and completion in a satisfactory manner of all work required in the course.

Grade D is the lowest passing grade. It is below the average necessary for meeting graduation requirements and ordinarily is not accepted for transfer by other institutions.

Grade F is failing.

The letter grades are assigned quality points as follows:

Grade	Quality Points	Grade	Quality Points
A	4.00	D-	.67
A-	3.67	F	0
B+	3.33	HF	0 Honors Failure
B	3.00	WF	0 Withdrew Failing
B-	2.67	I	Incomplete
C+	2.33	R	Deferred
C	2.00	W	Withdrew Passing
C-	1.67	NC	0 No Credit
D+	1.33	CR	0 Credit
D	1.00		

INCOMPLETE WORK

The grade "I" is assigned temporarily if the work is incomplete at the end of the course because of circumstances beyond the control of the student. It is the responsibility of the student to complete and submit a Contract for an Incomplete Grade www.rollins.edu/evening/documents/forms/IncompleteGradeContract.pdf prior to the conclusion of the course. The contract specifies the work that is to be done and the deadline for submission (up to 60 days from the last published date of the term). Instructors may, in exceptional circumstances, grant an extension of up to 60 additional days. Incompletes that are unresolved or unreported at the end of the deadline will automatically change to "F." Only the Registrar and the Student Appeals Committee, with the approval of the instructor, may change a grade to "I" after formal grades have been received. Such a change would be approved only in the most exceptional of circumstances.

Faculty may not assign a grade of 'I' without the Contract for an Incomplete Grade, nor may a faculty member not assign a grade, a de facto Incomplete. Faculty who fail to submit a grade for a student by the deadline set by the College will be penalized at the discretion of the Dean.

GRADE CHANGES

Only an instructor may change the grade given in a course with the exception of a "WF." The Holt School Student Appeals Committee may change a "WF" upon written request from the student. Requests to change of "WF" must be submitted by the Student Academic Appeals form www.rollins.edu/evening/documents/forms/holt-appeal.html within 90 days of the last day of the term, and will be approved only in an extraordinary circumstance.

It is the responsibility of the student to contact his or her instructor to discuss any grade change, and the instructor must submit grade changes in writing within 90 calendar days of the last day of the term.

GRADE APPEAL PROCESS

Students wishing to appeal a grade will first consult with their instructor. If the student is dissatisfied with the results of that consultation and wishes to pursue the matter further, the student will meet with the chair of the department, who in turn must inform the instructor of the substance of the student's appeal. The department chair acts as a mediator to attempt to resolve any disagreements and consults with the instructor about the grading process. Only the course instructor has the authority to change the grade. (Should the instructor be the chair of the department, a tenured member of the department will be selected by the department to serve as mediator? If this is not possible, then the Holt School Dean or Registrar will serve in this capacity.)

Perceived or actual differences in grading policies or standards between instructors that are not a violation of College policies are not a basis for further appeal. Further appeals beyond the chair of the department will be allowed only when the student can furnish evidence that the final grade was affected by the student's opinion or conduct in matters unrelated to academic standards, bias based upon matters unrelated to academic standards, or the failure of the instructor to follow his or her own stated policies or College policies.

If these conditions are met, the student may proceed with the appeal to the Student Appeals Committee by submitting a Student Appeals Form within 90 days of completion of the course. The Student Appeals form may be found online at www.rollins.edu/evening/documents/forms/holt-appeal.html. The Registrar on behalf of the Student Appeals Committee will request from the department chair a written account of the mediation process described above and its results, if any. The Registrar may also request any other appropriate documentation. The Registrar prepares all documents related to the case for submission to the Student Appeals Committee. The Student Appeals Committee will review all documents and make additional inquiries if necessary before reaching a decision. After such review, the decision of the committee is final.

DEAN'S AND PRESIDENT'S LISTS

Students taking two or more graded courses through the Holt School who achieve a 3.50 – 3.74 average with no incomplete or reserved grades for any given semester will be placed on the Dean's List if their cumulative GPA is 2.0 or higher. Students meeting the same criteria with a semester GPA of 3.75 or above will be placed on the President's List. Dean's and President's List recognition is noted on the student's transcript.

GRADUATION

There are three graduation dates per academic year (August 31, December 31, and the date of commencement in May). All graduates receiving the Bachelor of Arts degree within an academic year are invited and encouraged to participate in the annual May commencement. Participation in the annual commencement is limited to those students completing all degree requirements as of May. Students may participate in only one (1) Holt School graduation ceremony per degree awarded.

Petition to Graduate

All graduating students are required to submit a Petition to Graduate one year prior to their last term. The Petition will be reviewed by an academic advisor to ensure all degree requirements are satisfied by graduation. Each student will be charged a graduation fee $60. Diplomas are not issued for students who do have a Petition to Graduate on file.

Graduation with Distinction
Students completing the final 70 semester hours of degree requirements in residence (institutional hours) at Rollins College may qualify for graduation with honors provided that the appropriate cumulative GPA is achieved.

Honors are as follows:

3.50 – 3.69	Cum Laude
3.70 – 3.89	Magna Cum Laude
3.90 – 4.00	Summa Cum Laude

A student's transcript will bear the appropriate honors designation, and it will be announced at Commencement**.**

Appeal to Participate in Commencement
A student may appeal to participate in the ceremony without all completing all graduation requirements when the following conditions are met:

1) The student has an overall GPA of 2.0 and a 2.0 GPA in the major and minor both at the time of petition and at the time of Commencement; and
2) The student presents a viable plan, including documentation of course availability, consisting of no more than one course (4-6) semester hours.

The deadline to request to participate in commencement is due by March 31. Forms are available online at www.rollins.edu/evening/documents/forms/holt-appeal.html. Decisions are made by the Hamilton Holt School Appeals Committee. Approved requests received after March 31 will not be included in the commencement program.

College honors, honors in the major field, nor any other College awards to graduating students will be neither recorded in programs, ascribed to student academic records, nor announced during ceremonies for any student who has not completed all graduation requirements at the time of Commencement.

ACADEMIC PROBATION AND DISMISSAL

Satisfactory Academic Progress
Hamilton Holt School students are expected to maintain a minimum cumulative grade point average (GPA) of 2.0 to remain in good academic standing and demonstrate progress toward accomplishment of academic goals.

Academic Warning
All students will be reviewed after their first semester in the Hamilton Holt School. Students with a GPA below 2.0 will be placed on academic warning and will be academically dismissed after two semesters if the GPA remains below 2.0.

Academic Probation
Students who have attempted three or more semesters at Rollins College and have a cumulative GPA of below 2.0 will be placed on academic probation.

Dismissal

1. A student who has been placed on academic probation must raise his or her cumulative GPA to 2.0 or be eligible for dismissal from the College. The probationary student must attain this average by the end of the third consecutive regular term after being placed on probation (regular terms are fall, spring, and summer); **or** by the end of his or her fifth course after being placed on probation—whichever comes first. (Note: Students receiving Federal Veterans' aid must attain a 2.0 cumulative GPA by the end of the second consecutive regular term after being placed on probation or the VA will be notified of unsatisfactory progress so the VA can terminate benefits.)

2. A probationary student becomes eligible for dismissal if in any term he or she fails to show progress toward achieving a 2.0 by failing to maintain at least a 2.0 term-GPA during that term.

3. Students dismissed from the Holt School or any other College program are dismissed from all programs of the College.

4. Students who are academically dismissed have 10 days to appeal the decision in writing.

Academically dismissed students may apply for readmission after one calendar year has elapsed. Dismissed students are strongly encouraged to complete at least one year of acceptable coursework (in most cases, B or better grades) at another accredited institution of higher education prior to requesting readmission to the Holt School. They should discuss this option with their Holt School academic adviser to ensure that appropriate courses are completed. Readmission decisions are made by Hamilton Holt School Student Appeals Committee.

ACADEMIC CONDUCT

ACADEMIC HONOR CODE

The Philosophy of the Academic Honor Code

Integrity and honor are central to the Rollins College mission to educate its students for responsible citizenship and ethical leadership. Rollins College requires adherence to a code of behavior that is essential for building an academic community committed to excellence and scholarship with integrity and honor. Students, faculty, staff, and administration share the responsibility for building and sustaining this community.

Each student matriculating into Rollins College must become familiar with the Academic Honor System. The College requires that students be able and willing to accept the rights and responsibilities of honorable conduct, both as a matter of personal integrity and as a commitment to the values to which the College community commits itself. It is the responsibility of instructors to set clear guidelines for authorized and unauthorized aid in their courses. It is the responsibility of students to honor those guidelines and to obtain additional clarification if and when questions arise about possible violations of the Honor Code.

The Honor Pledge and Reaffirmation

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor—honesty, trust, respect, fairness, and responsibility—particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College:

> The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully, and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement: “On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.” Material submitted electronically should contain the pledge; submission implies signing the pledge.

Definitions of Academic Honor Code Violations
Students are expected to conduct themselves with complete honesty in all academic work and campus activities. Violations of the Academic Honor Code include, but are not limited to the following:

1. PLAGIARISM. Offering the **words**, **facts**, or **ideas** of another person as your own in any academic exercise.
2. CHEATING. Using or attempting to use unauthorized materials, information, or study aids in an academic exercise. This includes sharing knowledge of previously administered or current tests. The keeping of tests, papers, and other assignments belonging to former students is prohibited. Use of external assistance (e.g., books, notes, calculators, conversations with others) in completing an "in class" or "take home" examination, unless specifically authorized by the instructor, is prohibited.
3. UNAUTHORIZED COLLABORATION. Collaboration, without specific authorization by the instructor, on homework assignments, lab reports, exam preparations, research projects, take home exams, essays, or other work for which you will receive academic credit.
4. SUBMISSION OF WORK PREPARED FOR ANOTHER COURSE. Turning in the same work, in whole or in part, to two or more instructors, without the consent of the instructors in both courses.
5. FABRICATION. Misrepresenting, mishandling, or falsifying information in an academic exercise. For example, creating false information for a bibliography, inventing data for a laboratory assignment, or representing a quotation from a secondary source (such as a book review or a textbook) as if it were a primary source.
6. FACILITATING ACADEMIC DISHONESTY. Helping another student commit an act of academic dishonesty.
7. VIOLATION OF TESTING CONDITIONS. Looking at other students' answers, allowing other students to look at your test, and working past allotted time are just a few examples where test conditions may be considered to be violated.
8. LYING. Lying is the making of a statement that one knows to be false with the intent to deceive. It includes actions such as (a) lying to faculty, administrators, or staff; (b) falsifying any College document or record by mutilation, addition, deletion, or forgery; or (c) lying to a member of the Honor Council or judicial affairs officer.
9. FAILURE TO REPORT AN HONOR CODE VIOLATION. Failure to report occurs when a student has knowledge of or is witness to an act in violation of the Academic Honor Code and does not report it within five class days.

Reporting a Violation
Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations. All students, faculty, and staff are required to report violations in writing to the Academic Honor Council for disposition. Referrals will be made through the Director of Student Services at the Holt School office.

1. If a faculty member has reason to believe that a violation of the Academic Honor Code has occurred, he/she may have an initial meeting with the student to determine if a violation has occurred. If the faculty member believes that a violation has occurred, he/she is required to report it. This initial meeting is to clarify if a violation has occurred and not to determine if a known violation is to be reported.
2. If a student has reason to believe that a violation of academic integrity has occurred, he/she is required to report it to the Academic Honor Council. The student that has witnessed a violation can, but is not required to, encourage the student suspected of the violation to self-report. If the student refuses to self-report, then the student that witnessed the violation must report it to the Academic Honor Council.
3. Staff members that believe they have witnessed a violation must refer the case to the Honor Council for disposition.

Complaints must be made in writing and filed with the Hamilton Holt School Director of Student Services. These complaints are then forwarded to the Academic Honor Council. Allegations must be submitted in writing within 10 days of the discovery of the alleged violation. Complaints against graduating seniors must be submitted by the date senior grades are due to allow time for an investigation before graduation. The complaint should indicate all relevant details, including names of witnesses and must be signed. Submissions may also be made online.

For additional information, please visit the Holt Academic Honor Code website: http://www.rollins.edu/evening/about/academic-honor-code.html.

COMMUNITY STANDARDS AND RESPONSIBILITY

The Office of Community Standards & Responsibility strives for a fair and just community by promoting student responsibility, accountability, and ethical decision making. Community Standards & Responsibility seek to facilitate individual awareness and assist students in actively engaging as responsible members of their various communities.

The Code of Community Standards is a document that explains Rollins College policy and procedure. It is meant to educate, inform, and assist students as they approach good decision-making. The Code of Community Standards is published annually on the Rollins Community Standards & Responsibility website at http://www.rollins.edu/community-standards-responsibility/ and the direct link to the Code of Community Standards can be found below:

http://www.rollins.edu/community-standards-responsibility/documents/rc-code-of-community-standards.pdf

Sexual Misconduct and Harassment

As a recipient of Federal funds, the College is required to comply with Title IX of the Higher Education Amendments of 1972, which prohibits discrimination on the basis of sex in education programs or activities. Sexual misconduct and harassment, as defined in this policy, is a form of sex discrimination prohibited by Title IX. Rollins is committed to providing programs, activities and an educational environment free from sex discrimination. The Sexual Misconduct and Harassment policy is published on the Rollins web site www.rollins.edu/sexual-misconduct/index.html.

INTELLECTUAL PROPERTY POLICY

The College's policy on intellectual property can be found in the Rollins College Faculty Handbook located on the website of the Human Resources Office at www.rollins.edu/hr/policies/docs/general-policies/010000.pdf. This policy is meant to encourage and support faculty, staff, and student research; to protect the rights and interests of College constituents as well as the College itself; and to provide College constituents with information that will guide understanding of intellectual property and its application at Rollins College. All faculty (full-time and adjunct), staff, student employees, and students, as well as non-employees who participate or intend to participate in teaching and/or research or scholarship projects at Rollins College are bound by this policy.

Rollins College is committed to complying with all applicable laws regarding copyright and other forms of intellectual property. Furthermore, this policy shall not be interpreted to limit the College's ability to meet its obligations for deliverables under any contract, grant, or other arrangement with third parties, including sponsored research agreements, license agreements, and the like.

Questions of ownership or other matters pertaining to materials covered by this policy shall be resolved by the Provost (or his or her designee) in consultation with others, as appropriate. In the event that resolution of such matters becomes controversial, the Provost (or his/her designee) will convene an Intellectual Property Committee as described in Section B, Patents.

TRANSCRIPTS

Rollins College and Scrip-Safe have partnered together to provide current students and alumni with access to an online ordering system through a secure website. Official transcripts can be emailed only if the recipient will accept it through email. Students may also provide a mailing address to have an official transcript sent through the postal service or can request student pickup. For instructions, visit http://www.rollins.edu/student-records/transcript-requests/index.html. Please note that transcripts will not be issued for persons on Bursar Hold or in default of a student loan.

ACCESS TO STUDENT EDUCATIONAL RECORDS (FERPA)

Rollins College complies with the Family Educational Rights and Privacy Act (FERPA). The Act is as follows:

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records

unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Parents or eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by [Rollins College] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

- Parents or eligible students have the right to provide written consent before the university discloses personally identifiable information (PII) from the student's educational records. [Rollins College] must have written permission from the parent or eligible student in order to release any information from a student's education record. [Under FERPA, however, Rollins College is permitted] to disclose those records, without consent, to the following parties or under the following conditions (34 CFR §99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student seeks or intends to enroll;
  - Specified officials, such as Federal, State, or local educational authorities, for the purposes of audit or evaluation of supported educational programs, or enforcement of compliance with legal requirements relating to those programs;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies;
  - State and local authorities, within a juvenile justice system, pursuant to specific State law;
  - Parents of an "eligible student" to his or her parents if the student is a "dependent student," as defined in Section 152 of the Internal Revenue Code located at www.law.cornell.edu/uscode/text/26/152. Generally, if either parent has claimed the student as a dependent on the parent's most recent income tax statement, the school may non-consensually disclose the student's education records to both parents;
  - A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding:

- The general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her; and
- Parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21.

[Rollins College] may also disclose, without consent, "directory information." "Directory information" is personally identifiable information that is not generally considered harmful or an invasion of privacy if disclosed and may include information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, [Rollins College] must inform parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. [Rollins College] must notify parents and eligible students annually of their rights under FERPA. The actual means of notification...is left to the discretion of each school.

Under FERPA, Rollins College may define and disclose "directory information" provided that students and/or parents are notified of items that are deemed to be "directory information." As such, Rollins College defines "directory information" as including the following, as applicable:

- Name
- Address
- Telephone number
- E-mail address
- Date and place of birth
- Individually identifiable photographs of the student solicited or maintained directly by Rollins as part of the educational record
- Enrollment status, full-/part-time classification, and class level
- College/division, dates of attendance, and class schedule
- Major and minor field(s) of study
- Expected and actual graduation date
- Degrees, awards, and honors received
- Official athletic participation and athlete height and weight
- Name and location of most recent previously attended educational institution

Sources:

- U.S. Department of Education, http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html and http://www2.ed.gov/policy/gen/guid/fpco/ferpa/parents.html
- Cornell University Law School Legal Information Institute, http://www.law.cornell.edu/uscode/html/uscode26/usc_sec_26_00000152----000-.html

RETENTION OF RECORDS

Rollins College retains records and registration documents according to the guidelines established by the American Association of Collegiate Registrar and Admissions Officers (AACRAO). Academic records, change of grade forms, original grade sheets, and graduation lists are considered permanent and are not discarded. Records are kept from one (1) to five (5) years after graduation or date of last attendance. Written records retention policies are available from the Office of Student Records.

ACADEMIC PROGRAMS

AFRICAN AND AFRICAN-AMERICAN STUDIES (Minor)

The interdisciplinary African/African-American Studies minor centralizes, honors, and teaches the importance of the presence and contribution of Africans and their New World descendants in Western culture and society.

Requirements
Six courses, including two core courses, three electives, (two of which must be at the 300 level) and a senior independent study research paper with significant community engagement component.

Core Courses
HIS 140 African American History I or
HIS 141 African American History II
ANT 207 Anthropology of Modern Africa

Electives
ANT 233 Indian Ocean in Antiquity
ANT 232 Archaeology of Africa
ANT 259 Contemporary Middle East and North Africa
ANT 277 Gender in the Middle East and North Africa
CMC 350 Critical Race Theory
EDU 271 School and Society
EDU 280 Diversity in American Education
ENG 140 Composition: Writing About Race and Gender
ENG 210 Language and Power
ENG 275/324 African American Narratives
ENV 206 Caribbean Environmental History
HIS 370 Race and Ethnicity in the United States
LAC 200 Foundations of Latin American and Caribbean Culture and Society
MUS 160 History of Jazz
POL 252 American Civil Rights Policy
POL 306 Muslims in Western Politics
POL 387 Constitutional Law: Civil Rights and Liberties
REL 135 Religion in America
REL 251 Topics in Religion: Islam and Society
SOC 311 Social Movements
SOC 356 The State of Black America
SOC 355 Poverty and Social Welfare
AAAS 297 Externship
AAAS 498/499 Senior Independent Study

BUSINESS MANAGEMENT (Major/Minor)

The Department of Business (BUS) offers a major and minor in Business Management.

The BUS programs are grounded in Rollins' commitment to educate students for global citizenship and responsible leadership, preparing graduates to pursue meaningful lives and productive careers. BUS programs are anchored in the Rollins values of Excellence, Innovation, & Community and the Association for the Advancement of Collegiate Schools of Business - International (AACSB) values of Innovation, Impact, & Engagement. BUS programs provide opportunities for students to develop a strong set of basic business skills combined with an understanding of current economic, political, cultural, and environmental issues consistent with the Carnegie Foundation's (2012) definition of the purpose of liberal learning "…to enable students to make sense of the world and their place in it, preparing them to use knowledge and skills as a means toward responsible engagement with the life of their times."

The Business Major requires ten business core courses (40 credit hours), three concentration courses (12 hours), three elective courses (12 hours), and an international experience (total = 64 credit hours).

Requirements for the Major (16 courses)
Core Courses (10)
BUS 101 Business, Innovation, & Entrepreneurial Thinking
BUS 135 Business Law & Ethics
BUS 230 Financial & Managerial Accounting
BUS 233 Micro & Macro Economics
BUS 236 Statistics for Business
BUS 245 International Organizational Behavior
BUS 320 Entrepreneurial & Corporate Finance
BUS 330 Entrepreneurial Marketing
BUS 350 Supply Chain Management
BUS 400 Strategic Management

Management Concentration Courses (3)
MGT 312 Responsible Business Leadership
MGT 342 Human Resource Management
MGT 354 High Performance Organizations

Elective Courses (Choose three, at least two at the 300-400 level):
BUS 317 Personal Finance
BUS 348 Investments
BUS 369 Global Business
BUS 375 Advertising & Promotion
BUS 390 Special Topics
COM 220 Interpersonal Communication
COM 230 Listening
COM 240 Intercultural Communication

COM 301 Designing Effective Organizations
COM 312 Persuasion Theory
COM 319 Leadership and Effective Communication
COM 324 Self-Leadership and Communication
COM 331 Communication and Social Change
COM 345 Leadership, Film, and Communication
COM 421 Organizational Communication
ENG 210 Language & Power
MGT 316 Critical Thinking & Problem Solving
MGT 352 Project Management
PHI 218 Argumentation & Media Manipulation
PSY 317 Group Dynamics
PSY 319 Psychology of Work
SEB 200 Social Entrepreneurship: Leading Change
SEB 220 Global Development Challenges & Opportunities
SEB 320 Strategies for Changemakers
SEB 325Gender & Globalization
SEB 340 Designing & Planning for Social Entrepreneurship
SEB 346 Financial Social Enterprise

Global Experience
All Business majors are required to have a global experience. This requirement may be satisfied by: (a) participating in a Rollins semester abroad program, (b) participating in an approved Rollins study abroad course, (c) experience as an international student studying in the U.S., or (d) by extensive experience living or working abroad at age 16 or older. Students may be required to document their global experience. If a Global Experience is not appropriate for a specific individual, the student may petition the BUS Department for approval to substitute *BUS 398 Independent Research*.

Residency and Distribution
Business majors must take all core courses at Rollins (except for courses taken by transfer students prior to admission to Rollins); must take at least one-half of all courses for the BUS major at Rollins (no exemption for transfer students); must take at least one-half of all business core courses from the BUS curriculum (no exemptions for internal transfers); must take at least 16 semester hours that are not used to meet a general education or major requirement; and must take at least one-half of all courses for the major at the *300-400 level*.

MINOR REQUIREMENTS
Requirements for the Business Management minor are seven courses (as follows):

BUS 101 Business, Innovation, & Entrepreneurial Thinking
BUS 135 Business Law & Ethics
BUS 233 Micro & Macro Economics
BUS 230 Financial & Managerial Accounting
BUS 245 International Organizational Behavior
BUS 320 Entrepreneurial & Corporate Finance
BUS 330 Entrepreneurial Marketing

The Business Management minor may be combined with almost any major (except Business) to give the student a better understanding of the role of business in today's world, current knowledge of business practices, and career related skills.

COMMUNICATION STUDIES (Major, Minor)

Our unique and innovative curriculum in Communication Studies offers students an introduction to the field via required courses in topics, theories, and research methods central to Communication. Our majors select a concentration in one of three critical areas: Organizational Communication and Leadership, Public Relations, and Health Communication.

Requirements for the Major (10 courses)
Core Courses (4)
COM 100 Introduction to Communication Studies
COM 295 Research Methods in Communication
COM 397 Internship or COM 400 Advanced Project in Communication Studies
COM 480 Senior Seminar in Communication

Choice of three (3) 200 level courses
COM 210 Public Speaking
COM 220 Interpersonal Communication
COM 230 Listening
COM 240 Intercultural Communication

Concentration Courses (3)
Select any three courses within the specific concentration you choose. Possible courses for each concentration are listed below:

Organizational Communication and Leadership
COM 301 Designing Effective Organizations
COM 319 Leadership and Effective Communication
COM 324 Self-Leadership and Communication
COM 345 Leadership, Film, and Communication
COM 421 Organizational Communication

Public Relations
COM 302 New Media and Public Relations
COM 312 Persuasion Theory
COM 313 Mass Media & Society
COM 318 Contemporary Public Relations
COM 325 Communication Campaigns
COM 351 Writing for Public Relations
COM 418 Advanced Public Relations

Health Communication
COM 310 Family Communication
COM 325 Communication Campaigns
COM 330 Health Communication
COM 336 Communication Across the Lifespan
COM 340 Health Policy and Advocacy Communication
COM 355 Global Health Communication

Requirements for the Minor (5)

Core Courses (2)
COM 100 Introduction to Communication Studies
COM 295 Research Methods in Communication

Core Electives (2)
COM 210 Public Speaking
COM 220 Interpersonal Communication
COM 230 Listening
COM 240 Intercultural Communication

Electives
One (1) course may be selected from the list of any of the concentration courses.

COMPUTER SCIENCE (Major, Minor)

The Computer Science (CS) curriculum for the Holt School reflects the focus and content recommended for computer science curricula at liberal arts institutions by the Association for Computing Machinery (ACM). The CS major provides students with a strong foundation of computer science coursework emphasizing software development. Completion of this major prepares students to design and implement computer-based solutions in a variety of areas, e.g., knowledge management, e-commerce, or client-server applications.

Admission to the Computer Science Major:
Students may not accrue more than 12 semester hours in computer science without declaring computer science as a major or minor. Upon declaring computer science as a major, students must complete all lower-level (i.e., 100- and 200-level) core courses with a grade of "C" or higher. If a student receives a grade in any of these courses lower than a "C," the student must retake the course and pass it with a grade of "C" or higher prior to enrolling in any other computer science course. Lower-level core courses may be repeated a maximum of one time to satisfy this requirement. If a student does not receive a grade of "C" or higher on the second attempt, the student will not be permitted to continue in the major. Students will receive credit hours for one attempt only. In most cases, financial aid does not apply to repeated courses. Students must maintain a major GPA of 2.0 or higher at all times.

Students may not enroll in more than two core courses in any given semester. Students will not be permitted to take any CS course without first having completed or transferred in the appropriate prerequisite(s). If the prerequisites are satisfied with transfer credits, a student may be required to take a proficiency exam (at the program coordinator's discretion) to prove an adequate level of foundational knowledge and skills to proceed.
All core courses must be completed **prior** to enrolling in CMS 484.

MAJOR REQUIREMENTS
Thirteen (13) courses are required, all nine (9) core courses and four (4) electives, including at least one from each of group 1 and group 2. A first-year student majoring in computer science will typically take *CMS 167/167L* and one of *MAT 111, MAT 109, MAT 110* or *MAT 108* in the fall, then *CMS 170* and *MAT 140* in the spring.

CORE COURSES
CMS 167 Problem Solving I with Selected Topics
CMS 167L Problem Solving I Lab
CMS 170 Problem Solving II with Selected Topics
CMS 230 Introduction to Computer Systems
CMS 270 Object-Oriented Design and Development
CMS 330 System Software Principles
CMS 484 Senior Computer Science Capstone
MAT 140 Introduction to Discrete Mathematics
MAT 310 Applied Discrete Mathematics

ELECTIVES

GROUP 1: At least one is required.
CMS 375 Database Design and Development
CMS 380 Simulation Design and Analysis

GROUP 2: At least one is required.
A student who is considering graduate studies should take CMS 460.
CMS 460 Algorithms Analysis
CMS 450 Networks

Additional electives:
CMS 340 Mobile App Development
CMS 350 Web Application Development
CMS 430 Artificial Intelligence
CMS 440 Advanced Computer Systems
CMS 480 Programming Language Translation
CMS 495 Special Topics
For students considering graduate school in computer science, a minor in Mathematics is recommended.

MINOR REQUIREMENTS
Seven (7) courses are required: the following five (5) courses and two (2) additional courses chosen from the requirements for the major.

CORE COURSES
CMS 167 Problem Solving I with Selected Topics
CMS 167L Problem Solving I Lab
CMS 170 Problem Solving II with Selected Topics
CMS 270 Object-Orientated Design and Development
MAT 140 Introduction to Discrete Mathematics (MAT 111 Calculus I OR MAT 110 Applied Calculus may be substituted but MAT 140 may not be used as one of the two additional classes.)

DANCE (Minor)

The dance program provides students the opportunity to experience dance as an art form. They can take studio classes in ballet, jazz, tap, and modern dance, as well as courses in history, notation, and composition. Minors develop an awareness of history, an understanding of composition, and a competency in several forms.

Requirements for the Minor
Six courses are required, four core courses and two electives.

Core Courses (4)

DAN 200 Dance in America OR DAN 203 Dance History
DAN 300 Dance Composition
DAN 394 Intermediate/Advanced Dance Technique (taken twice)

Electives (Select 2)

DAN 170 Ballet I
DAN 175 Tap Dance I
DAN 177 Jazz I
DAN 179 Modern Dance I
DAN 200 Dance in America
DAN 203 Dance History
DAN 210 Dances of Other Cultures
DAN 220 Women Leaders in American Modern Dance
DAN 270 Ballet II
DAN 275 Tap Dance II
DAN 277 Jazz II
DAN 279 Modern Dance II
DAN 300 Dance Composition
DAN 380 Studies in Dance
DAN 394 Intermediate/Advanced Dance Technique
DAN 420 Labanotation
DAN 422 Dance Production
THE 135 Dance for Actors

ECONOMICS (Major, Minor)

Economics students receive a sound foundation in both macroeconomic and microeconomic theory. They also learn about the evolution of the discipline and the important controversies that have influenced the character and style of economic thinking. Critical thinking skills acquired from studying economics are highly valued in business, government, and organizations.

The Economics major/minor is limited in access. Admission to the Rollins College Hamilton Holt School does not guarantee admission into the Economics major. Interested students may apply for admission to the major or minor upon completion of the following courses taken either at Rollins or as transfer equivalents from a previous institution:

ECO	108	Quantitative Methods for Economics
ECO	202	Economics in Historical Perspectives
ECO	203	Principles of Economics
INT	221	Statistics for the Social Sciences

Major/minor admission requirements:

- Submission of the application to the Economics major/minor (deadline for fall admission is August 15; deadline for spring admission is December 15).
- A minimum GPA of 3.0 in the required four courses is generally expected for admission.
- A minimum GPA of 2.5 for all coursework is the general expectation.

Requirements for the Major (12)
Remaining Core Courses

ECO	303	Intermediate Microeconomics
ECO	304	Intermediate Macroeconomics

Electives
Six additional courses in economics, four of which must be taken at the 300/400 level.
(All 300 level courses have ECO 108, and either ECO 212, and 213 or ECO 202 and 203 as prerequisites.)

Requirements for the Minor (6)
Admission to the Economics minor
Two electives in economics at the 200, 300, or 400 level

Note to Majors: The department recommends the following courses for students preparing for graduate programs:

MAT 111 & 112 Calculus I and Calculus II
MAT 219 Probability and Statistics
ECO 381 Introduction to Econometrics

Honors in Economics

Honors in Economics provides for independent research or special study during the senior year under the supervision of a three-member committee in the student's major. To be eligible for Honors in Economics, students must:

- achieve a minimum overall GPA of 'C+' (2.33) for all courses at Rollins,
- achieve a minimum overall GPA of 'B+' (3.33) for all Economics courses taken at Rollins, and
- receive endorsement of the committee for participation in the program.

Satisfactory performance on an approved thesis or individual project, an oral examination, and maintenance of the above averages qualifies a student for Honors in Economics, which is show on the student's official transcript.

EDUCATION (Major, Minor)

The Department of Education offers the Elementary Education major, and certification in selected secondary (6 – 12) subjects (Music K-12, Social Science, and English/ESOL).

Admission to any Rollins College Teacher Education Program (TEP) is contingent on the following:

- Attainment and retention of an overall GPA of at least 2.5.
- Passing score on the GK (General Knowledge Test) of the Florida Teacher Certification Exam (FTCE).
- Submission of 1-S Form (Application to Education) with essay.

Students may apply for admission to the Teacher Education Program as early as their freshman year, and are encouraged to apply no later than the fall semester of their sophomore year. Forms are available online or in the Education Department office, as are registration materials for the FTCE and ETEP guidelines. The Director of Teacher Education notifies applicants of acceptance or reason for denial. Admission requirements for all Education programs must be met before or during the first semester. Students will not be permitted to continue in any Education program if any of these requirements remain unmet.

NOTE: The Department of Education strongly encourages students to apply *before* the beginning of their *sophomore year* to ensure on-time graduation. ***Unless noted otherwise, all courses are 4 credits.***

Requirements for the Elementary Education Major

Sixteen (16) courses and a semester of supervised student teaching are required of the Elementary Education major.

Core Courses

EDU 271 School and Society
EDU 272 Educational Psychology
EDU 280 Diversity in American Education
EDU 324 Curriculum and Educational Assessment for Diverse Learners

Elementary Course Sequence

EDU 406 Strategies for Instruction, Learning, and Classroom Management in Diverse Elementary Schools
EED 319 Integrated Arts in the Elementary School (3 semester hours)
EED 363 Social Studies for Elementary Schools
EED 364 Science for Elementary Schools
EED 367 Health and Physical Education for Elementary Schools (2 semester hours)
EED 368 Mathematics for Elementary Teachers: Content and Methods

RED 309 Fundamentals of Reading
RED 369 Researched-Based Practices in Literacy Instruction

RED 371 Diagnosis of Reading Difficulties
RED 409 Literacy and Content Area Instruction
RED 409L Reading Field Experience (placement application required)

Student Teaching

EDU 490 Student Teaching: Elementary (14 Credits)
EDU 470 Seminar in Classroom Management

A teaching internship in the area in which the student is to be certified is required. Graded on a credit/no-credit basis, Student Teaching involves working full time for fifteen (15) weeks in an approved area school. Students are not permitted to take additional coursework during the student teaching semester and are discouraged from working beyond student teaching. All requirements and prerequisites must be met before placement as a student teacher, including the submission of passing scores on the General Knowledge (GK) and Professional Education (PED) tests of the Florida Teacher Certification Exam (FTCE), a minimum GPA of 2.5, and satisfactory progress toward completion of the Expanded Teacher Education Portfolio (ETEP). Students are encouraged to complete the Subject Area Exam (SAE) prior to Student Teaching. . Students seeking certification must pass all sections of the Florida Teacher Certification Examination (FTCE), including the General Knowledge Test (GK), the Professional Education Exam (PED), and Subject Area Exam (SAE), prior to graduation.

Information and applications for Student Teaching are available in the Holt School and Department of Education offices and on the departmental website. To ensure placement, the application for Student Teaching must be completed and submitted to the Department of Education by the following dates:

February 20	Fall Placement
September 20	Spring Placement

The forms are filed with and reviewed by the Director of Field Placements.

Requirements for the Secondary Education Minor

Course of Study
Students seeking certification in selected secondary (K-12 or 6-12) subjects must see Scott Hewit, Director of Teacher Education, for advisement before being admitted to the Teacher Education Program. They must then complete the major in Music, English, or International Affairs.

Core Courses

EDU	271	School and Society
EDU	272	Educational Psychology
EDU	280	Diversity in American Education
EDU	324	Curriculum and Educational Assessment for Diverse Learners

Secondary Course Sequence

EDU	335	Content Area Reading in Secondary Schools
EDU	407	Strategies for Instruction, Learning, and Classroom Management in Diverse Secondary Schools (placement application required)
EDU	417	Teaching (Particular Subject) in Middle and Secondary School(s)
EDU	417L	Teaching (Particular Subject) in Middle and Secondary Schools Lab (1 semester hour) *EDU 417 and 417L must be taken concurrently (placement application required)

Students pursuing certification in Music (K – 12) must also complete EED 319 Integrated Arts in the Elementary School.

Student Teaching

EDU 491 Student Teaching: Secondary
EDU 470 Seminar in Classroom Management

A teaching internship in the area in which the student is to be certified is required. Graded on a credit/no-credit basis, Student Teaching involves working full time for fifteen (15) weeks in an approved area school. Students are not permitted to take additional coursework during the student teaching semester and are discouraged from working beyond student teaching.
All requirements and prerequisites must be met before placement as a student teacher, including the submission of passing scores on the General Knowledge (GK) and Professional Education (PED) tests of the Florida Teacher Certification Exam (FTCE), a minimum GPA of 2.5, and satisfactory progress toward completion of the Expanded Teacher Education Portfolio (ETEP). Students are encouraged to complete the Subject Area Exam (SAE) prior to Student Teaching. . Students seeking certification must pass all sections of the Florida Teacher Certification Examination (FTCE), including the General Knowledge Test (GK), the Professional Education Exam (PED), and Subject Area Exam (SAE), prior to graduation.

Information and applications for Student Teaching are available in the Holt School and Department of Education offices and on the departmental website. To ensure placement, the application for Student Teaching must be completed and submitted to the Department of Education by the following dates:

February 20	Fall Placement
September 20	Spring Placement

The forms are filed with and reviewed by the Director of Field Placements.

Anyone not approved for Student Teaching has the right to appeal to the Education Review Committee. In exceptional cases when a student needs to take a course during student teaching, the student must submit a written appeal explaining the circumstances. This appeal must be submitted to the Director of Field Placements at the same time as the student teaching application.

ENGLISH (Major, Minor)

The Department of English curriculum offers a flexible and challenging set of opportunities that allows all students to experience a wide range of approaches to literature, film, and writing. The goal of the curriculum is to provide a developmental path, emphasizing skills that will serve majors beyond graduation. The diversity in our course offerings provides each student the opportunity to create an individualized program that reflects her/his interests and passions.

Students majoring in English are required to complete the following program of courses. A minimum of twelve (12) courses is required and must include the following distribution: two (2) courses in literature before 1850, two (2) courses in literature after 1850, one (1) course in transnational literature, one (1) course in advanced prose style or language studies, and six (6) electives. In fulfilling these distribution requirements, students must take classes at all levels to progressively develop skills and knowledge. At a minimum, students must fulfill courses at the following levels:

ENG 190 Text and Contexts
Two (2) courses at the 200 level: Interpreting language and literature
Two (2) courses at the 300 level: Integrating language and literature
One (1) course at the 400 level: Contributing to language and literature
Six (6) elective courses, four (4) at the 300 level or above

Students majoring in English are encouraged to develop their majors in close consultation with an English Department faculty advisor.

Majors must also submit a representative senior portfolio on or before the second Friday in April for May graduation, the second Friday in July for August graduation, the second Friday in October for December graduation, and participate in a graduation conversation with faculty.

Notes: Only one course may count toward two distribution requirements. All students must take their advanced prose style or language studies requirement by the second semester of their junior year. Students in both the English major and Writing minor may count only one course toward both programs. English majors must take their 400-level courses at Rollins. English 125, 140, 225, or 300 may not be used as an elective in the English major. All students must take 374 or 380 by the second semester of their junior year.

POLICIES FOR THE MAJOR

Students majoring in English may take up to two (2) approved literature electives outside the Rollins College Department of English after matriculating. (Transfer students majoring in English must take at least one-half of their English major requirements at Rollins and must have their programs approved by the Department Chair before taking additional electives outside Rollins.)

Students in both the English major and the writing minor may count only one (1) course toward both programs.

English majors must take their 400-level required English elective course at Rollins.

MINOR REQUIREMENTS

ENGLISH

Students minoring in English are required to complete the following program of courses. A minimum of six (6) courses is required and must include ENG 190 Texts and Context, two (2) courses at the 200 level, and three (3) courses at the 300 level or above.

ENG 190 Texts and Contexts
Two (2) courses at the 200 level
Two (2) courses at the 300 level or above

POLICIES FOR THE MINOR

English 125, 140, 225, or 300 may not be used as an elective in the English major.

ENVIRONMENTAL STUDIES AND SUSTAINABLE URBANISM (Major)

The Environmental Studies and Sustainable Urbanism major is designed to address important issues affecting the natural and built environment. With an equal emphasis on science and policy, the program develops well-rounded students who have the ability to solve environmental problems and the tools needed to meet these challenges. Students learn to apply concepts related to urban design, sense of place, environmental systems, and sustainability in courses that often involve exploring Central Florida's exemplary protected lands and nationally recognized New Urbanist projects. These opportunities offer students valuable experiences and expertise with full-time faculty and adjuncts in the environmental, planning, legal, and design professions.

Requirements for Major (10 courses)

Core Courses (6)
ENV 189 Environmental Crisis
ENV 120 ~~Biosphere~~
ENV 220 Field Botany or ENV 325 Natural Habitats of Central Florida
ENV 270 Environmental Literature or ENV 380 American Environmental History
ENV 300 Land Use Controls
ENV 389 Environmental Planning

Elective Courses (4)
Students must complete four ENV electives, two of which must be at the 300 level.

No minor in department.

Name change effective Spring 2017
ENV 120 Fundamentals of Environmental Science

HEALTHCARE MANAGEMENT (Major, Minor)

The Healthcare Management major is designed to develop Rollins graduates in health administration who will be competitively educated and trained to function as entry-level health care managers. It focuses upon preparing graduates to function as supervisors and team leaders in hospitals and other healthcare organizations.

The curriculum provides students with the basics needed to move toward preparing for the Board of Governors Examination, which is needed to become board certified in healthcare management by the American College of Healthcare Executives (ACHE).

Requirements for the Major (12 courses)

BUS 230 Financial and Managerial Accounting
BUS 245 International Organizational Behavior
BUS 400 Strategic Management
HCM 135 Healthcare Law and Ethics
HCM 200 The Healthcare System
HCM 300 Healthcare Statistics, Technology & Information Systems
HCM 315 Healthcare Management and Governance
HCM 325 Human Resources in Healthcare
HCM 335 Marketing and Service Excellence
HCM 355 Healthcare Finance and Economics
HCM 365 Operations and Quality Management in Healthcare
HCM 397 Healthcare Management Practicum

Minor Requirements (6)

Core courses:
HCM 135 Healthcare Law and Ethics
HCM 200 The Healthcare System
HCM 315 Healthcare Management and Governance

Three elective courses from at least two of the following list (two of which must be at the 300 level or higher). Additional courses may be substituted if approved by the Director of the Healthcare Management Program.

ANT 280 Social Gerontology
ANT 303 Women's Global Health
ANT 306 Medicine and Culture
BUS 230 Financial and Managerial Accounting
BUS 245 International Organizational Behavior
COM 330 Health Communication Campaigns
COM 336 Communication Across the Lifespan
COM 340 Health Policy and Advocacy Communication
COM 342 Health Behavior Change and Social Marketing

HCM 300 Healthcare Statistics, Technology, and Information Systems
HCM 325 Human Resources in Healthcare
HCM 335 Marketing and Service Excellence
HCM 355 Healthcare Finance and Economics
HCM 365 Operations and Quality in Healthcare

HISTORY (Minor)

The Rollins College History Department provides students with opportunities for intellectual growth, as well as skills vital for today's world. Our students achieve an understanding of the historical context of contemporary society and insight into their place in that society. Our students learn to think critically, to understand cause and effect, to observe patterns and trends, to develop inferential reasoning skills, and to appreciate multiple perspectives. Graduates of our program can research complex questions, read critically, and communicate effectively.

MINOR REQUIREMENTS

The History minor requires the successful completion of six (6) history courses, three (3) of which must be at the 300-level or above. In addition, students must take at least two (2) courses at any level in at least two (2) geographic regions.

HUMANITIES (Major, Minor)

The Humanities major provides insight into the complexity of humanity and human achievement in the arts, literature, philosophy, religion, history, and politics. Students obtain a broad vision of the history and culture of Western civilization, which is integral to a liberal arts education. Combined with a minor in Business Administration, the Humanities major provides students with an excellent background for a business career.

Twelve courses must be completed for the major; however, since there is no rigid sequence of requirements, students may design an individual program within the course offerings. Students must complete at least two of the Humanities core courses (HUM 303, 304,305, and 306) at Rollins College to fulfill the requirements of the Humanities Major or Minor.

Requirements for the Major (12)
Core Courses:

HUM	303	Humanities: Ancient
HUM	304	Humanities: Medieval and Renaissance
HUM	305	Humanities: Classicism and Romanticism
HUM	306	Humanities: Modern Period

Plus two designated courses (one of which must be at the 300-400 level) in each of the following areas presenting the topic in its historical context:

Expressive arts
Literature studied in any language
Philosophy/Religious Studies
History

Portfolio
Each student will be required to keep a portfolio of critical essays, research papers, essay examinations, and other material from different courses that contains material from each year the student has been a major. The student will collect the material to demonstrate the growth of his or her intellectual skills and an understanding of the interdisciplinary relationships of the disciplines within the Humanities major. The portfolio will be examined by the program director at the conclusion of the student's undergraduate years to determine if the student can demonstrate an ability to develop an interdisciplinary synthesis of the materials presented in the Humanities program. Submission of the portfolio is required prior to graduation. Students will be provided with a detailed description of the portfolio when they declare a Humanities major.

Final Project
Each student must complete a research project in connection with the last required core course in which he or she enrolls during the student's senior year. This project will be in lieu of other major writing assignments or research papers for the course. The project will consist of an extensive research paper that will incorporate material from the course and at least one other non-core course taken for the Humanities major. The project must integrate material from various disciplines. A student must inform the Holt School advisor at the time of registration that this course is the last needed for graduation. At the time, the student will be given guidelines for

the final project. The student must notify the core-course instructor at the first class meeting of the student's intention to complete this requirement. Additionally, the student must meet with the director of the Humanities major to make certain that the proposed project fulfills the requirement of the major. Students who have completed the core requirements at another institution or who are unable to enroll in the final core course during the senior year must arrange to complete the project requirement through an independent study supervised by one of the full-time Rollins faculty teaching a core course. This independent study would be in addition to the other courses required for the major.

Because the final interdisciplinary project for the Humanities major requires an extensive amount of research, reflection, and writing, some students may find it difficult to complete the project during the summer semester. A student whose last core course is offered during the summer semester may have the option therefore of completing the final project as an independent study during the fall or spring semester of the senior year. The requirements for independent study would be the same as for students who have completed the core requirements at another institution or who are unable to enroll in the final course during the senior year. This independent study would represent a thirteenth course in the major and could not be used to substitute for other requirements of the program.

Requirements for the Minor (8)
Students minoring in Humanities will take the four core humanities courses plus one in each of the areas specified above. Students completing the minor in Humanities must fulfill the same requirement for the portfolio and final project as majors.

INTERNATIONAL AFFAIRS (Major, Minor)

The growing international interdependence among nations makes a significant impact on the daily lives of U.S. residents, which means it is more important than ever that global citizens be well informed about the cultural, political, economic, and business institutions of other countries. The International Affairs (IA) major provides a multinational perspective to a liberal arts education. The program prepares students for careers in government and industry, for more informed citizenship, and for graduate studies.

Requirements for the Major (15)

A minimum of 15 courses must be taken, of which at least eight must be at the 300 level or above. At least five (5) of these courses must be from the cultures and languages area; at least four (4) must be from history and politics; and three (3) must be from economics and business. Three (3) additional courses are also required, and these may come from any of the three areas listed above. All IA majors who are not bilingual or multilingual must take at least one (1) language-learning class at the 200 level or above (e.g., SPN 201 or JPN 201). The language-learning course can count toward the cultures and languages area requirement. One of the upper-division courses must be an approved seminar. The seminar paper, in addition to being a graded course requirement, is also used for evaluation of the IA program. Additional courses, including one independent study and/or one internship, may be substituted for those listed below if approved by the Director of the International Affairs Program.

Cultures and Language (5)

ANT	200	Cultural Anthropology
ANT	205/305	Topics in Anthropology: Appropriate Topic
ANT	252	Cultures of China
ANT	254	Cultures of Japan
ANT	301	Nutrition and Health
ANT	306	Medicine and Culture
ANT	340	Vietnam: A Cultural War
ANT	426	Seminar: Youth Cultures
ANT	452	Seminar: Cinema and Society in China
ARA	101	Elementary Arabic I
ARA	102	Elementary Arabic II
ARA	201	Intermediate Arabic I
INAF	125	Politics and Culture of the Middle East
INAF	322	Islam, Culture & Politics
INAF	458	Seminar: Vietnam War in Film
JPN	101	Elementary Japanese I
JPN	102	Elementary Japanese II
JPN	201	Intermediate Japanese I
MUS	260	Music of the World’s Peoples
REL	113	World Religions: Far Eastern
REL	114	Jews, Christians, Muslims
RSN	205	Land of the Firebird: The Art and Culture of Russia
RSN	230	Great Russian Writers

SPN	101	Elementary Spanish I
SPN	102	Elementary Spanish II
SPN	201	Intermediate Spanish I
SPN	202	Intermediate Spanish II

All majors must take at least one semester of a foreign language at the 200 level. As of this publication, the Hamilton Holt School offers courses in Arabic, Japanese, and Spanish. Students who are already bilingual (or multilingual) may have the language requirement waived at the discretion of the director of the International Affairs Program.

History and Politics (select 4)

At least one (1) course must be taken in history **and** one (1) in politics at the 300 level or above.

HIS	336	The Dictators of Modern Europe, 1920–1930
HIS	362	History of American Foreign Policy
HIS	363	Hitler and Nazi Germany
HIS	365	Topics in History: Appropriate Topic
HIS	368	Anatomy of a Revolution
INAF	125	Politics and Culture in the Middle East
INAF	200	International Relations
INAF	215/315	Topics in International Affairs
INAF	232	World Issues of Our Times
INAF	301	International Relations: 21st Century Challenges
INAF	310	Terrorism: A Global Challenge
INAF	311	Politics of Israel and Palestine
INAF	322	Islam, Culture & Politics
INAF	340	U.S. Foreign Policy in the Middle East
INAF	356	Asia in International System
INAF	384	East Asian Politics
INAF	386	South Asian Politics
PHI	321	Ethics & Political Realism

Economics and Business (select 3)

BUS	369	International Business
ECO	205/305	Topics in Economics: Appropriate Topic
ECO	202	Introduction to Economics in Historical Perspective
ECO	203	Principles of Micro- and Macroeconomics
ECO	237	International Economic Relations
ECO	306	Monetary Economics
ECO	307	International Economics
ECO	315	Radical Political Economics
ECO	318	Economic and Monetary Integration of the European Community
ECO	327	Comparative Economic Systems
ECO	325	Distribution of Income & Wealth
ECO	351	Economic Development
ECO	370	Economics of Piracy
ECO	371	International Economic History

ECO	407	International Finance
INAF	215/315	Topics in International Affairs: Appropriate Topic
INAF	320	International Business Development
PHI	318	Big Companies in Little Countries

Seminar (Select 1)

ANT	426	Seminar: Youth Cultures
ANT	452	Seminar: Cinema & Society in China
INAF	415	Seminar Topic in International Affairs: Appropriate Topic
INAF	458	Seminar: Viet Nam War in Film

Three (3) additional courses are also required, and these may come from any of the three areas listed above.

Requirements for the Minor

A minimum of eight courses must be taken, of which at least four (4) must be taken at the 300 level or above, and divided between the following academic areas: economics and business (3), foreign cultures and languages (2), and history and politics (3).

JEWISH STUDIES (Minor)

The Jewish studies program focuses on the academic investigation of the religion, history, and culture of the Jewish people and the study of the interaction of this culture with the civilizations of the world.

This program identifies and combines courses in the departments of philosophy and religion, English, modern languages and literatures, art, music, and anthropology. Time periods and geographical areas covered range from ancient Israel to contemporary American society. The multidisciplinary approach of the program includes biblical studies, history of religions, intellectual history, European studies, art, music, archaeology, literature, women's studies, and philosophy.

The Jewish studies minor may be particularly beneficial for students interested in graduate studies in religious studies, international politics, history, comparative literature, modern languages, classics, or ancient Mediterranean studies. In addition, the Jewish studies minor would serve students who pursue the fields of education, social work, communal service, public administration, law, foreign service, the ministry and/or the rabbinate.

Requirements for the Minor
Six courses are required: two core courses, three electives, and a senior independent study research paper.

Core Courses (2)
REL 125 Hebrew Bible
REL 217 Jewish Life and Thought

Electives:
Three of the following, two of which must be at the ***300 level*** or higher.

ANT 255	Middle Eastern Culture
ARH 305	Art and Archaeology of Classical Israel
ARH 498	Summer Archaeological Excavations in Israel
ENG 231	The Bible as Literature
GMN 266	The Holocaust
GMN 331	Survey of German Literature I: Germans and Jews
HBR 101/102	Elementary Hebrew
HBR 201	Intermediate Hebrew
INAF 311	Politics of Israel & Palestine
MUS 372	Survey of Jewish Music
PHI 314	Spinoza: The First Secular Jew
PHI 319	Evil and the Search for Meaning after the Holocaust
POL 304	Middle East Politics
REL 126	New Testament
REL 135	Religion in America
REL 170	The Search for Meaning

REL 201	Great Theologians: Ancient & Modern
REL 209	The Gnostic Gospels
REL 219	Islam: History and Beliefs
REL 210F	Jerusalem: History, Religion, and Politics
REL 223	Modern and Contemporary Jewish Literature
REL 251	Portraits of the Modern Jews in American Film and Fiction
REL 305	Mark & Method: The Search for Meaning & Biblical Truth
REL 325	Psychological Theories of Religion
REL 333	Modern and Contemporary Jewish Thought

Senior Research

REL 498	Senior Independent Study

MUSIC (Major, Minor)

Offered by the Virginia S. and W.W. Nelson Department of Music at Rollins College, the Music major provides a realistic approach to gaining the knowledge and perfecting the skills and talents necessary to succeed in the competitive field of music. The faculty's goal is to provide the best possible musical education in performance, historical literature, and theory within the scope of a quality liberal arts education.

Acceptance into the Hamilton Holt School does not guarantee acceptance into the Music program. An audition is required for acceptance into the Music major or minor.

To be a Music major in the Holt School, a student must be accepted through audition. Students are accepted as a major based not only on talent and academic potential, but also on the department's needs as determined by the tenured faculty of the Department of Music.

Previous acceptance as a Music major in Rollins A&S program or any other institution's Music program does not guarantee admission to the Holt School as a Music major. Status as a Music major in the Holt School may be revoked at any time at the discretion of the tenured faculty, should the student fail to perform at standard in either applied or academic courses.

Non-Music majors may not take applied lessons at the 201C, 201P, 301, or 401 level, nor MUS 152, 251, 252, 361, 362. Any student wanting to take courses usually reserved for the Music major must have permission from the Chair of the Department. Without the aforementioned courses, a degree in music at Rollins College is not possible.

Requirements for the Major

Musicianship Area (28 Semester Hours)

MUS 152 Theory 2 (Four (4) semester hours required)
MUS 153 Keyboard Harmony I (Two (2) semester hours required)
MUS 154 Keyboard Harmony II (Two (2) semester hours required)
MUS 251 Theory 3 (Four (4) semester hours required)
MUS 252 Theory 4 (Four (4) semester hours required)
MUS 360 Music in the Global Environment OR one of the following tech courses:
MUS 210 Designing Music w/Digital Media
MUS 215 Discovering Music Through Technology
MUS 286 Introduction to Sound Recording (Four (4) semester hours required)
MUS 361 Music History: Renaissance/Baroque (Four (4) semester hours required)
MUS 362 Music History: Classic/Romantic (Four (4) semester hours required)

Performance Area (12 Semester Hours)

MUA 200 Music Ensembles: Four (4) semester hours required.
*Note: Not all ensembles will be offered every semester.
MUA 201C or 201P or 301 or 401 Applied Music: Eight (8) semester hours required.

Elective Courses (16 semester hours)

Four (4) electives in music, three (3) of which must be at the 300 level or above. Seniors will do a 400 level capstone project in place of a 300-level course.

Requirements for the Minor (28 semester hours)

MUS	152	Theory 2 (Four (4) semester hours required)
MUS	153	Keyboard Harmony I (Two (2) semester hours required)
MUS	154	Keyboard Harmony II (Two (2) semester hours required)
MUA	200	Music Ensembles (Four (4) semester hours required)
MUA	201P or 201C or 301 or 401	Applied Music (Eight (8) semester hours required)

Two electives in Music, one of which must be at the 300 level or above (Eight (8) semester hours required)

ORGANIZATIONAL BEHAVIOR (Major, Minor)

Organizational Behavior involves the application of psychology to the workplace. Drawing on psychology and other social sciences, Organizational Behavior addresses areas such as leadership, group dynamics, personnel selection, worker motivation, and training. The Organizational Behavior program is designed for people with career interests in human resources, organization development, consulting, training, and related areas.

Organizational Behavior majors must complete 12 courses.

Requirements for the Major (12)
Core Courses (Select 8)

PSY	101	Introduction to Psychology
PSY	211	Social Psychology
PSY	317	Group Dynamics
PSY	301	Research Methods
PSY	304	Statistics and Decision Making
PSY	306	Tests and Measurements
PSY	330	Organizational Behavior
PSY	407	Organization Development
PSY	316	Ethics

Interdisciplinary and Application Courses (select 4)

BUS	135	Business Law and Ethics
BUS	245	International Organizational Behavior
BUS	342	Human Resource Management
COM	230	Listening
COM	301	Designing Effective Organizations
COM	421	Organizational Communication
PSY	315	Topics: Any course
PSY	316	Ethics
PSY	337	Organization Dysfunction
PSY	422	Advanced Organizational Leadership
PSY	480	Senior Research Seminar

Students majoring in Organizational Behavior may not minor in Psychology.

Requirements for the Minor (8)
Core Courses (5)

PSY	101	Introduction to Psychology
PSY	211	Social Psychology **or** PSY 317 Group Dynamics
PSY	301	Research Methods
PSY	330	Organizational Behavior
BUS	336	Management & Leadership

Interdisciplinary and Application Courses (3)
Students may choose three (3) courses from the Interdisciplinary and Application Courses listed for the major (above).

Students who are majoring in Psychology may not minor in Organizational Behavior.

PSYCHOLOGY (Major, Minor)

The Psychology program of the Hamilton Holt School provides an overview of the diverse field of psychology along with opportunities for application and demonstration of important principles. The program supports learning objectives suggested by the American Psychological Association, thus preparing students to enter graduate programs in psychology as well as careers in research, counseling, and education.

Admission to the Psychology Major/Minor: Students may not accrue more than 12 semester hours in psychology without declaring Psychology as a major or minor. Upon declaring Psychology as a major or minor, students must complete with a grade of "C-" or higher PSY 101, PSY 301, and PSY 304. Although PSY 101 is a prerequisite for most Psychology courses, PSY 301 and 304 may be taken concurrently with other courses. However, both PSY 301 and 304 must be completed within the first two semesters of coursework following declaration of the major in Psychology. If a student receives a grade in any of these courses lower than a "C-," the student must retake the course and pass it with a grade of "C-" or higher prior to enrolling in any other psychology course. Core courses may be repeated a maximum of one time to satisfy this requirement. If a student does not receive a grade of "C-" or higher on the second attempt, the student will not be permitted to continue in the major. Students will receive credit hours for one attempt only. In most cases, financial aid does not apply to repeated courses.

Requirements for the Major
Core Courses (3)

PSY 101 Introduction to Psychology
PSY 301 Research Methods
PSY 304 Statistics and Decision Making

Major Options (3)
Select any three from the seven listed below. Courses not used as major options may be used as major electives.

PSY 211 Social Psychology
PSY 354 Personality
PSY 261 Learning and Behavior Change
PSY 303 Lifespan Development
PSY 306 Tests and Measurements
PSY 310 Psychopathology
PSY 335 Clinical Psychology

Major Electives (6)
Six electives in Psychology, at least four at the 300/400 level.

Requirements for the Minor (8)
Persons planning to minor in Psychology will take PSY 101, PSY 301, PSY 304, one 200-level major option course, two 300-level major option courses, and two Psychology electives, one of which must be at the 300/400 level.

SEXUALITY, WOMEN'S, and GENDER STUDIES (Minor)

Sexuality, Women's, and Gender studies explores the nature and creations of women often neglected in traditional academic offerings. The multidisciplinary curriculum draws faculty from many departments—anthropology, biology, economics, religion, history, English, political science, sociology, and other disciplines.

Sexuality, Women's, and Gender studies minors learn to evaluate cultural forces that have formed contemporary perceptions and expectations of women. Students investigate biological sexual differences, culturally assigned gender roles, theories about female consciousness and behavior, and restraints imposed by law and social conventions. The field covers an exciting range of topics, from the history of feminism to women's art and literature.

Requirements (6)
Core Courses (3):

SWAG 205 Introduction to Women's Studies
PHI 312 Feminist Theory
SWAG 350 Feminist Methodology **or** an independent research project

Three (3) Sexuality Women's Gender Studies electives (at least one at 300+ level)

WRITING (Minor)

Students seeking personal enrichment through writing, as well as those seeking skill and versatility in professional arenas, are well served through the minor in writing. In addition to an emphasis on expressive and creative writing, the selection of courses for the writing minor offers training and practice in writing skills and discourse forms found in public, professional, and academic contexts. Students minoring in writing may choose one of two concentrations: creative writing or professional writing.

I. CREATIVE WRITING CONCENTRATION

The concentration in creative writing complements Rollins' mission of liberal education by providing a sequence of courses emphasizing the writing of fiction, poetry, and creative nonfiction. For English majors and other appreciators of literature, the concentration provides a bridge between students' study of the literary canon and their understanding of the creative process that produced it. For students in any major, the literary genre-based courses of this curriculum examine the art and craft of producing good writing and, in addition, provide close study of the work of successful contemporary authors. The creative writing concentration makes use of the workshop method, giving students extensive practice in producing and critiquing texts. Among the practicing writers teaching the courses of this minor are two writers-in-residence whose published works are nationally acclaimed.

Students seeking a minor in writing with a concentration in creative writing take six (6) courses: three (3) core courses and three (3) electives. In addition, students must submit a writing portfolio to the department in the semester of graduation.

CORE COURSES

ENG 167 Introduction to Creative Writing
ENG 267 Topics/Techniques in Writing
ENG 367 Creative Writing Workshop

ELECTIVES

Three of the courses (below) are required. Students must take a 300 and 400 level elective.

ENG 209 Introduction to Professional Writing
ENG 210 Language and Power
ENG 211 Show and Tell: Visual and Verbal Text Design
ENG 260 Writer's Studio
ENG 267 Topics/Techniques in Writing
ENG 268 Writing Intensives
ENG 271 Personal Writing
ENG 273 Journalistic Writing I
ENG 276 Writing for the Future
ENG 277 Studies in Professional Writing

ENG 295 Studies in Nonfiction Writing
ENG 360 Creative Nonfiction Workshop
ENG 361 Writing for the Professions
ENG 367 Creative Writing Workshop
ENG 373 Journalistic Writing II
ENG 374 Editing Essentials
ENG 375 The Critic's Role--Review Writing
ENG 380 Language Studies
ENG 385 Prose Style
ENG 392 Environmental Writing
ENG 396 Journal Production: SPECS
ENG 397 Internship in Writing
ENG 459 Writer's Portfolio
ENG 467 Advanced Creative Writing Workshop
ENG 482 Writing for Publication
ENG 497 Internship in Writing

II. PROFESSIONAL WRITING CONCENTRATION

The concentration in professional writing offers courses for students interested in writing in the public arenas of civic life, the academy, and the professional world. Grounded in rhetorical theory, the courses provide humanistic, critical, and practical study of writing in specific genres, disciplines, and media. Over the last half-century technological developments have provided radical new means of communication and led to significant cultural shifts. More than ever, writers need a critical understanding of the rhetorical processes underlying communication in various media and the problem-solving skills to face continual technological and cultural change. In addition to obtaining a rhetorical understanding of communication, students will gain basic practical knowledge of how new communication technologies work and hone their writing skills through practice in specific genres and disciplines. Successful students will emerge as reflective and articulate writers able to contribute effectively to civic, academic, and professional endeavors in the twenty-first century.

Students seeking a minor in writing with a concentration in professional writing take six (6) courses: three (3) core courses and three (3) electives. In addition, students must submit a writing portfolio to the department in the semester of graduation.

CORE COURSES

Three core courses are required

ENG 209 Introduction to Professional Writing
ENG 211 Show and Tell: Visual and Verbal Text Design
ENG 277 Studies in Professional Writing

ELECTIVES

Three of the courses (below) are required. Two electives must be at the 300 or 400 level.
ENG 210 Language and Power
ENG 260 Writer's Studio
ENG 267 Topics/Techniques in Writing
ENG 268 Writing Intensives
ENG 271 Personal Writing
ENG 273 Journalistic Writing I
ENG 276 Writing for the Future
ENG 277 Studies in Professional Writing
ENG 295 Studies in Nonfiction Writing
ENG 360 Creative Nonfiction Workshop
ENG 361 Writing for the Professions
ENG 367 Creative Writing Workshop
ENG 373 Journalistic Writing II
ENG 374 Editing Essentials
ENG 375 The Critic's Role--Review Writing
ENG 380 Language Studies
ENG 385 Prose Style
ENG 392 Environmental Writing
ENG 396 Journal Production: SPECS
ENG 397 Internship in Writing
ENG 459 Writer's Portfolio
ENG 467 Adv. Creative Writing Workshop
ENG 475 Creative Writing Colloquy
ENG 482 Writing for Publication
ENG 497 Internship in Writing

COURSE DESCRIPTIONS

Descriptions of courses offered through the Hamilton Holt School are listed first in alphabetical order by discipline prefix, then numerically. The following key may be used to identify the disciplines represented.

Course Prefix	Discipline
AAAS	African/African-American Studies
ANT	Anthropology
ARH	Art History
ART	Studio Art
ASL	American Sign Language
BIO	Biology
BUS	Business
CHM	Chemistry
CMS	Computer Science
COM	Communication
DAN	Dance
ECO	Economics
EDU	Education
ENG	English
ENV	Environmental Studies (includes Geology and Geography courses)
GMN	German
HBR	Hebrew Studies
HIS	History
HUM	Humanities
IFT	Information Technology
INAF	International Affairs
INT	Interdisciplinary Studies
JPN	Japanese Language
LAC	Latin American/Caribbean Studies
MAT	Mathematics
MUA	Applied Music
MUS	Music Theory
PED	Physical Education
PHI	Philosophy
POL	Political Science
PSY	Psychology
RED	Education
REL	Religion
RSN	Russian
SEB	Social Entrepreneurship and Business
SPN	Spanish
SWAG	Sexual, Women's, and Gender Studies
THE	Theater

ANT 150 Cultures of the World
Surveys past and present peoples of the world. Introduces students to diversity and the underlying unity of human culture from evolutionary and ecological perspectives. Suitable for nonmajors.

ANT 200 Cultural Anthropology
Compares and contrasts pre-industrial and industrial societies while introducing concepts and methodology in the study of culture and human socialization.

ANT 203 Contemporary Problems of Indigenous Cultures of North America
Provides an anthropological perspective on current and/or recurring problems facing Indigenous Cultures of North America. Examines the social and economic impact of these issues on indigenous people as well as the potential implications for the Nation. Study includes both emic and etic views. Formerly ANT 205P.

ANT 205/305 Topics in Anthropology
Introduces subdisciplines. Varies from year to year. May be repeated for credit.

ANT 206 Anthropological Perspectives on Love and Marriage
Investigates patterns of courtship and marriage from a cross-cultural perspective. Explores the biological/evolutionary bases of male-female relationships. Includes two texts on love and marriage in non-Western cultures and one non-Western example of fiction pertinent to courtship and marriage.

ANT 210 Human Evolution
Introduces physical anthropology. Reviews genetics, including evolution, then turns to non-human primates as models for human physical and cultural evolution. Examines human fossils and changes in human form and material culture. Dissects debates among paleontologists to illuminate how science works. Suitable for nonmajors.

ANT 215 Human Ecology
Introduces the ecological and anthropological study of human adaptation in tropical and subtropical regions. Special emphasis on the ecology of Latin America (the Amazon and Caribbean Basins), but also includes studies of other tropical and subtropical regions of the earth.

ANT 252 Cultures of China
Surveys the cultures, peoples, and history of mainland China from primitive times until the present. Suitable for nonmajors.

ANT 254 Cultures of Japan
Surveys Japanese culture from its origins to present configurations, touching upon social institutions such as the family, traditional and modern state systems, and the modern Japanese corporation. Evaluates the effects of modernization, influence of the West, and predictions about the future of Japanese society. Suitable for nonmajors.

ANT 261 Anthropological Perspectives on Women
This course will examine women's experiences cross-culturally. It will explore the diversity of women's roles in areas such as politics, economics, family, marriage, kinship, religion, class, health, and gender socialization. Anthropological writings, films and personal accounts of women's lives will be used to understand the historical and cultural issues that shape the experiences of women. Previously offered as ANT 205/305 Topic.

ANT 275 Culture, Biology, & Society
Weighs the extent to which sex roles are culturally or genetically determined. Draws on biology, sociology, psychology, and anthropology. Examines gender roles in different cultures, including non-Western societies, and applies insights to contemporary American culture. Suitable for nonmajors.

ANT 280 Social Gerontology
Anthropological and sociological perspectives on the elderly in various societies, from "primitive" to industrialized; what human behaviors are universal in the culture of the elderly; the elderly's living environments (i.e., the nursing facility, the rehabilitation hospital, and the retirement community); the effects of aging on sex and skills; the psychopathology of human aging; and death and bereavement.

ANT 300 Development of Anthropological Thought
Traces the development of classic anthropological thought. Prerequisite: Major and junior/senior status or consent.

ANT 305 Topics in Anthropology
Introduces subdisciplines. Varies from year to year. May be repeated for credit.

ANT 340 Vietnam: A Cultural War
An exploration of the cultural differences between the United States and Vietnam in the context of the Vietnam War. The cultural differences between the United States and Vietnam led Americans to misunderstand Vietnamese culture and the nature of the Vietnamese resistance to French colonialism and the American intervention. This class will focus on the cultural basis for going to war in the context of the differences in what Vietnamese and Americans were fighting for and why. Formerly ANT 305D.

ANT 426 Seminar: Youth Cultures
Explores values, norms, and social behavior of adolescents and young adults in tribal, agrarian, and urban societies, both Western and non-Western. Compares patterns of development in youth cultures of modern Europe, North America, and Asia, especially twentieth-century student cultures. Also considers gender differences. Prerequisite: Senior status or instructor approval. Priority to graduating INAF majors/minors.

ANT 452 Seminar: Cinema & Society in China
Chinese society in the twentieth century has experienced tumultuous change. Since the 1920s much of this change has been mirrored in the feature films produced by Chinese directors. In

addition to serving as a mirror offering changing visions of Chinese society, the film industry has itself been subject to the economic and political pressures characterizing this society. This course considers such issues as changes in the family system, gender roles, ethnic identities, class relationships and the urban-rural dichotomy in modern China as these are portrayed in Chinese film. It also analyzes the distortions and interpretations in these portrayals as they reflect responses by the film industry to economic and political forces in the People's Republic of China, Taiwan and Hong Kong.

ARH 101 Introduction to Visual Culture
Focuses on thematic and critical rather than historical approaches to visual arts and architecture. Slide lecture.

ARH 201 Introduction to Art History I
Outlines the history of Western visual art, architecture, sculpture, and painting from ancient times through the Middle Ages. Includes illustrated lectures, discussions, and outside reading reports.

ARH 202 Introduction to Art History II
Outlines the history of Western visual art from the Renaissance to the present. Includes illustrated lectures, discussions, and outside reading reports.

ARH 220 Castles and Cathedrals:Medieval Art
Covers architecture, sculpture, painting, and minor arts circa 300-1300 AD including the decline of classical art, emergence of Early Christian and Byzantine art, and relationship between arts of East and West. Examines development of Romanesque and Gothic styles as symbols of human life, belief, and ideas. Formerly ARH 309. Prerequisite: Sophomore status.

ARH 230 Italian Renaissance Art
Focuses on art and architecture in Italy from 1400-1530, with attention to social influences on the subject and style of the artists and with emphasis on Leonardo, Raphael, and Michelangelo. Formerly ARH 311.

ARH 231 Northern Renaissance Art
Follows evolution of painting techniques and styles during fifteenth and sixteenth centuries north of the Alps. Touches upon iconography and analogies between visual arts and contemporary humanist ideas. Formerly ARH 310.

ARH 240 Baroque and Rococo Art
Pursues seventeenth century Baroque style in Italy, Holland, Flanders, France, England and Spain from Renaissance and Mannerist sources, through termination in eighteenth century Rococo style, circa 1750.

ARH 250 Eurpoean Art: Royalty and Revolution
Overview of the major artistic movements and theories of 19th-century Europe, primarily France, Great Britain, and Germany. Movements include Neoclassicism, Romanticism, the Pre-

Raphaelites, Impressionism, and Symbolism. Examines the emergence of photography. Situates the arts in their social and political contexts.

ART 221 Drawing and Composition
Expands the basic drawing skills of intermediate students with an emphasis on form and concept. Examines universal and personal themes in contemporary drawing. Required for majors, but suitable for nonmajors.

ART 222 Introduction to Design
Provides a foundation for painting, sculpture, and graphics. Discusses applied design and pure design principles.

ART 232 Special Studies in Painting and Drawing
Fosters technical improvement and critical thinking among intermediate and advanced painters and drawers. Studio work, individual and group critiques, and individual research. Prerequisite: ART 221 or consent.

ART 241 Sculpture I
Introduces three-dimensional techniques and issues as a foundation for later specialization. Highlights addition and subtraction in traditional figurative studies, relief sculpture, and still lifes. Required for majors, but suitable for nonmajors.

ART 243 Human Figure Drawing I
Challenges intermediate and advanced students to incorporate human figures into artwork. Stresses studio exercises, such as gesture drawings and in-depth anatomical studies, as well as individual and group critiques, and discussions with individual research. Prerequisite: ART 221 or Consent.

ART 251 Introduction to Painting
Drills the basics (technical aspects of medium, design elements, and compositional methods) as the foundation for individual creativity. Intensive studio work, individual and group critiques, and individual research. Prerequisite: ART 221 or consent.

ART 293 Photography I
Introduces camera operation, films, papers and developers, and darkroom printing. Considers visual, stylistic and conceptual issues of contemporary photography. Suitable for majors and nonmajors.

ART 300 Digital Color Photography
Introduces digital photography and the dry darkroom. Explores stylistic and conceptual directions in contemporary color photography. Includes digital camera images and scanned images, management and enhancement of images utilizing PhotoShop, and printing from digital printers. Prerequisite: ART 293 or equivalent (with instructor consent).

ART 342 Sculpture II
Builds upon concepts covered in Sculpture I. Explores different techniques, styles, and materials, many not traditionally associated with sculpture. Combines perceptual and conceptual study of form. Prerequisite: ART 241 or consent.

ASL 100 American Sign Language I
This course is designed as an introduction to the principles of American Sign Language (ASL) and deaf culture. The student will be instructed in the study of ASL linguistic structure and develop a 600+ conceptually accurate sign vocabulary. Emphasis will be placed on conversational expressive/receptive skills and protocol.

ASL 200 American Sign Language II
In this course, the deaf culture and principles related to an intermediate level of conceptual sign language will be emphasized. Complex grammatical structure and construction will be introduced. Students will develop advanced receptive and expressive conversational skills. Prerequisite: ASL 100 or equivalent.

ASL 300 American Sign Language III
Designed to increase competence in American Sign Language. Receptive and expressive skills further developed. Topics include sign syntax, analysis, neurobasis of sign, sign linguistics, community of the deaf, educational effects, deaf history, and accommodations for the deaf. Prerequisite: ASL 200.

BIO 101 Biology of Cancer with Lab
Provides an understanding of the underlying causes of cancer in addition to preventative methods and available treatments. Basic biological principles (cellular, molecular, and physiological) will be examined to provide the proper framework for understanding cancer. This course is aimed towards those with little or no previous biology experience, and is intended for non-majors.

BIO 103 Biology for Everyday Life
Explores today's challenges from a biological perspective. Discussions focus on issues such as cancer, nutrition and health, infectious disease and immunity, and ecological diversity. Laboratory course designed for non-science majors.

BIO 105 Ecological Basis of Environmental Issues
Introduces students to ecological principles that form the basis for understanding environmental issues, and to scientific concepts, laboratory, and field techniques used to study and assess natural and human-induced changes in ecosystems. Lab course designed for non-science majors.

BIO 106 Human Impacts on Marine Ecosystems with Lab
Introduces students to marine ecosystems and the impacts of human activities on marine flora and fauna. Addresses contemporary issues of exploitation, pollution and conservation, and their ecological consequences. Lab course designed for non-science majors.

BUS 101 Business, Innovation, & Entrepreneurial Thinking
This course introduces the roles of business in society, the nature of entrepreneurship, and the application of business concepts to creating economic wealth, improving individual opportunity, raising standards of living, increasing quality of life, accepting social responsibility, promoting ecological sustainability, and realizing political stability. You will learn the interdependency of creativity, innovation, entrepreneurial thinking, new venture creation and business management.

BUS 135 Business Law & Ethics
This course introduces students to the legal and ethical environment of business. It will assist students in identifying and analyzing ethical issues in business, while giving students practical decision-making skills. Basic legal content such as contracts, torts, alternative dispute resolution, intellectual property, and employment law will be covered.

BUS 230 Financial and Managerial Accounting
Course introduces domestic and international theories and methods of using accounting systems infomratoin technology to solve porblems and evaluate performance throughout the business lifecycle. The course explores financial and managerial accounting tipics emphasizine the analysis of financial statments and managerial decision techniques. Prerequisite: BUS 101 or HCM 200 or INB 200.

BUS 233 Micro & Macro Economics
Introduces economic theory and analysis as they apply to personal and organizational decision-making. Examines economic concepts used to describe, explain, evaluate, predict, and address key social, political, economic problems of domestic and international businesses. Prerequisite: BUS 101 or INB 200.

BUS 236 Statistics for Business
This course introduces the uses of information technology (MIS, Big Data) for data gathering, organization, and analysis. Covers descriptive statistics, probability, and inferential statistics. Includes measures of central tendency, dispersion, skew, probability distributions, interval estimation, hypothesis testing, correlation, regression, and multiple regressions. Prerequisite: BUS 101 or INB 200.

BUS 245 International Organizational Behavior
International OB focuses on the attitudes, behavior, and performance of people cross-cultural and multinational work arrangements. We focus on understanding and managing individual, group, organizational, and cultural factors. We will explore applications of IOB concepts to performance, conflict, & change management. Prerequisite: BUS 101 or INB 200.

BUS 317 Personal Finance
Personal Finance is the process of sourcing and using funds to achieve personal objectives. The course outlines a wide variety of financial instruments available for managing money. Applications include: personal financial statements, insurance, social security, investments, tax, retirement, estate planning, and personal financial planning as a profession. Prerequisite: Junior status.

BUS 320 Entrepreneurial & Corporate Finance
Finance is the process of sourcing and using funds to achieve business objectives. This course introduces theories, concepts, and tools for financial planning, analysis, evaluation, and decision making in businesses, nonprofits, and social enterprises. Prerequisite: BUS 215, 230 and Junior Status.

BUS 330 Entrepreneurial Marketing
This course examines the marketing–entrepreneurship interface including opportunity recognition, taking and managing risks, innovation and value co-creation aimed at solving problems, whether for the customers in the marketplace or for people confronting complexities of social issues. Key concepts of situational-market analysis, segmentation, new product-solution development, pricing and channels of distribution and convention/digital communication strategies are integrated. Focuses on development of self, reflective practice, and skills for True Teamwork. Prerequisite: Junior status and BUS 101.

BUS 348 Investments
Explores theories and techniques of investing, especially in the stock and bond markets. Highlights basic security analysis and portfolio management, as well as financial planning in a changing economic environment. Prerequisite: BUS 320 and Junior status.

BUS 350 Supply Chain Management
Operations Management is the integrated production and distribution of goods, services, and information (from acquisition of materials through production to distribution of products, services, and information). Applications include research and development, product design, project management, supply chain management, operations planning, organizing, and control. Prerequisite: Junior status, BUS 241, and 310.

BUS 369 Global Business
Details strategies U.S. firms can use to compete globally. Course will covers international competition, competitive advantage, international trade, international political economy, importing, exporting, licensing, foreign direct investment, and globalization. Prerequisite: BUS 101 and Junior status.

BUS 375 Advertising and Promotion
Advertising, promotion, publicity, public relations, direct selling, and personal selling are processes for communication with current and prospective customers. Using problems and cases this course examines the marketing communication process, message development, media selection, management of the process, and evaluation of communication effects on consumer behavior. Prerequisite: BUS major and Junior status.

BUS 390 Special Topics in Business
Course deals with significant economic, political, social, and ethical problems facing global businesses. Conducted as a seminar, discussions will be based on current journal articles. Prerequisite: BUS major and Junior status.

BUS 400 Strategic Management
Taking a strategic approach to the challenges of managing the organization as a whole, this course examines the process of evaluating current performance, managing crises, recognizing trends and issues, creating and implementing evaluating strategies in light of organizational objectives and priorities. Based on case studies of businesses, nonprofits, and social enterprises, students will make several formal presentations focusing on situational analysis, formulation of objectives and strategies, implementation of action plans, and evaluation of results. Prerequisite: BUS 310, 320, 330, and Senior status.

CMS 151 Fundamentals of Programming
An introduction to the central themes of computing with the emphasis on creating machines that will solve a problem. This course will focus on problem-solving techniques coupled with programming robots. Includes the use of both a graphical software development system and the writing of simple programs using the Java language. No prior programming skills required. Does not count toward requirements for the CMS major or minor. Prerequisite: High school algebra; basic computer usage skills.

CMS 167/167L Problem Solving: Selected Topic with Lab
Introduction to fundamental aspects of programming, focusing on problem solving, software design concepts, and their realization as computer programs. Topics include: variables, procedural abstraction, control structures, iteration, representation of numbers, and data types. Introduction to high-level programming language to gain mastery of these principles provided in classroom activities and closed laboratory experiences. Five semester-hour course.

CMS 170 Problem Solving II: Java & Lab
Develops discipline in program design, problem solving, debugging, and testing, with an introduction to data structures. Topics include: abstract data types, complexity analysis, and recursion. Basic data structures (queues, stacks, trees, and graphs) and transformations (sorting and searching) are introduced as representative of the fundamental tools that are used to aid in software development. A high-level programming language is used to construct programs of a moderate size. Prerequisite: CMS 167 and 167L.

CMS 230 Introduction to Computer Systems
Introduction to the study of how software controls the critical hardware components of a computer's architecture – the CPU and RAM. Topics include development of C language programs, comparison of high-order procedural languages to machine language programs, CPU organization and functionality at the register/bus level, instruction formats, and development of machine language and assembly level programs using multiple addressing modes, flow-of-control branching and subroutine calls. Prerequisite: CMS 170 and MAT 140, or CMS 150.

CMS 270 Object-Oriented Design & Development
Object-oriented programming, event-driven programming, UML, unit testing, virtual machines, design patterns, exception handling, and user interfaces. Uses Java and assumes knowledge of a procedural or object-oriented language. Prerequisite: CMS 170.

CMS 330 System Software Principles
Short history of programming languages and their construction. Techniques of language translation including lexical analysis, grammars, and parsers. Analysis of the structure and functionality of modern operating system software, with emphasis on concurrent processes. Topics include: process scheduling, communication, and synchronization; API services; and design and development of concurrent program using OS features. Prerequisite: CMS 230.

CMS 341 Mobile App Development
Covers the development of mobile apps using an emulation system. Topics covered include application architectures, user interface design, graphics, location services, data persistence, web and network services and sensors. Prerequisites: CMS 270.

CMS 371 Developing Database Applications
Applies previous programming methodologies to developing database centric applications in a distributed, multi-user environment. Topics include ODBC methodologies, thin versus thick client considerations, programmatic manipulation of database objects, and security issues in a heterogeneous database environment. Students will need access to a PC on which to load the Microsoft software that will be used in the course. Prerequisite: CMS 340 and 375.

CMS 375 Database Design and Development
Introduces design and implementation of database systems. Using a relational database as a backdrop, this course addresses design issues, structured query language (SQL), data integrity, normalization, transaction processing, writing triggers and stored procedures, and developing applications using a custom database language and with Java and JDBC. This course also explores NoSQL data models. Students will need access to a PC or Mac on which to load the database software that will be used in the course. Note: System requirements may vary from year to year. Prerequisite: CMS 270.

CMS 380 Simulation Analysis & Design
Explores the use of probability theory and statistical methods in the development of computer simulations used to study/model real-world phenomenon. Prerequisite: CMS 270.

CMS 395 Special Topics
Provides students with an intensive introduction to specialized areas such as computer simulation, assembler construction, computer architecture, symbolic computation, parallel and distributed processing, computer communication networks, computer security, VLSI system design, and programming tools. CMS 270 and consent. Prerequisite: CMS 270 and consent.

CMS 450 Computer Networks
Study of the technology, architecture, and software used by systems of network-connected computers. Topics include data transmission, local area network architectures, network protocols, inter-networking, distributed systems, security, and network applications such as email, WWW, and FTP. Students will develop programs that run concurrently on multiple computers. Prerequisite: CMS 330.

CMS 484 Computer Science Capstone
The Senior Capstone course provides a culminating and integrative educational experience. While participating on a team with other students, students will design and implement a large-scale software project. Class meetings will be used for teams to demonstrate the progress of their project as well as for the teams to meet and work. Team meetings outside of class will be required. Prerequisite: One 400-level CMS course.

CMS 495 Special Topics
An intensive exploration of a specialized area of computer science.

COM 100 Introduction to Communication Studies
This course provides an overview of the history, practices, and key areas of research that inform the discipline of communication studies. Students will be introduced to the applied concentrations within the major and will develop an understanding of various research methods and theories relevant to the discipline.

COM 130 Event Planning and Communication
Provides a comprehensive overview of elements and factors involved in the planning, production, and assessment of special events as well as the communication factors that dominate each phase of the process. Through a review of the literature, interaction with guest presenters, interviews with professionals including site visits, and a class produced half-day conference; students will learn both the components of a successful event and the required communication skills. Prerequisite: COM 100.

COM 210 Public Speaking
This course explains research, organization, writing, delivery, and critical analysis of oral presentations with attention to individual needs. (Formerly COM 110.)

COM 220 Interpersonal Communication
This course explores communication strategies to interact more effectively in everyday, one-on-one relationships with family, friends, and co-workers.

COM 230 Listening
The study of the art of listening and its importance in our personal and professional lives. Students learn to analyze, assess, and improve their own listening abilities. (Formerly COM 305.)

COM 240 Intercultural Communication
Examines concepts/constructs, theories, and empirical research pertinent to communication within and between cultures, with primary foci on contexts and relationships. (Formerly COM 306.)

COM 295 Research Methods in Communication
Introduces the fundamentals of communication research. Topics include the scientific method, quantitative and qualitative approaches, research ethics, hypothesis testing, measurement issues, survey design, data analysis, and more.

COM 301 Designing Effective Organizations
The study of organizational design and its impact on the efficiency and effectiveness of modern organizations. Students explore and discuss issues such as strategic planning and management, organizational effectiveness, power and politics, organizational culture and communication, and the designing of organizations for the information age.

COM 302 New Media and Public Relations
This course will explore current communication practices, including blogs, wikis, and social media (i.e. Facebook, and Twitter) to deconstruct the communication and business impact of these techniques and the impact on Public Relations.

COM 303 Communication Ethics
This course challenges students preparing for professional and business careers to make moral choices and develop questions when confronted by ethical dilemmas in real-life case studies.

COM 310 Family Communication
This course explores communication within the family unit, specific family relationships, and elements inherent in relationships. Activities are designed to improve specific communication skills and positively guide family communication behavior. Previously offered as COM 315 Topic.

COM 312 Persuasion Theory
Explores influencing human behavior in socially acceptable ways. Looks into persuasion strategies from attitude change to audience analysis.

COM 313 Mass Media and Society
This course is a study of the impact of the media on the habits, customs and thinking of our times. Students explore topics that include:the relationships between mass media and society, social and ethical issues, and the media's role in the nation's history. Formerly COM 315K.

COM 315 Topics in Communication Studies
Provides intensive study with selected areas of communication studies. Topics for consideration are at the discretion of the instructor and will change with each course offering.

COM 316 Training and Development
Focuses on the role of communication in the training and development of human resources. Topics include: the role of training and development; identifying training needs; adult learning theory; instructional design; training evaluation; and approaches to work-force development. Case analysis and work in small groups is used extensively. This is offered on credit/no credit basis only.

COM 318 Contemporary Public Relations
The course explores the study of public relations principles applied to organizations. This course examines the ways in which public relations theories and principles are applied to specific business situations.

COM 319 Leadership and Effective Communication
The course is the study of leadership, leadership styles, and leadership effectiveness in organizations. Students explore the connection between leadership and organizational communication.

COM 321 Small Group Communication and Leadership
Examines the roles, participation, decision-making, conflict, and leadership that emerge from communication within small groups across various settings.

COM 322 Computer Mediated Communication
This course addresses the study of the communication processes affected by our interactions with technologies. Students analyze the benefits and challenges that modern technology creates for effective human communication.

COM 324 Self-Leadership and Communication
This course explores the many ways that self-leadership skills may be enhanced through effective communication principles, strategies and techniques. Topics to be discussed include rebuilding personal infrastructures, establishing high standards and wide boundaries, eliminating tolerations in life, competing with the past, developing reserves, making the present perfect, becoming a problem-free zone, and much more. Offered on a credit/no credit basis only.

COM 325 Communication Campaigns
Introduces the planning, organizing, implementation, and evaluation of various educational, health, political, religious, and commercial campaigns. Communication campaigns are focused, large-scale efforts to exert social influence.

COM 330 Health Communication
Introduces theory and research on communication in health and illness contexts, focusing on how messages from interpersonal, organizational, and media sources affect health belief and behavior.

COM 331 Communication and Social Change
This course approaches the study of communication and social change through direct community engagement activities. It uses communication theories and practices to demonstrate how communication strategy can help individuals and organizations advocate for social change.

COM 336 Communication Across the Lifespan
This course adopts a communication perspective of development over the lifespan. We examine what it means to age, the impact of aging on relationships and organizations, and communication patterns in contexts impacting and involving older adults.

COM 340 Health Policy and Advocacy
This course introduces concepts and strategies for policy changes to improve health based on current health issues. Course will include situational analysis, communication strategies, and messaging to advocate for policies affecting health.

COM 345 Leadership, Film, and Communication
The course initiates a thoughtful consideration of the nature of leadership as depicted in film. Through seeking understanding in dialogue with fellow learners, students are encouraged toward greater discernment of the person, the collective, and the context with regard to the dynamic systems involved in leadership. Film provides unique insights to investigate character and motive, as well as culture, allowing us to access meaning and significance through theoretical, analytic and dialogic inquiry.

COM 351 Writing for Public Relations
Teaches students the basic principles of writing public relations materials for a diverse audience using diverse media. Students will practice gathering, organizing, and checking information to write a variety of PR documents.

COM 355 Global Health Communication
Introduces important issues and key concepts of communication in global health. Focus will be placed on determinants of health, the burden of disease, health disparities, risk factors, and communication strategies.

COM 398 Independent Project
Offers an opportunity for specialized study and to encourage intellectual curiosity, initiative, and sustained effort. Independent Studies must be sponsored by a faculty member, and approved by an academic department. Proposal forms for Independent Studies are available (in electronic form suitable for download) on the Student Records website.

COM 400 Advanced Project in Communication Studies
This course will give students an opportunity to develop advanced research skills necessary to design, execute, write, and present communication research in a particular area of interest identified by individual students. Prerequisite: COM 295 or 395 or instructor concent.

COM 412 Conflict and Communication
This course studies human behavior with particular attention to the role of conflict across various contexts (interpersonal relationships, group/team, organizational settings and multi-cultural settings).

COM 418 Advanced Public Relations
This course addresses the advanced study of the discipline of public relations. Students learn the basic communication theories and professional practices necessary in a wide range of roles from publicity to promotion to public information, counseling and management. Students develop skills in written and oral communication, critical thinking, problem solving, research, and strategic planning. Prerequisite: COM 318 or consent.

COM 421 Organizational Communication
The analysis of the role and importance of communication in organizations with special emphasis on corporations, not-for-profit institutions, government agencies, and other structures in which people work. The focus of the course is rooted in theories of organizational communication with applications to contemporary situations. Students must have access to a

computer with Internet capabilities, and be familiar with using the Web for searching and sending e-mail with attachments.

COM 480 Senior Seminar in Communication
This capstone course, taken in the senior year by students majoring in Organizational Communication or Communication Studies, provides an end-of-the-program opportunity for the advanced study of communication in multiple everyday contexts. Prerequisite: Senior status and major in Communication Studies.

DAN 170 Ballet I
Introduces fundamental concepts and historical background. Presents positions and barre exercises to build correct alignment, flexibility, strength, coordination, and ballet vocabulary.

DAN 177 Jazz I
Introduces fundamental concepts and historical background. Works in studio on body placement and alignment through highly-structured classical jazz warm-up (LUIGI). Values clarity and quality of movement, rhythm, style, and use of dynamics.

DAN 179 Modern Dance I
Introduces fundamental concepts and historical background. Focuses on style, phrasing, mood projection, and changing dynamics.

DAN 200 Dance in America
Studies relationships of choreographers, critics, and performers to historical trends in the art form. Links dance to contemporary political and social issues.

DAN 203 Dance History
Follows the evolution of Western concert dance from primitive times to the late twentieth century:dance in ancient Egypt, Greece, and Rome; Ballet Comique; Opéra Ballet; Ballet d'Action; and Romantic ballet.

DAN 210 Dances of Other Cultures
Explores various regional and ethnic dances with a focus on non-Western dance as an expression of culture. Participation in selected dances will be augmented by lecture and film.

DAN 220 Women Leaders in American Modern Dance
Examines the women who led the modern dance movement from 1900 to present. Focuses on choreographic works and politics surrounding the development of modern dance in America through its leaders -- Isadora Duncan, Ruth St. Denis, Doris Humphery, Martha Graham, Catherine Dunham, and Twyla Tharp.

DAN 270 Ballet II
Drills pirouettes and longer and more complex "adages" and "allegros." Completes ballet theory and essentials of technique. Prerequisite: DAN 170 or consent.

DAN 275 Tap Dance II
Explores technique on an intermediate level, including all time steps (buck, soft-shoe, traveling, wing), Irish-over, Cincinnati, draw-backs, pick-ups, wings, maxiford, and riffs. Stresses speed, accuracy, and performance ability. May be repeated for credit. Prerequisite: DAN 175 or consent.

DAN 277 Jazz II
Concentrates studio work on more complicated combinations, changes of direction, and initiation of pirouettes. Includes historical research, critical studies, and vocabulary building. Prerequisite: DAN 177 or consent.

DAN 279 Modern Dance II
Builds on technique and includes history, theory, and vocabulary. Prerequisite: DAN 179 or consent.

DAN 300 Dance Composition
Introduces dance composition. Highlights personal invention, solo and group focus, and evaluative process in basic choreography. Includes readings and writings on choreographers and choreography. May be repeated for credit. Intended for dance minors. Prerequisite: DAN 394 or consent.

DAN 380 Studies in Dance
Delves into particular period, choreographer's work, or special issue, depending on interest of students and faculty. May be repeated for credit.

DAN 394 Intermediate/Advanced Dance Technique
Offers heightened movement experience with greater emphasis on technical development and performance. Includes weekly classes in ballet, jazz, and modern dance. May be repeated for credit. Prerequisite: Consent.

DAN 420 Labanotation
Teaches system of movement notation invented by Rudolph Van Laban and used in dance, sports, science, and other research areas. Does not require knowledge of dance. Consists of lecture, studio work, and movement-recording exercises.

DAN 422 Dance Production
Assigns students to performing or technical/design role in production. Prerequisite Prerequisite: Consent.

ECO 108 Quantitative Methods for Economics
Certain quantitative concepts and skills are necessary for economic analysis. This course introduces these concepts and develops the applied quantitative skills needed for a more complete comprehension of economics. Demonstration of the applicability of these concepts to economic topics such as economic growth, cost-of-living, inflation, investment decision-making, and market supply and demand are illustrated.

ECO 121 Economics of Contemporary Issues
Applies elementary tools of economic analysis to issues of national and social importance. Not open to students who are enrolled in or have completed ECO 212 or ECO 213.

ECO 126 Economics and Public Policy
Examines U.S. macroeconomic policies and effects on inflation, unemployment, rate of growth of GDP, budget deficit, and other current policy questions. Not open to students who are enrolled in or have completed ECO 212 or ECO 213.

ECO 130 Democracy and Economics
Assesses difficulties, successes, and potentials of economic institutions with democratic rules. Evaluates the nature of democratic control both for economic efficiency and alternative criteria. Highlights traditional analysis based on property rights.

ECO 135 The Global Economy
Explores multilateral and bilateral political economy relationships. Touches upon the historical development of global economic integration, global economic geography, major institutional features of contemporary international economic relations, current conflicts of interest, and the likely future evolution of world systems. Not open to students who are enrolled in or have completed ECO 212 or ECO 213.

ECO 140 Nonprofit Economics:Analysis of the "Third Sector"
Analyzes organizations that are neither government nor privately controlled for the profit of owners, including charities, foundations, membership associations, cooperatives, mutuals, and other third-sector entities. Requires volunteer work at a local third-sector organization.

ECO 142 Political Economy of the Media
Dissects print, film, broadcast, cable, and new electronic media in U.S. today. Questions economic structure of media institutions, differing viewpoints of media sources, and role of media in resolving current political/economic issues. Reviews journalistic and academic works, as well as video and audio recordings (including international short-wave news and program broadcasts), newspapers, magazines, and publications of citizen and government groups.

ECO 202 Introduction to Economics in Historical Perspective
Any analysis of contemporary societies requires some degree of familiarity with the history, concepts, tools, assumptions, policies, and philosophical positions that together describe the economy and it's evolution over time. In the words of one of my favorite economists: "The purpose of studying economics is not to acquire a set of ready-made answers to economic questions, but to learn how to avoid being deceived by economists." (Joan Robinson, 1955) Suitable for non-majors.

ECO 203 Principles of Micro and Macroeconomics
Introduces mainstream theories of consumer and firm behavior. Covers utility, cost and production, market structure, and the allocation of resources. Also examines aggregate economic behavior, including determination of national income, sources of inflation and unemployment,

the banking system and money supply process, fiscal and monetary policy, economic growth, and international economic issues. Suitable for nonmajors Prerequisite: ECO 202.

ECO 212 Principles of Economics I: Introduction to Microeconomics
Introduces neoclassical theories of consumer behavior and of the firm. Covers supply and demand, utility, cost and production, structure of markets, and resource allocation. Suitable for nonmajors. Prerequisite: Sophomore status and ECO 108.

ECO 213 Principles of Economics II: Introduction to Macroeconomics
Explains aggregate economic phenomena and policy alternatives, including determination of national income, inflation, unemployment, international economics, banking system, economic growth, income distribution, and national debt. Suitable for nonmajors. Prerequisite: ECO 212.

ECO 237 International Economic Relations
An introduction to international trade and financial systems as practiced in the world today. Emphasis will be placed on trade and financial policies of both developed countries and less developed countries, as well as the international institutions created to accommodate international trade and finance. Prerequisite: ECO 212 and 213.

ECO 239 Women and Work
Explores the effects of increasing numbers of working women on households and employment policies, earning differentials, company and government policies, comparison of women's work issues with those of minorities, and valuation of household work. Suitable for nonmajors. Prerequisite: Sophomore status or consent.

ECO 242 Economics, Media, Propaganda
Examines how economic rhetoric in the media is shaping popular understanding of political-economic issues and public policy. Consider the following quote: "The purpose of studying economics is not to acquire a set of ready-made answers to economic questions, but to learn how to avoid being deceived by economists."

ECO 254 Latin American Economies
Stresses post-WWII economic issues of growth, inflation, unemployment, income and wealth distribution, and economic development, as well as connection between economic events and politics. Suitable for nonmajors.

ECO 277 Economics and Cinema
This course focuses on how movies employ cinematographic artistry to address political-economic issues. It is designed for students with a genuine interest in cinema and in social issues. We will view a diverse selection of movies, discuss the economic issues they address, and analyze the artistic devices they use to convey them. As a final project, students will create and present a proposal for a movie including a synopsis of the story, its economic context, and an analysis of the ways it would express social-economic issues. Actual short pilot movies are very highly encouraged. Suitable for non-majors.

ECO 303 Intermediate Microeconomics
Continues with neoclassical theories of consumer behavior and of the firm, using mathematical as well as graphic techniques. Probes topics similar to those in ECO 212 but more intensively. Prerequisite: ECO 108, 202 and 203.

ECO 304 Intermediate Macroeconomics
Uses mathematical and graphical techniques to analyze behavior and relationships among broad aggregates of economic activity. Topics include discussion of economic policy, policy alternatives, and alternative economic models of macroeconomy. Prerequisite: ECO 108, 202 and 203.

ECO 305 Topics in Economics
Introduces subdisciplines. Varies from year to year. May be repeated for credit. Prerequisite: ECO 108, 202 and 203.

ECO 306 Monetary Economics
Examines financial markets and institutions, monetary theory, and macroeconomic implications. Charts the relationship between Federal Reserve and depository institutions, as well as the effects of monetary and fiscal policies on economic performance. Prerequisite: ECO 108, 202 and 203.

ECO 307 International Economics
Focuses on the theory and practice of international trade:comparative advantage, economies of scale, trade policy, international labor and capital movements, economic integration, and foreign exchange rates. Prerequisite: ECO 108, 202 and 203.

ECO 310 International Finance
Considers balance-of-payments adjustment mechanisms and impacts on domestic economies. Examines exchange rate regimes, international capital flows, and the objectives and effects of international monetary standards. Prerequisite: ECO 202 and ECO 203.

ECO 312 Alternative Economic Perspective
Considers and applies alternative economic perspectives to economic policy issues and problems. Compares the values, theories, methods, analysis, and policies of these different economic approaches. Prerequisite: ECO 202, ECO 203, and ECO 303.

ECO 315 Radical Political Economics
Outlines the economic analysis of capitalism given by Karl Marx and other modern socialist theorists. Covers the evolutionary rise of capitalism, alienation and other behavioral traits of people living in capitalist systems, labor theory of value, concentration of capital, causes of capitalist economic crises, capitalist imperialism, and socialism as an alternative economic system. Prerequisite: ECO 108, 202 and 203.

ECO 318 Economic and Monetary Integration of the European Community
Concepts will be developed to examine the different levels of economic integration. The experience of the Community in the completion of the customs union will be compared with the expectations of theory. Moreover, the move towards EMU will be examined in the light of

various theories. The aim of the course is to provide students with an understanding of how and why different countries might wish to integrate economically. Prerequisite: ECO 108, 202 and 203.

ECO 321 Labor Economics
Highlights trends in employment, problems of unemployment, relevance of markets for labor services, and issues of wages, hours, and working conditions. Also covers labor unions, labor disputes and methods of settlement, and the theory and practice of collective bargaining. Prerequisite: ECO 108, 202 and 203.

ECO 323 Political Economy of Chinese Development
Examines contemporary Chinese economic development in historical and global contexts, with an emphasis on the role of class relations and state policies in shaping economic changes. Prerequisite: ECO 108, 202 and 203.

ECO 325 Distribution of Income and Wealth
Studies distribution of income and wealth among families and individuals by race, sex, age, occupation, and class in the U.S. and other countries. Offers alternative theories and views on how best to achieve desirable distribution with public policy tools. Prerequisite: ECO 108, 202 and 203.

ECO 327 Comparative Economic Systems
Examines similarities and differences among ideal types of economic systems:capitalist, centrally planned socialist, decentralized market socialist, and communist. Undertakes case studies of individual countries (Japan, Sweden, Russia, China, and Yugoslavia) to compare and contrast real versus ideal. Prerequisite: ECO 108, 202 and 203.

ECO 330 Rationality and Economic Behavior
Explores various conceptions of rationality as these relate to our economic behavior and the efficacy of market allocation. Students will engage in class games analogous to formal economic experiments in order to deepen understanding of rationality concepts and resulting market behaviors, both expected and anomalous. Prerequisite: Junior/senior status, ECO 108, 203, and INT 221.

ECO 336 Gender and Latin American Economic Development
This course is about the relationship between gender and economic development in Latin America. We examine the evolution of women's property rights, access to resources and employment, and socioeconomic position. We use economic tools to understand the role that gender plays in various development models as well as in the analysis of poverty, inequality, credit, land, and labor markets. The course then looks at the impact of economic change and economic development on gender, families and the household, as well as women's responses to such changes via movements for social and gender justice. Finally, we examine 'post-development' feminist alternatives to modernization that are emerging from the Global South.

ECO 340 Classic Works in Economics
Focuses on works that helped shape modern economics. Draws upon such primary sources as Adam Smith's The Wealth of Nations; David Ricardo's Principles of Political Economy and Taxation; John Stuart Mill's Principles of Political Economy; Karl Marx's Das Kapital; Alfred Marshall's Principles of Economics; and J. M. Keynes's The General Theory of Employment, Interest and Money. Prerequisite: ECO 108, 202 and 203.

ECO 350 Mindful Economics: Economic Decision-Making and the Brain
This course examines economic decision-making from both a behavioral economic perspective and a neuroeconomic perspective, contrasting it with the approach used in standard economics. Prerequisite: ECO 202 and 203.

ECO 351 Economic Development
Traces evolution in attitudes, institutions, and policies that accompany and define permanent economic change within countries. Assesses current economic conditions and future prospects in less-developed countries through theoretical models and actual data. Prerequisite: ECO 108, 202 and 203.

ECO 355 Environmental Economics
The course will examine the economics and scientific basis of environmental issues and the policies that are used in addressing them. The advantages and disadvantages of different regulatory responses will be discussed. We will also discuss methods for valuing the benefits of environmental amenities that do not have an observable value in the marketplace, including the approach used more recently in "ecological economics". The use of economics in regulating a natural resource (commercial marine fisheries) will be evaluated. Prerequisite: ECO 108, 202 and 203.

ECO 361 Urban Economics
Stresses location theory and application of microeconomic theory to analysis of urban policy issues. May cover land-use controls, housing, urban poverty, transportation, and urban public finances. Prerequisite: ECO 108, 202 and 203.

ECO 365 Economic Democracy and Economic Theory
Contrasts alternatively structured organizations--especially those based on one-person/one-vote--with traditional capitalistic firms of the West, which bases control on property ownership with the primary goal of profit maximization. Examines democratic worker-managed firms, nonprofit and volunteer organizations, consumer or producer-controlled cooperatives, and publicly controlled enterprises or financial institutions. Prerequisite: ECO 108, 202 and 203.

ECO 370 Economics of Piracy
From the high seas to digital video discs (DVDs), piracy surrounds us. Piracy evolves with changing technology and legal innovations. Explores economic implications of, and rationale for, piracy in detail. Prerequisite: ECO 108, 202 and 203.

ECO 371 International Economic History
Traces the evolution of economic institutions from antiquity to the present. Applies diverse approaches to understand historical processes and structures, concentrating on those relevant to current debates. Prerequisite: ECO 108, 202 and 203.

ECO 377 Economics and Cinema
This course focuses on how movies employ cinematographic artistry to address economic issues. We will view a diverse selection of movies, discuss the economic issues they address, and analyze the artistic devices they use to convey them. As a final project, students will create and present a proposal for a movie including a synopsis of the story, its economic context, and an analysis of the ways it would express social-economic issues. Actual short pilot movies are very highly encouraged. Prerequisite: ECO 108, 202 and 203.

ECO 381 Introduction to Econometrics
Presents regression theory, multiple regression, simultaneous equations, identification problems, time-series problems, selected estimating techniques, and basic econometric models. Prerequisite: ECO 108, 202, 203 and INT 221.

ECO 403 Applied Microeconomics
Synthesizes microeconomic theory and methodology for decision making. Emphasizes problem formulation, analysis, and solution. Prerequisite: ECO 108, 202 and 203.

ECO 404 Senior Seminar in Economics
Probes, theoretical applied, or policy economics, as well as issues in historical, institutional, or critical economics studies. May be repeated for credit with consent of the department chair. Prerequisite: ECO 221, 303, and 304, or consent.

ECO 448 Alternative Economic Theories
Surveys Marxism, Austrianism, institutionalism, feminism, bioeconomism. Contrasts methodology, analysis, and policy prescriptions with those of classical and Keynesian theories that guide economic orthodoxy. Prerequisite: ECO 303, 304 and INT 221.

EDU 271 School and Society
Chronicles the social, political, economic, and historical background of the contemporary American school system. Demonstrates how social forces have shaped the curriculum, organization, and purposes of formal education. ESOL infused course.

EDU 272 Educational Psychology
Covers child development; learning, evaluation, and assessment; and psychology of teaching. Focuses on motivation, perception, personality, intelligence, and learning.

EDU 280 Diversity in American Education
Examines cultural pluralism in the classroom: multicultural education, diversity and teaching, bilingual education, racism, tracking, and teacher preparation. ESOL stand alone course.

EDU 310 Teaching in a 21st Century Classroom
This course offers the students a first hand study of the components of a 21st century classroom. They will learn about cutting edge techniques, software, hardware and learning styles of today's digital native.

EDU 311 Teaching Writing in Elementary Schools
The primary purpose of this course is to learn about the nature of the writing process and how to develop learning activities where the development of good writing will be facilitated. In that the course deals with the "writing process," there will be an emphasis on what skillful writers actually do when creating a written work. The developmental nature of learning how to write will be a major consideration in this course.

EDU 324 Curriculum and Educational Assessment with Diverse Learners
Addresses organization and curriculum development in elementary and secondary schools including instructional goals and basic teaching strategies. ESOL stand alone course.

EDU 335 Content Area Reading in Secondary Schools
This course is designed to prepare teachers in content areas with the tools needed to help students with reading skills. Pre-service teachers will learn strategies to improve vocabulary, comprehension, and writing skills so students can better learn content materials. ESOL infused course. Prerequisite: Secondary certification only; two courses from among EDU 271, 272, 280 and 324.

EDU 345 Orientation to International Studies
This course serves as an orientation to a field study. Students will read, write, view videos, and discuss the culture, people, geography, history, politics, religions, education and economy of the country where the field study will take place. Prerequisite: Acceptance to Field Study; Instructor Approval. One semester hour.

EDU 346 International Field Study
Summer Field Study focused on aspects of teaching, learning, and social issues in one of four international sites: Chile, China, Netherlands, or Rwanda. Students are expected to participate in the orientation in the spring term preceding the Field Study. Prerequisites: EDU 345 and Instructor Approval.

EDU 347 Global Perspectives of Education
Students will read, discuss, and analyze autobiographical memoirs with focus on the authors' efforts to construct a coherent narrative of life and identity. Special attention will be given to recent memoirs by travelers and immigrants that raise questions about culture, conflict and identification. The interdisciplinary aspect will come from psychological studies of memory (and its vicissitudes) and philosophical reflections on the puzzle of personal identity over time.

EDU 350 Strategies for Classroom Management
Practical classroom management based on a variety of models being used in schools today. Video observations and critiques, reading and sharing ideas, and the development of a classroom management notebook may be incorporated into a seminar-type format.

EDU 385 Teaching: Special Needs
Emphasizes useful strategies for teaching special populations, including students with learning disabilities, mental disabilities, emotional disabilities, physical disabilities, sensory disabilities, communication disabilities, and giftedness. Includes field component.

EDU 406 Strategies for Instruction, Learning & Classroom Management in Diverse Elementary Schools
Emphasizes planning, implementing, and evaluating instruction based on current research. Includes teaching field experience. Prerequisite: Elementary Education major and completion of EDU 271 and 272. Corequisites: EDU 409 and 409L.

EDU 407 Strategies for Instruction, Learning & Classroom Management in Diverse Secondary Schools
Emphasizes planning, implementing, and evaluating instruction in an increasingly diverse school environment based on current research. Includes teaching field experience. ESOL infused course. Prerequisite: Secondary certification only; two courses from among EDU 271, 272, 280 and 324.

EDU 417 Teaching (Particular Subject) in Middle and Secondary Schools
Explores selection, evaluation, and use of instructional materials to adapt a college major to middle and secondary school. Corequisite:EDU 417L. Prerequisite: Secondary certification only. Corequisite: EDU 417L.

EDU 417L Teaching (Particular Subject) in Middle and Secondary School Lab
Requires preinternship field experience of at least four hours weekly in middle and secondary school. Corequisite: EDU 417.

EDU 444 Educational Statistics
Focuses on the basic concepts of educational statistics with applications to the theories of tests and measurements. Topics include descriptive statistics, inferential statistics, correlation and prediction, and test theory.

EDU 470 Classroom Management
The survey course, taken during the student teaching semester, helps to prepare future teachers in the planning of instruction, organization of classrooms, and the management of student learning. Not only are day-to-day items facing the teachers explored, but also the course examines topics pertaining to teaching such as child abuse, assessments, and job-hunting skills. The ETEP portfolio based on the Florida Competencies must be completed at the performance beginning teacher level. Corequisite: EDU 491.

EDU 490 Student Teaching: Elementary
Provides full-time experience integrating and applying skills in approved local school under direction of master teacher. Prerequisite: All Education major requirements. Corequisite: EDU 470.

EDU 491 Student Teaching: Secondary
Provides full-time experience integrating and applying skills in an approved local school under direction of a master teacher. Corequisite: EDU 470.

EED 319 Integrated Arts in the Elementary School
Provide the student with knowledge, skills, and the disposition to integrate arts into the education of elementary school children in ways that will enrich and enliven the educational experience for all. Prerequisite: Elementary Ed major or Secondary music minor.

EED 363 Social Studies for Elementary Schools
Delves into foundations for social studies, exploring human experience, environmental studies (including conservation), teaching strategies for inquiry learning, problem solving, and concept development. Prerequisite: two courses from among EDU 271, 272, 280 and 324.

EED 364 Science for Elementary Schools
Stresses major concepts and processes of science:process skills, inquiry strategies, problem solving, environmental and ecological issues, and science in today's society. Prerequisite: two courses from among EDU 271, 272, 280 and 324.

EED 367 Health and Physical Education for Elementary Schools
Discusses methods for physical activities for children, concepts and materials of health education, and values underlying programs of personal fitness for children.

EED 368 Math for Elementary Teachers, Content, and Methods
Combines mathematical content and teaching methods based on NCTM Standards. Emphasizes problem solving while covering numeration, measurement, geometry, statistics and probability, and number operations. Prerequisite: Elementary Education major and one other methods course.

EED 369 Literature for the Elementary School Child
Survey of the genres of literature for elementary school-aged children. Emphasis on techniques used to implement literature across the elementary school curriculum. Reviews recent research, major authors and illustrators, and literature circles as means of instruction.

ENG 125 Practices of Effective Writing I
Helps students develop writing skills by practicing composing and editing strategies aimed at clarity and correctness. Students must earn at least a C grade to receive credit.

ENG 140 Composition: Writing About Selected Topics
Develops students' ability to write college-level essays by practicing strategies of argumentation and by refining skills of invention, revision, and critical thinking. Leads to writing essays characterized by unity, order, coherence, completeness, clarity, and mechanical correctness. In order to satisfy the College's general education requirement for writing (W), students must receive a grade of C or better in the course. Section topics are designated by individual instructors. This course (or an equivalent) must be taken during the first semester at Rollins. Formerly ENG 101. Does not count as elective credit in the English Major or Minor or the Writing Minor.

ENG 167 Introduction to Creative Writing
Requires writing in a variety of genres including fiction, creative nonfiction, and poetry. Emphasizes peer evaluation, thus requiring that students learn to evaluate the writing of others, as well as their own writing. Prerequisite: ENG 140 or equivalent.

ENG 190 Texts and Contexts
This is a theme based course introducing students to the practice of literary analysis and writing. Focusing on skills in close reading using literary and critical terminology on multiple genres. Suitable for non-majors and potential English majors.

ENG 201 Major English Writings I
Covers writers of the Medieval and Renaissance periods, including the Beowulf poet, Chaucer, Spencer, Shakespeare, Donne, Jonnson, and Milton from critical and historical approaches. Prerequisite: ENG 140 or equivalent.

ENG 202 Major English Writings II
Covers 18th-century romantic, Victorian, and 20th-century writers: Pope, Swift, Johnson, Wordsworth, Coleridge, Shelley, Keats, Tennyson, Browning, Arnold, Hopkins, Yeats, Joyce, and Eliot. Prerequisite: ENG 140 or equivalent.

ENG 204 African Literature
Introduces major writers and literary movements of Africa. Suitable for nonmajors. Prerequisite: ENG 140 or equivalent.

ENG 206 Grammar Bootcamp
Covers basic English grammar as well as more advanced grammar to prepare students for advanced writing courses. Topics include parts of speech, sentence structure, punctuation, diction, and cohesion. Prerequisite: ENG 140 or equivalent.

ENG 209 Introduction to Professional Writing
Offers a foundation in professional writing theory and practice. Using a rhetorical approach, analyzes situations, texts, and audiences to understand and produce effective documents. Appropriate for non-majors. Prerequisite: ENG 140 or equivalent.

ENG 210 Language and Power
A survey of rhetorical tools leaders have used throughout history to change their societies. Students will analyze how these tools function within speeches, letters, essays, and other literary texts that have persuaded audiences to think, feel, and act in new ways. By modeling such writing in their own essays, students will practice using these tools to address contemporary social issues while discussing the ethical concerns that responsible citizens must consider whenever they use rhetoric. Prerequisite: ENG 140 or equivalent.

ENG 211 Show and Tell: Visual and Verbal Text Design
Investigates how visuals (pictures, graphics, color, and layout) interact with words to add or disrupt meaning in texts. Studies cutting-edge research on visual perception. Practices document design using InDesign software. Prerequisite: ENG 140 or equivalent.

ENG 216 Sandspur Production
Writing- and design-intensive course that supports production of The Sandspur. Covers various kinds of journalistic writing and news reporting: basic news pieces, features, editorials, and reviews. Provides skills necessary to produce and edit well-written, accurate, insightful stories, and to do journalistic investigation and research. Classroom workshops are conducted before weekly newspaper staff meetings. Familiarizes students with contemporary journalistic practices and issues involving ethics and standards in the media. Prerequisite: ENG 140 or equivalent.

ENG 221 Selected Studies in World Literature
Introduces major writers and theoretical approaches in one or more literary traditions other than - or in combination with - British and/or American. Specific topics vary. Prerequisite: ENG 140.

ENG 225 Practices of Effective Writing
Helps students refine writing skills by developing sound rhetorical practices and editing strategies. In order to earn credit for this course, students must receive a grade of "C" or higher. Note: A mandatory pre-course assessment will be required. The results of this assessment may exempt some students from the need to complete the course. Students who do not take the assessment will be required to complete the course. Prerequisite: ENG 140 or equivalent.

ENG 230 Literary Nonfiction
Allows students to sample a wide array of writing forms and strategies under the heading of "creative nonfiction." Examines the personal essay, memoir, travel writing, literary journalism, nature writing, and social criticism. Prerequisite: ENG 140.

ENG 231 The Bible as Literature
Considers the Old and New Testaments as works of creative literature and includes frequent excursions into poems, plays, music/musicals, and novels influenced by the Bible. Prerequisite: ENG 140 or equivalent.

ENG 232 Literature and Experience
This genre course may focus on drama, poetry, fiction, and/or prose. Suitable for nonmajors. Prerequisite: ENG 140 or equivalent.

ENG 233 Women Writers
Focuses on literary works by women writers. Authors, genres, and historical periods vary. Suitable for nonmajors. Prerequisite: ENG 140 or equivalent.

ENG 234 Selected Studies in Literary Themes
Focuses on drama, poetry, fiction, and prose. Suitable for nonmajors. Prerequisite: ENG 140 or equivalent.

ENG 235 Selected Studies in Environmental Literature
Focuses on poets, novelists, and essayists who have spoken out strongly for the preservation of the environment. Readings may include works by Whitman, Thoreau, Emerson, Burroughs, Muir, Austin, Rawlings, Hurston, and Abbey. Suitable for nonmajors. Prerequisite: ENG 140 or equivalent.

ENG 241 Film and Literature
Focuses on the history and aesthetics of film and its relationship to literature. Suitable for nonmajors. Prerequisite: ENG 140 or equivalent.

ENG 242 Contemporary American Short Fiction
Covers short stories written since 1975 by key contemporary authors of short fiction. Topics may include civil rights, feminism, the legacy of Vietnam, or the mundane challenges of simply getting out of bed in the morning and going to work.

ENG 245 Selected Studies in Popular Culture
Topics vary. May focus on theories, historical periods, themes, and/or genres that reflect and are representative of popular culture. Suitable for nonmajors. Prerequisite: ENG 140 or equivalent.

ENG 249 Darkness Visible: Radio Drama
Studies the almost nonexistent art of radio drama. Students are responsible for writing, directing, producing, and starring in their own weekly radio drama show on Rollins' WPRK (Tuesdays, 9:00 p.m.). Prerequisite: ENG 140 or equivalent.

ENG 259 Topics in Popular Culture
Specific topics vary. Possibilities include visual culture; performance art; virtual reality; the mixing of media; Cuisine [and/as/in] Art; outsider art; interactive literary venues; personal aesthetics; or some combination thereof. Suitable for nonmajors. Prerequisite: ENG 140 or equivalent.

ENG 260 Writer's Studio
In this course, you will learn about your creative potential and how to nurture it. You will take up a writing "practice" that includes regular writing and attention to the conditions under which you are most creative and productive. You will learn how to respond effectively to the writing of others. And you will be introduced to some basic techniques of craft that good writers use to achieve effect and meaning. Prerequisite: ENG 140 or equivalent.

ENG 264 Exploring the Fringe
Provides an immersion in the Orlando International Fringe Festival (OIFF), an internationally known alternative theater festival. Students attend performances; meet with performers, directors, and playwrights; and write reviews. Discussions cover historical, technical, cultural, and performance issues. Class size is limited to twelve (12) students. Although there are no required texts, a nonrefundable lab fee (covering fringe membership and tickets for all performances) must be paid in full by March 31st. Nota Bene:Because fringe performances often explore controversial topics, the class will encounter adult language, ideas, and situations. Prerequisite: ENG 140 or equivalent.

ENG 267 Topics/Techniques in Writing
The topics version of this course offers an introduction to a very specific genre of writing (fiction, autobiography, humor writing, etc.), giving close attention to the defining characteristics of the genre and offering a sequence of short reading and writing assignments designed to develop facility in producing the genre. The techniques version of this course offers a close study of a specific literary technique (point of view, character/dialogue, narrative design, voice), and requires practicing the technique in short, focused writing assignments with emphasis on both literary and technical excellence. Prerequisite: ENG 140 or consent.

ENG 268 Writing Intensives
Seven (7) intensive experiences in specific genres: memoir, short-short story, profile, sonnet, and writing about art. Each session introduces students to a particular type of writing and leads them in a series of exercises to practice writing the genre. Sessions are designed to be fun, informative, and inspirational. Instructors provide specific strategies for tackling a type of writing and for deepening and extending daily writing practice.

ENG 271 Personal Writing
Explores writing as self-discovery and self-expression, as a means of discovering thoughts, feelings, and intuitions that would otherwise remain inchoate. Prerequisite: ENG 140 or equivalent.

ENG 273 Journalistic Writing
This writing-intensive course is designed to introduce students to the various kinds of journalistic writing:basic news pieces, features, editorials, and reviews. It will provide them with the skills necessary to produce well written, accurate, insightful stories, and develop the skills necessary to do journalistic investigation and research. Through classroom workshops, students will also learn the basics of story editing, and the way in which generalized themes can be turned into specific, clearly defined journalistic pieces. In addition, they will become familiar with contemporary journalistic practices and issues involving ethics and standards in the media. Students in Journalistic Writing I will be encouraged to submit stories to Sandspur and join Sandspur's staff. Prerequisite: ENG 140 or equivalent.

ENG 275 Selected Studies in Minority Literature
Minority literary studies. Offerings vary year to year. Suitable for non-majors. Prerequisite: ENG 140 or equivalent.

ENG 276 Writing for the Future
How do we depict ourselves when we're communicating on the internet? How does our understanding of audience shift? This course in the genre of cyberspace writing explores how our own personal reading and writing are being changed by advances in technology, as well as how online forms and practices are reshaping corporate and academic writing. Focusing on new skills we'd like to master, we'll consider whether our ability to learn is affected by our uses of technology. Previous experience is NOT a prerequisite. Prerequisite: ENG 140 or equivalent.

ENG 277- Studies in Professional Writing
Studies select topics, genres, and practices in professional writing. Topics may include writing for digital media, writing for communities, business writing, and journalistic writing. Each class involves both theoretical study and skills development. Prerequisite: ENG 140 or equivalent.

ENG 278 The Beat: Writing and Reporting in the Community
Explores interests with eyes and ears of journalists, picking a beat (e.g., Politics, Environment) to generate stories, identify stories off campus of interest to report on campus. Enables students to evaluate sources, enterprise content, write in lively journalistic styles. Submissions to Sandspur encouraged. Fulfills a core course in Professional Writing Minor. Prerequisite: ENG 140 or equivalent.

ENG 291 Magical Realism
When a love story filters through the centuries or a man awakens as a giant cockroach (this could happen in Florida); when an owl perches on a window crying sweet warnings or a baron lives his life in the treetops; when a dead baby rises from the grave or the local shopping mall draws us into fairyland--what are we to think? Exploring several works of magical realism, this course offers delightful metaphors, strange dreams, strategies for reading literature, and a whole new way of understanding experience. Prerequisite: ENG 140 or equivalent.

ENG 295/395 Studies in Nonfiction
Focus on forms, themes, and techniques of specific nonfiction prose genres (biography, environmental writing, etc.). Students study closely both peer and professional examples of the genre, learning to develop their own style and voice in practicing the form. Prerequisite: ENG 140 or equivalent.

ENG 300 Expository Writing
Assumes that writing is a primary way to understand, organize, and give meaning to experience, and is thus an integral part of a liberal arts curriculum. Stresses the need to examine specific rhetorical contexts and develop strategies for writing. In a workshop setting, students study and analyze both professional and student essays, as well as their own. Assumes basic competency in conventional syntax, usage, punctuation, mechanics, and organization. Prerequisite: ENG 140 or equivalent.

ENG 303 Historical Approaches to American Literature
Explores representative works from the beginnings of American literature to the present, covering the evolution of literary periodization and changes in literary form, against their historical and cultural backgrounds. Prerequisite: ENG 140 and one 200-level ENG course or consent.

ENG 304A Genre Study in American Literature: Drama
Examines drama in American literature, emphasizing the changing forms and conventions of the genre. Playwrights discussed include Treadwell, Miller, Williams, Hansberry, Shepard, Mamet, and Finley. Prerequisite: ENG 140 or equivalent.

ENG 304B Genre Study in American Liturature: Fiction
Examines fiction in American literature, emphasizing the changing forms and conventions of the genre. Focus varies, sometimes by broad literary movement (American Renaissance, Realism, Naturalism, Modernism, Postmodernism), sometimes by theme (race, gender, experimentation, the West). Prerequisite: ENG 140 and one 200-level ENG elective.

ENG 304C Genre Study in American Literature: Poetry
Examines poetry in American literature, emphasizing the changing forms and conventions of the genre. Focus varies, sometimes by broad literary movement (American Romanticism, Modernism, Postmodernism), sometimes by theme (race, gender, experimentation). Prerequisite: ENG 140 and one 200-level ENG elective.

ENG 305 American Literature I: Beginnings through 1865
Explores representative works of the period, focusing on the evolution of American literary consciousness and shifting literary strategies, against their historical and cultural backgrounds. Includes traditional canonical works, as well as works that expand that canon. Prerequisite: ENG 140 and one 200-level ENG course or consent.

ENG 306 American Literature II: 1865 to Present
Explores representative works of the period, focusing on the evolution of American literary consciousness and shifting literary strategies, against their historical and cultural backgrounds. Includes traditional canonical works, as well as works that expand that canon. Prerequisite: ENG 140 and one 200-level ENG course or consent.

ENG 307 American Literature IV: African American Literature
Surveys African-American literary forms from the seventeenth century through the present time while emphasizing the social, historical, economic, and cultural politics of literary production. Prerequisite: ENG 140 or equivalent.

ENG 310 Anglo Saxon & Medieval Literature
Studies literature in historical context of Anglo-Saxon and Middle English periods, from 600 to 1500, in England. Emphasis on the history of the language, the cultural diversity, and the oral-formulaic nature of the poetry. Primary focus: Beowulf, Sir Gawain and the Green Knight, and Chaucer's Canterbury Tales. Prerequisite: ENG 140 or equivalent.

ENG 311 Studies in Renaissance Literature
Examines English literature of the sixteenth and seventeenth centuries, excepting the works of Shakespeare, in the context of the times. Focus varies, sometimes by genre (prose, lyric, epic, drama), sometimes by theme. Prerequisite: ENG 140 or equivalent.

ENG 312 Studies in Shakespeare
Focuses on selected plays and/or poems by Shakespeare, examined in the context of history and culture. Satisfies "Major Author" requirement for English Majors. Prerequisite: ENG 140 or equivalent.

ENG 314 Topics in Restoration and Eighteenth-Century Literature
Examines major writers and writings of the Restoration and neoclassical periods. Prerequisite: ENG 140 or equivalent.

ENG 315 Studies in Nineteenth-Century British Literature
Examines major writers and writings of the Romantic and/or Victorian periods. Specific writers, works, and/or genres vary. Prerequisite: ENG 140 or equivalent.

ENG 319 Studies in Twentieth-Century British Literature
Examines major writers and writings of the Modernist, Contemporary, and/or Postmodern periods. Specific writers, works, and/or genres vary. Prerequisite: ENG 140 or equivalent.

ENG 321 Selected Studies in World Literature
Explores representative works of literatures other than British and American. Specific writers, works, and/or genres vary. Prerequisite: ENG 140 or equivalent.

ENG 324 Selected Studies in Minority Literature
Focuses on writers and literary works that represent minority groups and/or cultures. Specific topics vary. Possibilities include Native American literature; African-American literature; the literature of British Colonialism and/or Post-Colonialism; Latin American literature; Asian-American literature; gay/lesbian literature. Prerequisite: ENG 140 or equivalent.

ENG 325 Modern Drama
Focuses on American, British, and Continental plays written/produced from 1890 to 1945. Representative playwrights include Ibsen, Chekhov, Strindberg, Shaw, Synge, O'Neill, Treadwell, Pirandello, and Eliot. Emphasizes critical analysis, historical significance, and issues of performance. Satisfies "Genre Study" requirement for English Majors. Formerly ENG 363. Prerequisite: ENG 140 or equivalent.

ENG 326/426 Southern Writers
Studies selected Southern writers, including novelists, dramatists, and poets. Prerequisite: Junior/senior status.

ENG 328 Contemporary American Literature
Focuses on American literature in the last half of the twentieth century, from the end of World War II and the emergence of the Beats, through the tumultuous '60s and '70s, and into the fin de siecle. Prerequisite: ENG 140 or equivalent.

ENG 329 Selected Studies in American Literature
Explores one or more specific topics in the American literary tradition. Writers, works, periods, and/or genres vary. Prerequisite: ENG 140 or equivalent.

ENG 335 Critical Approaches to Literature
Focuses on major works of critical theory as well as applications of critical theory to literary texts. Includes emphasis on literary terminology. Prerequisite: ENG 140 or equivalent.

ENG 336/436 Twentieth-Century English and American Poetry
Seminar on British and American poets of the 20th century, with emphasis upon the major poets.

ENG 341 Film and Literature
Focuses on the history and aesthetics of film and its relationship to literature. Specific topics vary. Prerequisite: ENG 140 or equivalent.

ENG 342 Speculative Fiction
Specific topics vary. May focus on science fiction; fantasy; utopias/dystopias; horror and the occult; magical realism; other; a combination thereof. Prerequisite: ENG 140 or equivalent.

ENG 344 Literature and Cultural Studies
Specific topics vary. Possibilities include The Postmodern; Visual Culture; Media Mixtures; Interactive Literary Venues; or some combination thereof. Prerequisite: ENG 140 or equivalent.

ENG 345 Classical Rhetoric: The Art & Science of Persuasion
A close study of the classical tradition of rhetoric. Students will become familiar with the work of the major figures of classical rhetoric (Aristotle, Plato, Cicero, Quintilliam), their theories of rhetoric, how those theories differ and overlap, and how they have influenced modern notions of persuasiveness. Fulfills elective requirements in classical studies and communication.

ENG 360A Creative Non-Fiction Workshop: Autobiography
Advanced writing course for upper-level students who wish to extend the basic intellectual, rhetorical, and composition skills necessary to compose clear and substantive prose. Studies various ways that autobiographical sketches, stories, and essays have been structured by contemporary American writers. Develops students single autobiographical text. Emphasis on a workshop approach to drafting, revising, and critiquing student writing. Prerequisite: ENG 300.

ENG 360B Creative Non-Fiction Workshop: Travel Writing
Students consider the nature of travel and reflect on their journeys while trying out strategies of travel writing in this workshop course. Through conversation, campus (or central Florida) trips, and the shaping of a polished piece of travel writing, the class looks at creation of people and place. Exploring the journey as both meaning and metaphor for the lived experience of travel writers, students recall previous travels or write about their own locales. Extensive travel not expected.experience of travel writers, students recall previous travels or write about their own locales. Extensive travel not expected. Prerequisite: ENG 300.

ENG 360C Creative Non-Fiction Workshop: Literary Journalism
This course introduces advanced techniques of non-fiction writing in the tradition of Truman Capote, Tom Wolfe, John McPhee and Susan Orlean. Students will become familiar with applying descriptive writing techniques and developing character and plot through a variety of non-fiction writing projects, including first-person narratives and personality profiles. Prerequisite: ENG 300.

ENG 361 Writing for the Professions
Make the transition from student to professional. This course gives students experience in developing the writing and presentation skills expected of them in their careers. They will learn and apply specific communication principles underlying the forms and practices of professionals. Appropriate for all majors. Prerequisite: ENG 140 or equivalent.

ENG 367A Creative Writing Workshop: Poetry
Focuses on the writing of poetry through workshops run by the student participants and supervised by the professor in a conventional creative writing format. Includes some reading and discussion of contemporary poets. Prerequisite: ENG 167.

ENG 367B Creative Writing Workshop: Children's Writing
Workshop course in the writing of poetry or short fiction. Students will complete writing exercises, discuss structures of poems and stories, and make presentations of their original work. Prerequisite: ENG 167.

ENG 367C Creative Writing Workshop: Fiction
Focuses on the writing of short fiction through writing workshops run by the student participants and supervised by the professor in a conventional creative writing format. Includes some reading and discussion of contemporary short story writers. Prerequisite: ENG 167.

ENG 367D Creative Writing Workshop: Screenwriting
Through the reading of screenplays, watching of films, and multiple workshops, students write a full-length screenplay. Prerequisite: ENG 167.

ENG 370 Spiritual Autobiography
Examines autobiographies by persons who have successfully fostered both social activism and profound spirituality in their own lives. Readings include works by Mahatma Gandhi, Malcolm X, Thomas Merton, Frederick Buechner, Elie Weisel, Viktor Frankl, and Annie Dillard. Prerequisite: ENG 300.

ENG 372 Winter With the Writers
Conducted in conjunction with the visiting authors' series, whose work will be the focus of study. Includes biographical research and critical studies in papers and panels in advance of the writers' visits. Provides opportunity to meet these writers and discuss their work in Master Classes. Offers opportunity to combine an academic experience with a deeper involvement in the literary community on the campus. Prerequisite: ENG 140 or equivalent.

ENG 373 Journalistic Writing II
This course extends and deepens the skills and approaches introduced in Journalistic Writing I. Prerequisite: ENG 273.

ENG 374 Editing Essentials
A close study of syntax, i.e., how the various components of a sentence combine to create meaning and effect. Focuses on editing for correctness (grammar, usage, punctuation,

mechanics) and on editing for precision (unity, order, coherence, emphasis, diction). Prerequisite: English Majors/Minors and Writing Minors. ENG 140 or equivalent.

ENG 375 The Role of the Critic: Writing Reviews
Examines the role of professional critics as reviewers and shapers of culture. Writing assignments include reviews and review-essays about art, music, cinema, and literature, as well as review essays based on economic and social policies. Prerequisite: ENG 300.

ENG 380 Language Studies
Investigates the dynamics of language from historical, sociological, and rhetorical perspectives. Students will learn the best tools for understanding language and for editing their own work and that of others. Prerequisite: ENG Major/Minor or Writing Minor. ENG 140 or equivalent.

ENG 385 Prose Style
Provides practice in the use of stylistic features that help writers achieve desired rhetorical and/or aesthetic effects. Builds on techniques developed in ENG 260 (Writers Studio) and language skills introduced in ENG 374 (Editing Essentials). Prerequisite: ENG 374.

ENG 390 Major Author(s)
Focuses on the works of a single author (excluding Shakespeare) OR a group of closely connected authors. Assigned texts may include secondary sources as well as primary works. Prerequisite: ENG 140 or equivalent.

ENG 392 Environmental Writing
Fosters skills in writing argumentative essays, technical reports, book reviews, and personal essays about nature and the environment. Suitable for nonmajors. Prerequisite: ENG 140 or consent.

ENG 395 Studies in Nonfiction
Challenges writers to experiment with various forms, themes, and genres of nonfiction prose including biography, environmental writing, food writing, etc. Suitable for nonmajors. Prerequisite: ENG 140 or equivalent.

ENG 397 Internship in Writing
Interns assist in a variety of activities related to the Rollins Writing Program, i.e., Winter with the Writers; annual student readings; First Friday workshops; and other promotions. Interns are appointed by faculty selection committee. Prerequisite: Junior status and consent.

ENG 410 Studies in Anglo Saxon and Medieval Literature
Studies literature in historical context of Anglo-Saxon and Middle English periods, from 600 to 1500, in England. Emphasis on the history of the language, the cultural diversity, and the oral-formulaic nature of the poetry. Primary focus: Beowulf, Sir Gawain and the Green Knight, and Chaucer's Canterbury Tales.

ENG 411 Studies in Renaissance Literature
Examines English literature of the 16th and 17th centuries, excepting Shakespeare, in the context of the times. Focus varies from term to term, sometimes by genre (prose, lyric, epic, dramatic), sometimes by theme.

ENG 412 Studies in Shakespeare
Topical course on Shakespeare's works, for advanced students. Topic to be advertised in advance of registration. Prerequisite: English major or consent. Prerequisite: ENG 140 or equivalent. JR Status. ENG major.

ENG 414 Topics in Restoration and 18th-Century Literature
Examines major writers and writings of the Restoration and neoclassical periods. Focus on novel as a literary genre, comic potential of the war between the sexes, and poets' efforts to offer the emerging middle class a sense of both the past and the world of ideas.

ENG 415 Studies in 19th-Century British Literature
Examines major writers and writings of the romantic and Victorian periods. Emphases may include works of either period, the forms of lyric poetry, the rise of the novel, or literary movements in their cultural contexts.

ENG 419 Studies in Twentieth-Century British Literature
Examines major writers and writings of the modern and contemporary periods. Emphases may include movements in poetry, fiction, or drama -- especially those that represent experiments in new modes of expression at the beginning and end of the century. Prerequisite: ENG 140 or equivalent. JR Status.

ENG 428 Contemporary American Literature
Studies American literature in the last half of the 20th century, from the end of World War II and the emergence of the Beats, through the tumultuous '60s and '70s, and on into the fin de siècle.

ENG 429 Selected Studies in American Literature
Studies forms, traditions, themes, and genres, varying from year to year. Prerequisite: junior/senior standing.

ENG 440 Topic in World Literature
Specific topics vary. Possibilities include a theme; a period; a selection of authors. Prerequisite: ENG 140 or equivalent. JR Status.

ENG 444 Topics in Advanced Literature and Cultural Studies
Offers advanced study in literature and culture with focus on critical theory. Specific topics vary. Possibilities include theories of gender and sexuality, critical race theory, postcolonialism, performance, and formal innovation.

ENG 459 The Writer's Portfolio
Examines issues for students serious about keeping writing in their lives. Assists students in defining themselves as writers, framing their work for the public, and balancing the desire for

voice with the need for professionalism. May also introduce an editing process for correctness (grammar, punctuation), precision (unity, coherence, emphasis), and style (syntax, voice, tone). Required for the minor in writing. Prerequisite: ENG 140 or equivalent. JR Status.

ENG 467 Advanced Creative Writing Workshop
Requires strong, established creative writing skills and experience in writing workshops. Encourages submission of selected pieces to appropriate publications. This course may be taken three (3) times for credit. Prerequisite: ENG 367 or ENG 360; or consent.

ENG 475 Creative Writing Colloquy
Capstone course that engages writing minors in a culminating workshop, facilitates an edited compilation of best work from the minor, and prepares them to continue writing and market their work. Prerequisite: must have completed the twenty (20) semester hours required for the creative writing minor except for this final course. By permission, a student may take this course concurrent with one other course to fulfill the minor.

ENG 482 Writing for Publication
Identifies the requirements and restrictions of various publications and venues (newspapers, magazines, journals, contests, calls for papers). Requires self-selection of target publications, then queries, proposals, and submission of at least two pieces written during the course. Prerequisite: ENG 360 or ENG 367.

ENG 490 Advanced Major Author(s) Study
Focuses on the works of a single author (excluding Shakespeare) OR a group of closely connected authors. Assigned texts include secondary sources as well as primary works. Prerequisite: ENG 140 or equivalent. JR Status.

ENG 497 Internship in Writing
Interns assist in a variety of activities related to the Rollins Writing Program, i.e., Winter with the Writers; annual Student Readings; First Friday workshops; and other promotions. Interns are appointed by faculty selection committee. Prerequisite: Senior status and consent.

ENG 498/499 Independent Study/Research
To be eligible for independent study, students must have completed a minimum of 30 semester hours at Rollins College. Prerequisite: Approval.

ENV 115 Oceanography
A study of oceanography with special emphasis on seawater composition and circulation, marine geology, marine biology, and economic resources. Includes a history of ocean studies, present development, and the future potentials of the oceans.

ENV 120 ~~The Biosphere with Lab~~ Fundamentals of Environmental Science
A survey of biological principles which include the structure and function of cells; plant and animal physiology and anatomy; development; genetics; diversity of forms; ecology; and evolution.

ENV 130 The Geosphere with Lab
Introduces the study of geology, earth science, and ecological systems.

ENV 189 The Environmental Crisis in its Cultural Context
Weighs humanity's responsibility to nature, technocratic drift of society, and conflicts between material and environmental values. Traces development of a mechanistic worldview and re-emergence of an organic or holistic perspective.

ENV 191 Humanscapes: The Urbanization Process
Humanscapes is a study of the environmental and psychological factors that we rely on to make sense of our cities and neighborhoods. This course also examines the failure of modern communities to provide a common life that connects humans to each other and the landscape. The steps needed to rectify this dilemma and create communities that are easy to understand, yet continually stimulating, is the final component of this course.

ENV 201 Introduction to Historic Preservation
This course provides an introduction to issues of historic preservation. Topics include the history and language of the movement, governmental agencies and their activities, adaptive reuse, and architectural history. Research involving historical written sources, maps, photos, and oral history will be used in class assignments.

ENV 206 Caribbean Environmental History
Studies clash among American, European, and African cultures in East Indies. Views contemporary and historical geography of Florida, Mexico, and the Caribbean in light of Spanish conquest, native assimilation, and African colonization. Prerequisite: ENV 189 or LAC 200.

ENV 2121 Florida Water Resources
Florida water resources are most important ecologically as well as economically. What are the characteristics of Florida's varied water resources? How fragile are they? Can we safely develop adjacent to these resources? These questions will be considered for Florida's lakes, rivers, ground water, swamps, marshes, and estuaries. The physical, chemical and biological properties of Florida's water resources along with how Florida's weather and climate affect those resources will be explored. Also water resource laws and policies will be covered. With field trips.

ENV 215 Topics in Environmental Studies
Introduces subdisciplines. Varies from year to year. May be repeated for credit.

ENV 216 Ecology with Lab
Explores relationships of organisms and environments, including population, community, and ecosystem ecology. Focuses on aquatic and terrestrial systems of Central Florida. Lab required. Prerequisite: Junior/senior status. ENV 120 and ENV 130.

ENV 220 Field Botany with Lab
Examines taxonomy, evolution, ecology, and the environmental significance of local flora through directed observation, identification, and experimental analysis. Students describe and identify plant specimens obtained in the field and interpret evolutionary and ecological

relationships among plant groups. Mandatory field labs in Florida's natural environment and climate.

ENV 222 Sustainable Agriculture
The course explores the rise of local and regional food systems in North America and examines changes taking place in Central Florida.

ENV 250 Introduction to Geographic Information Systems (GIS)
A project-based course that examines the use of Geographic Information Systems (GIS) in the mapping of land, and how to use GIS to make well-informed decisions regarding land use.

ENV 270 Environmental Literature
Features poets, novelists, and essayists who have spoken out strongly for preservation of the environment:Whitman, Thoreau, Emerson, Burroughs, Muir, Austin, Carson, and Abbey.

ENV 284 Marine Biology
Introduces ecology, systematics, biogeography, and behavior of marine organisms from floating (planktonic) organisms through swimming and bottom-dwelling forms, with emphasis on organisms of Florida coasts and Caribbean. Includes lab and fieldwork.

ENV 289 Nature in the City
Takes up the problems of environmental degradation and alienation--separation of humans from nature--in American cities. Traces efforts of design professionals beginning with Frederick Law Olmsted to harmonize urban and natural worlds.

ENV 300 Land Use Controls
Law defines both property rights and the limitations placed on property use. This course analyzes how our growth can best be managed to promote the public welfare, reduce social costs and protect property rights. Florida's Growth Management Act and its application in Central Florida will provide a major focus for the class. Emerging techniques including new urbanism, sustainable communities, transit-oriented development, and fiscal impact analysis will also be introduced.

ENV 302 Traditional Town Planning
Explores the historical basis, principles and practice of Traditional Town Planning as an alternative to conventional, auto-oriented development and suburban sprawl. Examines the importance of neighborhood structure, transportation alternatives and community identity as essential components of sustainable development. Includes field trip to model communities. Prerequisite: Two ENV or GMS courses.

ENV 303 Citizen Participation and Community Dynamics
This course examines the components that make a community work. Case studies and local projects are studied to find out how communities function and what makes them unique. Since citizen participation operates at the most fundamental level of American democracy, students are also introduced to the communication tools and techniques for resolving conflict and building consensus. Previously GMS 202/302.

ENV 310 Ecological Restoration
Analysis of the origins and evolution of ecological restoration. Field trips and field projects supplement the classroom experience, which will analyze restoration projects in a variety of settings. Prerequisites: ENV 130 or ENV 225 or ENV 289.

ENV 320 Aquatic Biology with Lab
Develops an awareness of the complex nature of the aquatic environment and the diversity of life in this medium. It starts with an exploration of the physical and chemical factors operating in the aquatic environment; then the most important groups of plants and animals are studied. Finally the individual groups are put together as populations and communities and the applied side of biology is examined through a short study of water-pollution biology. With laboratory and field trip.

ENV 325 Natural Habitats of Central Florida
Investigates complex interactions between climate, landforms, soils, plants, and animals. Teaches ecosystem mapping techniques. Prerequisite: ENV 120 or ENV 130

ENV 327 Principles and Methods in Environmental Analysis
Introduces students to techniques of environmental field analysis and regulatory requirements. Covers regulatory criteria (i.e. wetland delineation), standards and guidelines for environmental assessments, and site analysis and sampling techniques. Students will also critique project case studies in groups to emphasize the problem-solving techniques employed at environmental firms and agencies. Prerequisite: ENV 220.

ENV 348 Sustainable Development
Explores both theoretical and actual development strategies that are ecologically and socially acceptable. Prerequisite: One ENV or GMS course.

ENV 362 Environmental Politics
This course will examine the diverse influences and interests that shape environmental policy, with special emphasis on the role of the media. The presidential election will provide a unique opportunity to see how these influences and interests actually play out in the present political climate.

ENV 380 American Environmental History
Follows the changing patterns of land and resource use. Examines the displacement of Native Americans, expansion of the frontier, the progressive conservation movement, and development of contemporary environmentalism. Previously offered as ENV 280. Prerequisite: ENV 189.

ENV 386 Environmental Law
Introduces the interpretation and application of federal, state, and local environmental regulations in the U.S. Focuses on national and local land-use planning and federal judicial response to environmental problems past and present. Covers air and water pollution, dredge-and-fill laws, historic preservation, toxic-waste, and growth management regulations. Recommended: ENV 120 and 189.

ENV 389 Environmental Planning
Provides an understanding of competing demands for urban growth and development and needs to conserve and protect limited natural resources. Concludes with environmental issues in Central Florida. Prerequisite: Junior/senior status. ENV 220, and 189 or 289

ENV 390 Culture and Landscape
Analyzes American landscapes and human cultures that created them, particularly intensive development that has radically altered natural systems.

FIL 250A Film As Art: The Florida Film Festival
Participants in this course will engage in an extended conversation about film as art by participating in this year's Florida Film Festival. The class will view a wide range of films--from features and documentaries to animated shorts and works in progress--attend festival forums, and hold a series of conversations on the films and programs. The class will also meet with directors, producers, and festival organizers, as well as write film reviews and evaluative essays. Additional nonrefundable fee for tickets - $210.

Mandatory organizational meeting prior to festival: Sunday, March 29, 2:00 - 4:00 p.m., Woolson House. Film Festival/class meeting dates are as follows: April 11, 12, 18, and 19, 11 a.m. - 12 a.m.; and April 17, 6 p.m. – 12 a.m. Contact instructors for additional information.

HCM 135 Healthcare Law & Ethics
This course introduces students to the legal and ethical environment of healthcare. It will assist students in identifying and analyzing ethical issues, while giving students practical decision-making skills. Basic legal content such as patient rights, contracts, torts, malpractice, and alternative dispute resolution will be covered.

HCM 200 The Healthcare System
This course provides students with an understanding of the current American health care system including its history and evolution. The structure of the health care system, financing of health care, provider components, and the legal and regulatory framework within which our system operates will be addressed. The American system will be compared to health care systems globally and national issues such as public health, consumerism, access to and quality of care, health care reform, pay for performance, and managed care organizations will be discussed.

HCM 300 Healthcare Statistics, Technology, and Information Systems
This course introduces (1) the uses of information technology (MIS, Big Data) for data gathering in the health care context and (2) tools such as statistics, algorithms, and analytics for interpreting data and drawing conclusions. Areas covered include advanced research design, data mining, probability, statistics, information processing, decision support, self-directed systems, and an introduction to health informatics. Prerequisite: HCM 200.

HCM 315 Healthcare Management and Governance
Healthcare Governance and Organizational Structure deals with the development and analysis of the organizational structure and with delineating responsibility, authority, and accountability at

all levels of the organization. Functions include the development and implementation of policies and procedures for the governance process. General management deals with processes such as planning, organizing, directing, and controlling in addressing overall organizational objectives. Prerequisite: HCM 200.

HCM 325 Human Resources in Healthcare
Human Resource Management deals with assessing the need for and the supply of professional and other personnel. Functions include recruitment, selection, training, compensation, and evaluation of such personnel and examining ways to evaluate productivity and monitor accountability for results. Prerequisite: HCM 200.

HCM 335 Marketing and Service Excellence
Healthcare Marketing deals with the processes of deciding what healthcare services to offer, which groups of consumers to serve, where the services should be provided, how services should be promoted to potential consumers & providers, and how prices for services should be determined. Prerequisite: HCM 200.

HCM 355 Healthcare Finance and Economics
Healthcare Finance deals with the planning, development, establishment, analysis, and assessment of financial management processes for an organization's capital, budget, accounting, and related reporting systems. Prerequisite: BUS 230 and HCM 200.

HCM 365 Operations and Quality Management in Healthcare
Healthcare Operations includes a broad range of organizations and professions involved in the delivery of healthcare. Included are managed care models, healthcare trends, and ancillary services provided. Quality and Performance Improvement deals with the development, implementation, and evaluation of organizational accountability including TQM/CQI programs, quality assessment and assurance philosophies, policies, programs, and procedures. Prerequisite: HCM 200.

HCM 397 HCM Practicum
The practicum is designed to provide students a carefully monitored experience in an approved healthcare organization. Students may (1) select an internship from a list of opportunities generated by Career Services; (2) seek approval of a site of their own choosing (following Rollins' guidelines), or (3) propose an independent study or project for approval by a member of the BSE Faculty. Prerequisite: HCM 315, 335 and 355.

HIS 120 Decades of Decision
Introduces the study of history through an examination of the political, economic, social, intellectual, and cultural events of a specific ten-year period (chosen by the instructor). Appropriate for nonmajors. BASED ON INSTRUCTOR: Chambliss (U.S.), Strom (U.S.), Norris (Teaches both U.S. and Latin America courses. Consult with professor for regional designations, Ewing (Europe), Yao (Asia).

HIS 140 African-American History I
Colonial Era to Reconstruction: Surveys the political, social, and economic issues shaping African-American experiences from the colonial period to Reconstruction.

HIS 141 African-American History II
Reconstruction to Present Day: Surveys the political, social, and economic issues shaping African-American experiences from the Reconstruction Era to present day.

HIS 161 Modern China

HIS 336 The Dictators of Modern Europe 1920-1939
During the period between the two World Wars, most of the European nations came under the control of totalitarian regimes. The list includes some of the most notorious dictators of human history: Adolf Hitler, Joseph Stalin, and Benito Mussolini. This course will examine how these men and others attained and maintained power and how they changed the course of European history. In particular, the course will assess the impact these dictatorships had on European culture and society in the interwar period.

HIS 362 History of American Foreign Policy
Presents patterns, themes, and developments in foreign policy, with an emphasis on the twentieth century.

HIS 363 Hitler and Nazi Germany
Through lectures, readings, and video presentations, this course explores the life, career, and "meaning" of Hitler. Special emphasis is given to aspects of Nazi racial policies, Hitler's foreign policy goals, and his role in World War II.

HIS 365 Topics in History
Probes narrow topic in American or modern European history. May be repeated for credit.

HIS 368 Anatomy of a Revolution
A comparative study of revolutionary activity in England during the seventeenth century and America and France in the eighteenth century. The impact of intellectual, social, and political forces in each instance will be analyzed and contrasted with the other revolutionary movements. Suitable for nonmajors.

HIS 375 Aspects of War
This course examines the political, social, economic, and personal impact of war. What has caused and resulted from this most brutal of human struggles? The conflict under consideration will vary according to the instructor as will the particular empahsis of the material covered.

HIS 383 The Decline of Europe
Explains the cultural and intellectual impact of Europe's loss of equilibrium and hegemony after 1914. Touches upon the effect of WWI, rise of totalitarianism, sensation of anomie, disintegration of colonial empires, WWII, and Holocaust. Suitable for nonmajors.

HIS 462 Modern Germany
A study of the political, social, and cultural trends in Germany since Bismarck, with special emphasis on the Wilhelmina era, the Third Reich, and conditions in the two Germany's from 1945 to reunification.

HUM 300 Public Art, Private Lives
Considers the intersection of the public and private lives and works of the Bloomsbury Group, a collection of artists, writers, and social scientists who, in the early twentieth century, changed intellectual thought in Britain. Formerly HUM 315A.

HUM 303 Humanities: Ancient
Western Civilization has its inception in the ancient world. We will study the art, architecture, philosophy and literature of classical Greece, seeing how they differed and developed from previous cultures, how they were transformed in Roman civilization, and what impact they have made on the modern world.

HUM 304 Humanities: Medieval and Renaissance
The close of ancient Roman civilization corresponds to the rise of Christian culture in Western Europe. This time, which we call the beginning of the Middle Ages, saw the Christian Church, with its changing theological positions, become the sole arbiter of style, techniques, and subject in the arts and literature. This aesthetic dynasty began to diminish in the late Middle Ages until classicism and humanism re-emerged in the Western civilization during the Italian Renaissance. In this course students will investigate the development of Medieval theology and Renaissance humanism to determine how this changing relationship between mankind and its god influenced Western creativity. Prerequisite: ENG 140 or equivalent.

HUM 305 Humanities: Classicism and Romanticism
Between 1650 and 1850 two conflicting modes of thought influenced the humanities. Prior to 1790 the classical tradition predominated, while after 1790 the romantic came to prominence, yet neither succeeded in overwhelming the other. This course explores the impact of these two traditions on the history of the period 1650-1850, especially on art, music, literature, and philosophy. First, we will explore the underlying philosophy of these two traditions and their various means of expression. We will then observe the impact of classicism on the enlightenment and the factors which created a shift to romanticism in post-revolutionary Europe.

HUM 306 Humanities: Modern Period
This course will focus on the art, literature, music and philosophy of the twentieth century. We will cover early modernism, postwar existentialism, the avant-garde as well as new voices in poetic protest.

HUM 315 Topics in Humanities
Introduces subdisciplines. Varies from year to year. May be repeated for credit

IFT 101 Information Fluency: Library & Web Research
This course is an introduction to library and web research resources. Through discussions, exercises and class projects, students will develop fluency with information and research processes. (1 semester hour of credit)

IFT 106 Using the World Wide Web for Research
Designed to help students learn how to find information for academic research. Also explores Web resources for professional and personal use. Objectives are to sharpen research abilities, critical thinking, and term paper writing skills by researching, selecting, and evaluating web sites. Exercises require use of the library and WWW resources. Assumes knowledge of basic Windows functions including use of scroll bars, mouse, and menus. (1 semester hour. CR/NC.)

IFT 107 Using PowerPoint and Computer Graphics
Students will learn to use Microsoft PowerPoint and graphics techniques for creating effective classroom presentation. Final project:classroom presentation. Assumes knowledge of basic Windows functions including use of scroll bars, mouse and menus. (1 semester hour. CR/NC)

IFT 109 Using Access for Data Collection and Analysis
Microsoft Access will be used to show how information is stored and retrieved for use in data collection and analysis. Assumes knowledge of basic Windows functions including use of scroll bars, mouse and menus. (1 semester hour. CR/NC)

IFT 110 Using Excel Spreadsheets Effectively
Students will learn how to use Microsoft Excel to solve problems that might be expected in liberal arts courses. Basic math skills required. Final project. Student cannot receive credit for both IFT 110 and Spreadsheets for Accounting. Assumes knowledge of basic Windows functions including use of scroll bars, mouse and menus. (1 semester hour. CR/NC)

IFT 112 Creating Web Home Pages
Students will learn the basic skills necessary to create Web pages, including the incorporation of computer graphics into pages. Students will create their own home pages as a final project. Assumes knowledge of basic Windows, Netscape & Rollins Novell systems. (1 semester hour. CR/NC)

IFT 113 Creating Home Web Pages II
Students will use high-level Web tools such as FrontPage, Dreamweaver and others to create advanced Web applications. Prerequisite: IFT 112 or consent.

IFT 116 Special Topics/Information Technology
Students will work independently with an instructor to develop specialized skills such as database, Perl, CGI, other Web programming tools, or other topics as agreed to by student and instructor.

IFT 117 Interactive Learning Technology
Explores the use of new interactive learning technologies (i.e. clickers, smartboards) in the academic setting. Focuses on pedagogically sound incorporation of these technologies into

instruction. Students who complete this course will be equipped to prepare a variety of engaging presentations in all academic and professional fields. They will also be able to engage audiences in interactive learning experiences in a wide range of academic and processional areas.

IFT 120 Design with Photoshop
Students will learn to use the features of Adobe PhotoShop image-editing software to create and manipulate graphics for print and the Web. Format will be class meetings and online assignments. Students will be expected to work independently. Final project. (1 semester hour. CR/NC)

IFT 130 Information Technology Lab 1
Course will provide instruction to student employees on the operation of the campus network, e-mail, Web systems as well as general computer knowledge. It will also help students to cope with working in stressful situations, responding to requests for assistance by phone and in person and research problems. (1 semester hour. CR/NC) Prerequisite: IT assistants only.

IFT 300 Digital Video I
Explores video capturing, editing and exporting through hands-on integrated use of digital cameras, VHS, CDs and DVDs. Video editing software will be used to create transitions and effects.

IFT 301 Digital Video II
Presents advanced video editing techniques using industry standard software, as well as non-linear and non-literal use of images and video. Prerequisite: IFT 300.

INAF 125 Politics and Culture in the Middle East
An introduction to the politics and social organization of the Middle East, including North Africa, studied in its Islamic cultural setting. The course deals with a contiguous group of countries, from Morocco to Pakistan. Their political systems vary but they share a common history, culture and values based on the religion of Islam. The course examines the Islamic cultural heritage and the dilemmas for Islamic peoples caused by twentieth-century social and political change. Change is particularly difficult for these peoples since there is no separation between church and state. The impact of change on them will be studied through an analysis of specific change agents:technology, foreign political control, secular ideologies (e.g. Marxism), and Western-model materialism. Not available to students who have completed POL 125.

INAF 200 International Relations
This is an introductory course in international relations. Its main objectives are a) to examine and understand the international system -- its main actors, basic elements like power, national interest and foreign policy process, dynamics and institutions; and b) to analyze some current substantive issues including the 'new world order'. This being a very complex subject, emphasis will be placed on questions of war and peace, arms control, the North-South relations and future of the state and states system. (This course must be taken prior to INAF 201 International Organization and INAF 303 Diplomacy.)

INAF 215 Topics in International Affairs
Introduces subdisciplines. Varies from year to year. May be repeated for credit

INAF 232 World Issues of Our Times
A forum for the development of informed attitudes and opinions on issues of international significance, evaluated from the viewpoint of American foreign policy and national interest. Both a substantive and a geographical approach are used, including development, globalization, terrorism, energy, environment, trade, defense and security, and in the context of the foreign relations of the U.S. with different regions of the world. The core readings and materials are derived from the yearly national Foreign Policy Associations' Great Decisions program

INAF 301 International Relations: 21st Century Challenges
This course covers contemporary international relations, including the reaction to terrorism in 2001; economic globalization and international trade; human rights and immigration issues; and concerns about climate change.

INAF 302 Leadership and Public Policy in the Emerging Nations
Students will be exposed to theories of leadership and political decision-making and their impact on political and socio-economic development in emerging countries. Functional and dysfunctional relationships between leaders and basic governance institutions—legislative, judicial, and bureaucratic—and how they impact the public policy relating to intergovernmental relations, national security, nuclear policy and regional cooperation on preventing TIP and terrorism.

INAF 303 Diplomacy and Negotiation
This course explores the evolution of diplomacy as an institution and as an art. Students explore the origin, development, comparison of old and new diplomacy, its functions, types, value, its relationship to power, ideology and culture and the qualities and criticisms of diplomats. The definitions, prerequisites, and elements of negotiation process as well as the factors that impede negotiation also will be examined. This is a quasi-seminar course, beginning with lectures to lay the ground work and then becoming a seminar course that incorporates student presentations on topics of interest. Previously offered as POL 315 Topics. Prerequisite: INAF 200 recommended.

INAF 305 Global Macro Analysis
This course will apply the tools of strategic investment and risk management to the examination of emerging opportunities and threats in the international political economy. Major issues in international affairs and macroeconomics---sovereign debt crises, terrorism, vulnerabilities in world trade, resource wars---will be examined using a multi-disciplinary approach.

INAF 310 Terrorism: A Global Challenge
This course traces the evolution of terrorism and considers its impact on international relations and other global interactions and relationships. Formerly INAF 315F.

INAF 311 Politics of Israel & Palestine
Students will focus on critical issues of the Israeli-Palestinian conflict, surrounding the failed Oslo peace talks. But they also learn about the conflict's origins in earlier events surrounding the Holocaust. It is essential to comprehend these origins to understand what is happening today.

INAF 315 Topics in International Affairs
Introduces subdisciplines. Varies from year to year. May be repeated for credit

INAF 320 International Business Development
Details the elements required to market a product or service internationally. Covers international business development, market selection, country research, sales channel options, and international business law issues. Formerly offered under INAF 315 Topics:International Trade. Prerequisite: Junior status.

INAF 322 Islam, Culture and Politics
An introduction to Islam and Islamic history. Analyses the diverse phenomena of Islamist politics in the Middle East and North Africa. Countries explored include Egypt, Iran, Turkey, Jordan, and Algeria. Will also consider Afghanistan, Iraq, Palestine, Lebanon, Saudi Arabia, Tunisia, and Yemen.

INAF 325 America's War in Iraq
Students examine the 2003 Iraq invasion. The resulting war raised the most critical questions about US policy since Vietnam. As forty years ago, we are left with a heavy conscience.

INAF 340 U.S. Foreign Policy Strategy in the Middle East
The nature, origin and historical development of conflict between the Arab nations and Israel and the role of outside powers in conflict management relative to Arab-Israeli relations. This course will examine and compare Zionism and Arab nationalism as political/ideological movements, and deal with such topics as:the role of the U.S., Britain, and other major powers in the Middle East; Soviet-American rivalries in the region, the international structure of the Israeli state; Palestinian irredentism; Arab-Israeli wars and the peacekeeping process.

INAF 356 Asia in the International System
A survey and critical evaluation of the international status of the nations of East, West, South and Southeast Asia. Both the relationships among the nations of Asia and between these nations and the rest of the international community will be covered. Special attention will be given to the relationships between the U.S. and Asia as well as to the political, economic and military issues and trends within this region.

INAF 358 The Viet Nam War in Film
This seminar will cover the basic history of the Vietnam War especially as it reflects conflicting cultural values and interpretations. From the American point of view, these interpretations will be analyzed mainly through their expression in major films about this war. The cinematic features and styles of these major films will also be analyzed. Prerequisite: INAF or ANT Senior.

INAF 384 East Asian Politics
Compares the political systems of China, Vietnam, Japan, and the Koreas. Looks into key regional issues and East Asia in post-Cold War global order. Not available to students who have completed POL 384.

INAF 386 South Asian Politics
This course presents a comparative analysis of the political systems including political culture of South Asia, including India, Pakistan, Bangladesh, Sri Lanka, Nepal and Bhutan. Topics include: ancient civilization; the traditions of spiritualism, tolerance of ambiguity, and ideological flexibility in contrast to Western thinking; Mahatma Gandhi's message of non-violence and public aspect of 'dharma' and 'atma'; caste system and its challenge to national integration; and the role/exploitation of religion in the politics of South Asian countries. A special emphasis will be placed on Afghanistan, Pakistan nuclear deterrents, and the war on terrorism.

INAF 415 Topics in International Affairs
Introduces subdisciplines. Varies from year to year. May be repeated for credit

INAF 458 Seminar: Vietnam War in Film
This seminar will cover the basic history of the Vietnam War especially as it reflects conflicting cultural values and interpretations. From the American point of view, these interpretations will be analyzed mainly through their expression in major films about this war. The cinematic features and styles of these major films will also be analyzed. Prerequisite: INAF majors only.

INAF 459 Sem: Arab Spring Revolutions in 2011
In early 2011, Tunisia, Egypt, Yemen, and other Arab countries experienced popular uprisings to bring down old authoritarian leaders and demand democratic rule. This course analyzes the background factors of each country, while examining the different revolutionary outcomes. Students interpret these historical events in terms of general theories about social movements and revolutions around the world.

INT 200 Introduction to Liberal Studies
An interdisciplinary approach to the liberal arts, this course will introduce the liberal arts through a single theme examining the human predicament. It will consider the way artists, writers, composers, and philosophers have approached the topic and through artistic expression provided a deeper understanding of the human condition. This course is required as one of the first four courses unless students have completed the associate of arts degree and/or two humanities (HUM) courses prior to entering Rollins. Prerequisite: ENG 140 or equivalent.

INT 215/315 Interdisciplinary Topics
Study of selected topics offered across a range of academic disciplines. May be repeated for credit provided that topics vary in content.

INT 221 Statistics for the Social Sciences
Introduction to statistics for social science students with the major emphasis on the concepts of statistical inference. Topics covered include distributions, probability, the testing of hypotheses,

estimation, non-parametric methods, correlation, and regression. Computer programs and self-instructional media support the course. Prerequisite: HS Algebra or equivalent.

INT 246 Visions of Florida
Using a wide variety of writings from the anthology The Florida Reader, Visions of Florida will explore the ways different individuals and groups have attempted to describe the meaning of the Florida experience. From Spanish explorers and Seminole Indians to yuppie vacationers and college students on spring break, groups coming to the state have envisioned it as a paradise. What happens when their visions encounter reality will be the subject of this course. Readings will include fiction by Ring Lardner, Zora Neale Hurston, and Marjorie Kinnan Rawlings, essays by Ralph Waldo Emerson, and Harriet Beecher Stowe, journals by Jonathan Dickinson, and John James Audubon, and selections from travel guides and guidebooks. See schedule for class meeting dates. Prerequisite: ENG 140.

INT 260 Foundations of Leadership
Foundations of Leadership and Citizenship introduces students to the study of leadership, social change, and service learning from both theoretical and practical perspectives. The course explores leadership in relation to individuality, group dynamics, social justice, and community engagement. Through readings, case studies, reflective journals, and group work, students examine leadership as an inclusive, relational process through which individuals, organizations, and systems can create social change. This course culminates in a portfolio demonstrating the students' personal assessment and experiential understanding of leadership and citizenship.

INT 261 Leadership and Citizenship in Action
This course builds upon a theoretical understanding of leadership, social justice, social change, and service by fostering collaboration among students in the class and with their communities through diversity and community education, community service, skills training, and facilitation opportunities. Students continue to synthesize their concepts of leadership through portfolios, reflection journals, and papers that describe their personal leadership models and gain the additional knowledge, skills, and resources to function as responsible leaders and engaged members of the Rollins College and Central Florida communities. This course culminates in a portfolio demonstrating the students' personal assessment and experiential understanding of leadership and citizenship. Prerequisite: INT 260.

INT 390 Personalized Leadership Capstone
This capstone experience synthesizes students' understanding of leadership and citizenship and incorporates a service-learning experience focusing on students' personal concept of leadership and its application through a sustainable community project. With the guidance of a faculty advisor and a community mentor, each student designs and implements a community-based project demonstrating the application of responsible leadership and engaged citizenship. Students finalize their portfolio from previous leadership courses. Additionally, students present their projects to an applicable audience. Prerequisite: INT 260 (3.0 GPA), INT 261, and Leadership Across the Curriculum course work.

INT 395 Hamilton Holt School Internship Program
An academic internship is a temporary work experience that contains sufficient academic content and rigor to merit the granting of academic credit. It is supervised both by the Holt School Internship Coordinator and by an onsite representative of the employing firm. The student must pay tuition and fees for the number of hours for which he/she expects to receive academic credit (2, 3 or 4 semester hours). Prerequisite: Satisfactory completion of the academic review process, JR standing, 2.5 or better cumulative grade point average, good social standing, and participation in mandatory orientation.

JPN 101 Elementary Japanese I
An introduction to the Japanese language, stressing speaking, listening and writing systems. JPN 101 assumes no previous study of the language.

JPN 102 Elementary Japanese II
An introduction to the Japanese language, stressing speaking, listening and writing systems. Prerequisite: JPN 101.

JPN 201 Intermediate Japanese I
An intermediate-level language course which provides practice in conversation and a grammar review within the framework of the three basic skills:speaking, reading and writing. Prerequisite: JPN 102.

JPN 202 Intermediate Japanese II
This course presents more intricate concepts of Japanese grammar, stresses reading for comprehension, expansion of vocabulary, and improvement of oral and written proficiency. Prerequisite: JPN 201.

MAT 103 Quantitative Reasoning
Covers collection of data and analysis of everyday quantitative information using spreadsheets or statistical packages. Touches upon population vs. sample, parameter versus statistic, variable type, graphs, measures of center and variation, regression analysis, and hypothesis testing.

MAT 108 Essential Math
Basic mathematical competency course required for Rollins Plan students. Covers displaying and describing data; functions including linear, exponential and multivariable; linear regression and correlation; and basic probability. Prerequisite: high school Algebra II. Co-requisite: MAT 108L

MAT 140 Introduction to Discrete Mathematics
Provides the foundation essential for sound mathematical reasoning and computer science. Topics include, but are not restricted to, propositional and predicate logic; proof strategies and induction; sets, functions, and recursion; elementary counting techniques; and number systems. Prerequisite: Math preparation sufficient to take calculus at the college level.

MAT 310 Applied Discrete Mathematics
Builds on the foundation established in Introduction to Discrete Mathematics. Topics include, but are not restricted to, combinatorics and graph theory, Boolean algebra, digital logic circuits,

functional programming, models of computation, and computational complexity. Prerequisite: MAT 140.

MGT 312 Responsible Business Leadership
Focuses on understanding the mindsets of responsible leaders (commitments, vision, values, ethics, and philosophy); developing leadership skills, styles, strengths, and relationships; and using leadership to promote social responsibility, resolve conflicts, and overcome obstacles. Prerequisite: BUS 101 and Junior status.

MGT 316 Critical Thinking & Problem Solving
Management is the process of understanding and motivating people to perform work to achieve objectives. Students focus on developing key competencies including responsible decision making, effective communication, leadership, broad & global perspectives, understanding human motivation, setting objectives, and analytical problem solving. Using case studies, we will explore applications such as performance, project, crisis, and conflict management. Prerequisite: BUS 240

MGT 342 Human Resource Management
Human Resource Management (HRM) is the process of creating value (increased competitiveness, standards of living, and quality of life) through effective people management. This includes appropriate attitudes, competencies, roles and responsibilities, recruitment, selection, retention, training, compensation motivation, communication, employee relations, performance improvement, and evaluation. Prerequisite: BUS 245 and Junior status.

MGT 352 Project Management
This course involves the planning, organizing, implementing, evaluation, and utilization of resources to achieve a particular objective, according to a defined standard of quality, on a specific schedule, and within a budget. This course develops the critical thinking skills necessary to be effective in entry level project management positions. Prerequisite: BUS 245 and Junior status.

MGT 354 High Performance Organizations
High Performance Organizations (HPO) are identified with consistently high levels of profitability, productivity, quality, ROI, customer loyalty (retention), and employee loyalty (retention). Using case studies students examine the corporate philosophies, enlightened policies, core competencies, and best practices which characterize HPOs. Prerequisite: BUS 101 and Junior status.

MUA 101 Applied Music for Enrichment I
Involves one 30-minute, one-credit hour lesson per week, for twleve weeks in any applied area. No recital or jury performance required. May be repeated for credit. Does not count toward Music major/minor. Graded credit/no credit. Appropriate for beginners. Fee course.

MUA 102 Applied Music for Enrichment II
Involves one 50-minute, two-credit hour lesson per week, for twleve weeks in any applied area. No recital or jury performance required. May be repeated for credit. Does not count toward Music major/minor. Graded credit/no credit. Appropriate for beginners. Fee course.

MUA 200A Rollins Choir
Emphasizes the performance of high-quality literature for large choral ensemble. Prerequisite: Audition

MUA 200B Chamber Choir
Focuses on muisc for the most select choral ensemble. Prerequisite: Audition.

MUA 200C Men's Choir
Spans a wide variety of styles, especially composers who specialize in this voicing. Prerequisite: Audition.

MUA 200D Rollins Singers
Concentrates on contemporary, popular and musical theater pieces for small music ensembles. Prerequisite: Audition.

MUA 200E Woman's Choir
Spans a wide variety of styles, especially composers who specialize in music in this voicing. Prerequisite: Audition.

MUA 200F Small Vocal Ensemble
Varied repertoire appropriate for small vocal chamber ensemble. Prerequisite: Audition.

MUA 200G Bach Festival Choir
Joins students and community members in performing primarily oratorio works with a prestigious, historical music organization. Conductor Invitation Only.

MUA 200K Flute Choir
Combines students and community members in performing flute ensemble music. Instructor Consent.

MUA 200L Orchestra
Performs orchestral literature including concertos and symphonies. Prerequisite: Audition.

MUA 200M Wind Ensemble
Combines student and community members to perform wind ensemble and light classical literature. Prerequisite: Instructor Consent.

MUA 200N String Ensemble
Tailors orchestral literature from all periods to string ensemble instrumentation. Prerequisite: Audition.

MUA 200O Woodwind Quintet
Performs repertoire composed and arranged for Woodwind Quintet. Prerequisite: Audition.

MUA 200P Horn Ensemble
Teams students with community members in performing horn music from the Renaissance through the 20th century Prerequisite: Instructor Consent.

MUA 200Q Brass Ensemble
Joins students and community members in performing brass music from the Renaissance through the 20th century. Prerequisite: Instructor Consent.

MUA 200S Percussion & Mallet Ensemble
Emphasizes music for percussion and mallet instruments. Prerequisite: Instructor Consent.

MUA 200T Instrumental Chamber Ensembles
Small instrucmental ensembles. Varies from term to term. Prerequisite: Audition.

MUA 200U Jazz Ensemble
Performs jazz repertoire from all periods arranged, composed or improvised for a Jazz Ensemble. Prerequisite: Instructor Consent.

MUA 200V Guitar Ensemble
Performs repertoire composed or arranged for guitar ensemble. Instructor Consent.

MUA 200W Acoustic Ensemble-Traditional
Performs traditional Folk, Bluegrass, and World Music with an instrumental core consisting of, but not limited to, voice, fiddle, mandolin, guitar, bass, piano and percussion. Instructor Consent.

MUA 200X Acoustis Ensemble-Original
Focuses on original compositions of ensemble members spanning various musical genres. Instructor Consent.

MUA 201C Applied Music for the Music Major/Minor
Offers one 50-minute, two-credit hour lesson per week, for twelve weeks in any applied area. Jury and sight-singing exam required. No recital option. May be repeated for credit. Graded on letter basis.

MUA 201P Applied Music for the Music Major/Minor
Offers one 50-minute, two-credit hour lesson per week, for twelve weeks in any applied area. Jury and sight-singing exam required. No recital option. May be repeated for credit. Graded on letter basis. Prerequisite: Move from 201C granted by Department at previous semester jury or granted to a transfer student upon request during studio audition.

MUA 301 Applied Music for the Music Major/Minor
Offers one 50-minute, two-credit hour lesson per week, for twelve weeks in any applied area Jury and sight-singing exam required. May petition for recital. May be repeated for credit.

Graded on letter basis. Prerequisites: excellent performance skills and admission audition usually no later than end of sophomore year Prerequisites: excellent performance skills and admission audition usually no later than end of sophomore year.

MUA 401 Applied Music for the Music Major/Minor
Offers one 50-minute, two-credit hour lesson per week, for twelve weeks in any applied area. Recital and sight-singing exam required. May be repeated for credit. Graded on letter basis. Prerequisite: Invitation only.

MUS 121 Introduction to Film Scoring
Introduces students to facets of the music technology world. Utilizing recording software, notation software and MIDI sequencing, gives students insight into real world applications of these programs. Builds upon students' previous aural training to begin working on projects that could be useful in real world job opportunities.

MUS 140 Introduction to Music Theory
Builds skills in notation, scales, harmony, and elementary sight-singing for those with little or no musical experience. Suitable for non-majors. May not count toward the major in Music.

MUS 150 Intruduction to Keyboard Music Theory
Teaches students to explore the language and skills of music performance through the study of music theory and beginning keyboard literature on a Triton LE Music Workstation. This technology gives students the opportunity to listen and play musical examples and understand the creative concept of music literature in a historical and cultural context.

MUS 151 Theory 1
A comprehensive approach to the study of theory fundamentals including a review of rudiments, an introduction to species counterpoint and fundamentals of tonal harmony as well as sight-singing and ear-training. This class serves as a remedial course for the Music major/theory focus. Keyboard Harmony/Secondary piano laboratory required. Prerequisite: Placement test or consent.

MUS 152 Theory 2
Continues study of perceiving and writing music through exercises in diatonic harmony and voice leading expanded to include seventh chords, secondary harmony and modulation in the context of historical examples; includes sight-singing and ear-training. Keyboard Harmony/Secondary Piano laboratory required. Prerequisite: MUS 151 or consent.

MUS 153 Keyboard Harmony I
Teaches students the skills of harmonization, transposition, and sight-reading leading to the study of standard classical piano repertoire. Designed for all music majors and minors who are enrolled in MUS 151. Skill emphasis placed on scale and chord constructions, chord progressions, diatonic harmonization, transposition, alto clef, and sight reading. Students must take this course concurrently with MUS 151.

MUS 154 Keyboard Harmony II
A continuation of MUS 153 Keyboard Harmony I. Emphasis on harmonization, transposition, modulation, improvisation, music dictation, and figured bass leading to four-part writing. Augmented and diminished triads, as well as major and minor seventh chords, also introduced. Other skills, such as reading tenor and alto clefs and score reading, taught in the latter part of the course. Students must take this course concurrently with MUS 152. Prerequisite: MUS 153.

MUS 160 History of Jazz
Examines American popular musical styles from 1930 to present--from musical components to musicians. Touches upon the cultural, social, and historical milieu. Materials Fee.

MUS 165 History of Rock and Roll
Probes sociological, cultural, political, and musical impact of rock and roll. Samples the diverse style of "pop" music and discusses technology of electronic music. Materials Fee.

MUS 190 Introduction to Music and Technology
Introduces musical uses of computers, synthesizers and sound design. Students will learn to sequence, edit, mix, notate and arrange music using modern techniques and computer applications. These applications include:Digital Performer, Sibelius and Pro Tools. Knowledge of both computers and music is imperative. Prerequisite: MUS 151.

MUS 210 Designing Music with Digital Media
Examines how technology has affected the history of music and how technology can be applied to the music of today's composer and arranger. Utilizes notation and recording software to teach real-world applications of exsisitng theoretical knowledge. Utilizes and strengthens the writing, arranging and aural abilites of the non-performing musician. Prerequisite: MUS 151.

MUS 215 Discovering Music Through Technology
Introduces students to facets of the music technology world. Gives insight into real-world applications of recording software, notation software, and MIDI sequencing. Builds on previous aural training to begin working on projects that could be useful in real-world job opportunities. Prerequisite: MUS 151.

MUS 220 The Marriage of Music and Poetry
Compares music ("language" of sound) and poetry ("music" of language) as expression:form, structure, syntax, articulation, and influences. Ponders how the combination of music and poetry often results in a more expressive and fused art form.

MUS 223 Singing Diction - English & Italian
Reinforces the lyric diction skills in Italian and English based on the International Phonetic Alphabet (IPA) system. Students will study diction technique and will demonstrate accurate and stylistic pronunciation in and out of the context of a song or aria.

MUS 224 Singing Diction - German & French
Reinforces the lyric diction skills in German and French based on the International Phonetic Alphabet (IPA) system. Students will study diction technique and will demonstrate accurate and stylistic pronunciation in and out of the context of a song or aria.

MUS 225 Topics in Music
Courses offered in the "Topics in Area" include Schumann and Brahms; Film Scoring; Music in the Movies; Studies in Counterpoint.

MUS 227 Song Writing I
Examines the tools and methods of the songwriter, and inspires and encourages the creation of original compositions. Through the study of lyric structure, rhyme schemes, harmonic structure, song forms and song styles, the participants will become proficient in both the analytical and the artistic aspects of producing original works.

MUS 228 Song Writing II
Building upon the skills acquired in Songwriting I, this class will analyze works by the masters of songwriting, and using these existing works as a guide, new compositions will be written in a variety of styles. An additional primary concentration of the course will be on notating, arranging, recording and performing the original work of each class member. As also stated in Songwriting I, the end goal of the study and exploration of songwriting is to provide a vehicle for individual expression. Prerequisite: MUS 227.

MUS 251 Theory 3
Expands writing skills in counterpoint in two and three voices using historical models; introduction to chromatic harmony; sight-singing and ear-training. Prerequisite: MUS 152 or consent.

MUS 252 Theory 4
Extends the harmonic vocabulary to embrace the full complement of chromatic harmonic functions. Investigates the extension and gradual breakdown of the major-minor system and the emergence of Twentieth Century compositional techniques. Prerequisite: MUS 251 or consent.

MUS 260 Music of the Caribbean and Brazil
From the Son to the Samba: Through study of musical styles and traditions of five influential countries, examines historical, economical, sociological and technological factors that shaped their music. Extensive classroom listening and performances. Materials Fee.

MUS 286 Introduction to Sound Recording
Examines the methods and technologies used to record, edit, format, manufacture and distribute music. Students gain an understanding of how to produce their own recordings.

MUS 290 Basic Conducting
Introduction to the art of conducting. Includes basic technique and score reading. Laboratory format. Prerequisite: Music major and sophomore standing, or consent.

MUS 292 Introduction to the Business of Music
An introduction to the music business including the interaction of corporations, creativity, copyright, compensation, and cyberlaw. Topics include history, MIDI, royalties, web applications, marketing, recording techniques, and common business structures.

MUS 301 Recording Practicum: Experience for the Working Musician
A versatile singer is a working singer. Students will get real life recording experience in the studio testing their versatility and musicianship. Prerequisite: Junior status or consent.

MUS 305 Topics in Music
Ranges from popular music to masterworks of European art music. Courses offered in the "Topics in Area" include Schumann and Brahms; Film Scoring; Music in the Movies; Studies in Counterpoint.

MUS 310 The Art of Performing
This course is designed to identify skills necessary to compete viably in the real-world of performing arts and to listen, process and utilize the wealth of informaiton we must comprehend to be successful.

MUS 313 Opera Studio
Offers students a method for learning and performing lyric stage roles by experiencing the preparation and performance process of a single scene or elements of an operatic production.

MUS 314 Improvisation
Presents the rudiments of jazz idiom improvisational techniques. Discussion, demonstration, and performance of scales, harmonic devices, and forms. Prerequisite: Music major or consent

MUS 320 Writing About Music
Discusses how to describe subjective experience in simple, declarative prose. Students review off-campus and out-of-class concerts and recitals while developing sources for bibliography. Prerequisite: ENG 140, sophomore standing.

MUS 340/341/342/343 Methods: Percussion/Brass/Strings/Woodwinds
Study, discussion, and analysis of methods and techniques of all instruments in the percussion/brass/string/woodwind families; development of experimental studies for each instrument separately and together; development of playing and teaching skills. Music major/minor.

MUS 355 Composition Practicum
Emphasizes the devleopment of a solid compositional craft to be attained through writing projects for a varietyof media. Recent musical trends and literature will be discussed and each semester will culminate in a recital of student works.May be repeated. Prerequisite: MUS 152.

MUS 360 Music in the Global Environment
Introduces the variety of native music and instruments throughout the world, as well as the effect of globalization on native culture, and native cultures on music throughout the world.

MUS 361 Music History: Ancient through Baroque
Spans Ancient/Medieval through Baroque era (500 BCE – 1750 CE). Prerequisite: MUS 152.

MUS 362 Music History: Classic through Modern
Spans classic era through early 20th century (1750 - 1940). Prerequisite: MUS 361 or consent.

MUS 363 American Music
Explores the soundtrack of United States history, from the music of Native Americans and early colonists, through various styles, periods, and performers of American Music history: Tin Pan Alley; jazz mixed with blues; classical; Broadway and bop; Copland, country, and Coltrane.

MUS 364 Twentieth Century Music
Surveys concert music styles of the twentieth century and their reflection of society and events of the time. Music reading skills preferred, but not required.

MUS 372 Survey of Jews and Music
From Sinai to Symphony: Surveys some of the definitions of what is "Jewish" in music, from liturgical chant, to folk songs, to music of the concert hall and Tin Pan Alley. Prerequisite: Sophomore standing.

MUS 380/381/382 Literature of the Instrument-Piano/Voice/Orchestra
Surveys major works of a particular instrument. Requires historical research, examination, and performance of scores, and extensive listening to recordings. Music majors or minors.

MUS 385 The Art of Accompanying
The course is desinged to teach piano students skills to analyze and perform collaborative repertoire. Through class discussions and playing assignments, students will learn to formulate concrete ideas regarding their approach to a musical work and to listen, recognize and react to subtle nuances of the instrument(s) for which they are accompanying.

MUS 386 Advanced Sound Recording
Examines advanced methods and technologies used to record, edit, format, manufacture and distribute music. Students produce their own stereo and multi-track recordings, and CD masters. Prerequisite: MUS 286.

MUS 390 Advanced Conducting and Repertory
Features preparation and performance of compositions from standard repertoire. Prerequisite: MUS 290.

MUS 391 Practicum: Conducting
Continues instruction for conducting students at an advanced level to further develop their knowledge of repertoire, performance practices, aural discrimination and conducting technique. Prerequisite: MUS 290 or consent.

MUS 392 Introduction to Arts Management
Introduces topics required to operate an arts organization, including (but not limited to) public relations, financial management and accounting, marketing, fundraising, and intellectual property, culminating in the presentation of a business plan. Prerequisite: Junior standing and consent.

MUS 393 Piano Pedagogy I
Introduction to the problems and psychology of teaching the beginning piano student. Emphasis on practical applications of pedagogical principles. Discussions of current methods and beginning materials, adaptation of the child to the instrument and the development of the techniques and musicianship at the elementary level. Prerequisite: Applied piano 201 or consent.

MUS 394 Piano Pedagogy II: Practicum
Observation of private and group instruction at the Community School of Music and an opportunity to teach private and group lessons under supervision of the instructor. Continuing discussions of appropriate teaching materials for more advanced students. Prerequisite: MUS 393.

MUS 395 Pedagogy for the Singing Voice
Details anatomy and operation of laryngeal and respiratory apparatus as applied to the singing voice. Examines standard voice nomenclature, fundamental acoustics, current singing science, care and hygiene for the voice, teaching methods and current literature in vocal research. Prerequisite: At least three (3) years of applied voice study or consent.

MUS 396 Voice Pedagogy Practicum
Student teaching of at least two private voice students under supervision. Observation of voice teaching in the College. Seminars in technique and teaching methods. Prerequisite: MUS 395.

MUS 425 Topics in Music
Focuses on a single topic, such as composer, genre, or artistic movement.

MUS 451 Form and Analysis
Examines basic principles of musical construction as seen through detailed analysis of representative compositions dating from the Baroque to the present. Prerequisite: MUS 252.

MUS 455 Paris, Moscow, Vienna: 1890-1915
Investigates various structural p;rinciples at work in music by Rachmaninoff, Scriabin, and Stravinsky; Fauré, Debussy, and Ravel; and Mahler, Strauss, Schoenberg, and Berg. Prerequisite: MUS 252

MUS 495 Senior Project
This course is designed to tie together students' academic career at Rollins. Individual focus area may include a recital performance, student teaching, or a research project directed by the appropriate Music faculty member. Prerequisite: senior standing.

PHI 103 Introduction to Philosophy
Presents the aims, methods, and content of philosophy through important figures and perennial problems. Asks questions such as: How do we know ideas are true? What is reality? Does God exist? Why is there evil? Is mind distinct from body? Are we free or determined? What is our highest good? How do we know right from wrong? What distinguishes beauty? What is the place of the individual in society?

PHI 108 Ethics
Introduces moral philosophy (defining value) and metaethics (justifying ethical beliefs) and applies them to common problems. Ponders what actions are morally good--and what makes them that way.

PHI 214 Philosophy in Literature
Investigates perennial philosophical issues in conflicts of literary characters and ideas. Considers works from such figures as Voltaire, Dostoevsky, Barth, Ellison, Camus, and Flannery O'Connor.

PHI 223 Introduction to Formal Logic
In general, philosophy forces us to go beyond our ordinary, sometimes unreflective, intuitions and perceptions about the world by subjecting them to scrutiny using the principles of logic and critical thinking, thereby leading us to true, justified, belief, or, more simply put, knowledge. In terms of logic, this is done by expressing arguments in everyday language and evaluating them using the principles of logic and critical thinking. Here, we will focus formal and informal logic. In particular, we will evaluate arguments them using the principles of natural deduction, critical thinking, probability calculus, and statistics in order to gain a better understanding of the role that philosophy or, rather, logic plays in constructing and evaluating our intuitions and beliefs about the world around us.

PHI 240 Topics in Philosophy
Delves into a specific philosopher's work, an issue or concept, or a specific tradition. Varies. May be repeated for credit. Suitable for freshmen and sophomores.

PHI 301 Dostoevsky and the "God Problem"
Students will be introduced to the tortured life and seminal thought of the Russian novelist, Fyodor Dostoevsky. Starting with the dark side of human nature they will study existential humanism from Sigmund Freud to Carl Rogers. They will explore the ‘God-problem’ and the meaning and purpose of personal life.

PHI 304 Ethics for Social Change
This course will explore the relationship between personal philosophy, religious conviction, ethical commitments and devotion to social change. Using the lives of a number of historically important individuals as case studies (including Ghandi, Dorothy Day, Malcolm X, Dietrich Bonhoeffer, Osama Bin Laden and Aung San Suu Ky), we will examine common and uncommon sources of inspiration and motivation. Students will be encouraged to examine their own motives and roles in society. Formerly PHI 308E.

PHI 308 Topics in Ethics
Takes on varied topics in moral philosophy. Seminar. Prerequisite: PHI 108 or consent.

PHI 309 Environmental Ethics
Explores our duties to and the value of animals, plants, entire species, ecosystems, and the earth as a whole. Also connects environmental ethics to the way we do business and live our lives. Prerequisite: ENV 189.

PHI 312 Feminist Theory
Feminist theory foregrounds women and gender issues, both by taking the experiences of women seriously and by using gender as a tool for critical analysis. In this class we will examine a variety of issues and approaches significant to contemporary feminist theory including theories of oppression and resistance, sex and gender, race and racism, and postcolonial and transnational feminism. We will look at the ways that gender inequality impacts on women's lives in multiple ways. We will discuss the significance of feminism as a theoretical tool and as a movement for social and political change.

PHI 314 Topics in Philosophy
Probes a specific philosopher's work, an issue or a concept, or philosophical tradition. Varies. Suitable for juniors and seniors. Prerequisite: One PHI course.

PHI 318 Big Companies in Little Countries
Students will study different aspects of the expanding role of multinational corporations in developing countries in the light of globalization. Will include behavior, how values relate to practices, and the conduct of corporations.

PHI 321 Ethics and Political Realism
Students will trace the concept of political realism from Thucydides through Reinhold Niebuhr and the neo-conservatism of the George W. Bush administration, to the pragmatic realism of the Obama administration. They will analyze the Monroe Doctrine, Manifest Destiny and American "exceptionalism." They will look at the role of government in today's world. Are moral values and political realism compatible?

PHI 330 Ethics and Southern Politics
This course will discuss the evolution of a southern "mind set" from slavery through the Civil War, Reconstruction and the Civil Rights movement, to the political landscape of the region today. What values and ethical commitments are embodied in the competing forces throughout history? Where is the South headed? What is a "culture of values?" Do recent electoral campaigns (especially at the presidential level) portend a positive changes? Previously offered as PHI 308 Topic in Philosophy.

PHI 490 REL 490 Senior Seminar: Focuses on a particular theme in the study of religion.
Focuses on a particular theme in the study of religion. Requires substantial research paper. Prerequisite: JR/SR Status. One REL course.

PSY 101 Introduction to Psychology
Provides students with a broad introduction to the field of psychology including: the biological basis of behavior, sensation and perception, learning, memory, cognition, human development, intelligence, personality, psychological disorders as well as the psychology of the world of work.

PSY 211 Social Psychology
Presents a broad account of how the actual or imagined presence of others influences thoughts, feelings, and behaviors. Touches upon conformity, attraction, prejudice, aggression, group decisions, and attitude change, as well as advertising, law, and indoctrination. Prerequisite: PSY 101 and previous or concurrent PSY 301 & 304.

PSY 217 Psychology of Drugs and Addictions
Questions whether chemical addiction (drugs and alcohol) is a disease or an attempt to adapt to inner needs and external pressures. Prerequisite: PSY 101 and previous or concurrent PSY 301 & 304.

PSY 261 Learning and Behavior Change
Introduces fundamentals of behavior acquisition and modification:reinforcement, stimulus discrimination, extinction, and sequential organization. Emphasizes total competence learning, requiring students to advance beyond recognition and recall. Prerequisite: PSY 101 and previous or concurrent PSY 301 & 304.

PSY 301 Research Methods
Examines the major research methods used to explore important issues in psychology and organizational behavior. The process of identifying and addressing research questions will be investigated by reviewing key research strategies including field and laboratory experiments, correlational studies, and observational techniques. The course will also examine specific techniques for collecting and analyzing data and summarizing research findings. Prerequisite: PSY 101.

PSY 303 Lifespan Development
An introduction to the study of human growth and change over the lifespan. Topics include prenatal development, cognitive development, attachment, personality, social development, and gerontology. These topics form a basis for a discussion of the major theories of human development including cognitive development, social learning, and psychoanalytic models. Prerequisite: PSY 101 and previous or concurrent PSY 301 & 304.

PSY 304 Statistics and Decision Making
This course introduces descriptive and inferential statistical procedures for the social sciences. Topics covered include scales of measurement, probability, measures of central tendency and variability, null hypothesis testing using single or multiple samples, correlation and regression, and both inferential and procedural errors individuals can make when calculating and interpreting statistics. Course must be completed as student declares psychology as a major. Individuals with insufficient mathematical preparation are encouraged to complete remedial work prior to enrolling in the course. Prerequisite: PSY 101 and high school algebra or equivalent.

PSY 306 Tests and Measurements
The theory of test construction and validation. Topics covered include intelligence testing, personality assessment, performance appraisal, skills tests, structured interviews, surveys, and other data gathering instruments. Prerequisite: PSY 101 and previous or concurrent PSY 301 & 304.

PSY 308 Psychology of Dreams
Dreams have inspired psychologists from Freud to present-day theorists. This course will examine dream interpretation and its place in modern psychology. Students will learn various theories and interpretation techniques to better understand these unconscious mysteries and processes. Emphasis will be focused upon Freud, Jung, Gestalt, physiological, and existential theories as explanations for dreams. This course will include self-disclosure and dream-journal activities. Previously offered as topic. Prerequisite: PSY 101 and previous or concurrent PSY 301 & 304.

PSY 310 Psychopathology
Psychopathology is a clinical term related to the study and examination of abnormal behavior. This class will examine facts, theories, and treatment strategies relevant to abnormal behavior in present day society. Topics to be studied include disorders of childhood, mood disorders, anxiety disorders, substance related conditions, psychotic disorders, and other conditions that impair a persons functioning. Prerequisite: PSY 101 and previous or concurrent PSY 301 & 304.

PSY 312 Psychology and the Law
Focuses on psychological research of direct relevance to the legal system. Topics may include police interrogation and confessions, the reliability of eyewitness testimony, scientific jury selection, competency, and the insanity defense. Prerequisite: PSY 101 and previous or concurrent PSY 301 & 304.

PSY 313 Psychology of Religious Experience
Provides an overview of historical and modern research and theory in the psychology of religion, focusing on empirical studies and religious behaviors. Discussions center on the relationships between religious and scientific world views. Topics include the relationship between religious beliefs and practices and child rearing, mental and physical health, brain functioning, and life after death experiences. Prerequisite: PSY 101

PSY 315 Topics in Psychology
Explores varied topics, such as neuropsychology or industrial psychology. May be repeated for credit. Prerequisite: PSY 101 and previous or concurrent PSY 301 & 304.

PSY 316 Ethics
Presents history of ethics in psychology and organizations, covering ethical codes of the American Psychological Association and the Organizational Development Institute and focusing on practical ethical dilemmas in organizations. Prerequisite: PSY 101 and previous or concurrent PSY 301 & 304.

PSY 317 Group Dynamics
Investigates group leadership, decision making, communication, conflict, creativity, team building, power relationships, and personal growth within groups. Prerequisite: PSY 101 and previous or concurrent PSY 301 & 304.

PSY 322 Cognitive Psychology
An investigation of human cognitive functioning. Topics covered include:information processing models, sensation and perception, pattern recognition, attention, memory, language, thinking and intelligence, problem-solving, and creativity. Formerly PSY 400. Prerequisite: PSY 101 and previous or concurrent PSY 301 & 304.

PSY 323 Existential and Humanistic Psychology
Can people really change their personalities? What are our responsibilities to others? Do we have any control of the future? What does it mean to be human? This course will look at traditional issues in personality psychology and the study of human nature from the perspective of existential and humanistic psychology, as well as other non-traditional approaches to personality. Because part of the class will be experiential, attendance is required. Prerequisite: PSY 101 and previous or concurrent PSY 301 & 304.

PSY 324 Neuropsychology
A study of central nervous system damage and the symptoms, diagnosis, treatment, and rehabilitation of brain damaged individuals. Emphasizes how the study of brain damage enhances our understanding of the intact nervous system. Prerequisite: PSY 101 and previous or concurrent PSY 301 & 304.

PSY 326 Physiological Psychology
Introduces the fundamentals of nervous system responses to psychological processes. Explores the anatomy and physiology associated with psychological events, historical and contemporary issues in the field, and the societal and personal implications regarding the use of such measures. Prerequisite: PSY 101 and previous or concurrent PSY 301 & 304.

PSY 329 Environmental Psychology
Examines how environments (natural and built) relate to thoughts, feelings, and behavior. Topics include nature and mental health, environmental responsibility, identity display, disasters, home and work, and environment and crime. Prerequisite: PSY 101.

PSY 330 Organizational Behavior
Surveys the field of industrial and organizational psychology as it applies to the world of work and business. The research and development methods of the field are examined. Operational applications of these methods are analyzed in terms of their use in organizations. The use of industrial-organizational psychology to aid individuals who work with others to solve human performance problems in the work environment are studied. Prerequisite: PSY 101 and previous or concurrent PSY 301 & 304.

PSY 335 Clinical Psychology
Clinical Psychology is a complex and fascinating field that is ever-changing and evolving. In this course, students will be ushered through the real world of the contemporary clinical psychologist. They will learn about the various activities, roles, and responsibilities of the clinician through actual case material. Traditional functions of the clinician such as psychological testing and psychotherapy will be highlighted as well as current issues such as whether psychologists should have the right to prescribe medications as well as whether their training ought to be Ph.D. or PsyD. Prerequisite: PSY 101, and PSY 310 or 324.

PSY 336 Positive Psychology
Positive Psychology is a burgeoning area tht compliments psychology's emphasis on pathology with an empirical approach to understanding human flourishing. Topics include personal strength, optimism, gratitude, and resilience. PSY 101.

PSY 337 Organizational Dysfunction
This course examine factors within organizations that contribute to negative climates, poor leadership, reduced teamwork, and disharmony. The emphasis of the course is on assessment of dysfunction and remedial steps that may be taken. Previously offered PSY 315 and 331. Prerequisite: PSY 101 and previous or concurrent PSY 301 & 304.

PSY 338 Clinical Assessment Procedures
Presents principles of psychological testing and evaluation. Highlights referral setting, relationships among test scores, consulting outside sources, role of the clinician, interpreting test data, integrating client's history with observations, and age considerations affecting interpretation of test data. Attempts to establish an elusive connection between the results of psychological testing and psychotherapy. Prerequisite: PSY 101, 335 or consent. Concurrent or previous: PSY 301 & 304.

PSY 343 Psychology of Relationships
This experiential course explores psychological components of establishing and maintaining interpersonal relationships, with emphasis on personal growth. Topics include effective self-disclosure, establishing trust, coping with anger, and managing conflict. Prerequisite: PSY 101.

PSY 343(old) Psychology of "We": Exploring & Enhancing Interpersonal Relationships
This experiential course explores psychological components of establishing and maintaining interpersonal relationships with emphasis on personal growth. Topics include effective self-disclosure, establishing trust, coping with anger, and managing conflict. Prerequisite: PSY 101.

PSY 347 Modern Psychology: History & Systems
Chronicles development and decline of systematic positions within psychology since its establishment as a separate discipline in 19th century. Prerequisite: PSY 101 and previous or concurrent PSY 301 & 304.

PSY 354 Personality
Examines traditional and contemporary theories (psychoanalytic, behavioral, humanistic, and evolutionary) about how individuals organize personal and social selves. Students apply theories to autobiographical data. Prerequisite: PSY 101 and previous or concurrent PSY 301 & 304.

PSY 403 Gaming, Gambling & Addiction
Practical application of probability theory to social and gaming contexts characterized by uncertain outcomes is a valuable skill. Course teaches students principles of probability theory, conditional probability, game theory, social cognition, and nonverbal behavior. Prerequisite: PSY 101 and previous or concurrent PSY 301 & 304.

PSY 407 Organization Development
The purpose of this course is to provide the student with opportunities to learn the history, theories, models, research and strategies for change in the development of organizations. Prerequisite: PSY 101 and previous or concurrent PSY 301 & 304.

PSY 410 Human Factors Psychology
Human factors is the branch of science and technology that explores what is known about human behavioral, cognitive, and perceptual characteristics that can be applied to the design, evaluation, and operation of both large systems as well as consumer products to enhance safe, effective, and satisfying use by individuals. In short, Human Factors attempts to fit the environment, task or product design to the human's capabilities. This course will examine human abilities and limitations and apply these "usability" concepts to the design and evaluation of work environments, computer systems, tools, and consumer products used by humans. Prerequisite: PSY 101 and previous or concurrent PSY 301 & 304.

PSY 413 Human Sexuality
This course takes a multidisciplinary approach to understanding all aspects of the human sexual condition. Topics include anatomy and physiology of sexual organs as well as the neural mechanism underlying ovarian and menstrual cycles and the brain testicular axis. Transmission and symptomology of sexually transmissible diseases including AIDS are also examined. The sociocultural and physiological aspects of gender and variations in sexual practice are elucidated and discussed. Finally, sexual dysfunction, its courses and the efficacy of various therapeutic options are considered. Prerequisite: PSY 101 and previous or concurrent PSY 301 & 304.

PSY 422 Advanced Organizational Leadership
Organizational leadership demands more than expert technical knowledge and skills. Leadership requires understanding, motivating and developing oneself and others. In this class, contemporary and classical theories of organizational leadership will be examined through readings, case studies and exercises. Additionally, local business and nonprofit community leaders will share their real world experiences and perspectives. With this background, students will have the opportunity to identify, analyze, and interpret their personal leadership values, qualities, and competencies. Previously offered as 315/415 Topic. Prerequisite: PSY 101 and previous or concurrent PSY 301 & 304.

PSY 480 Senior Research Seminar
Brings together diverse approaches in psychology, both clinical and research, for contrast and comparison. Students conduct research projects in community, lab, or other setting. Prerequisite: Senior status, PSY 101, INT 221 or PSY 304, and PSY 301.

RED 309 Fundamentals of Reading
Examines the foundations of reading instruction from historical, linguistic, social, psychological, cognitive, and curricular perspectives. Theoretical base for reading and language arts methodology courses. Explores basic phonics instruction, reading programs in use, nature of reading and writing processes, and balanced approach to reading instruction. Passing scores on GK.

RED 369 Research-Based Practices in Literacy Instruction
Teacher candidates will scaffold student learning by applying comprehensive instructional practices integrating the six components of reading. Teacher candidates will review recent resarch with an emphasis on techniques used to implement literature and writing experiences across the elementary school curriculum.

RED 371 Diagnosis of Reading Difficulties
Covers giving and interpreting reading tests, as well as determining programs of remediation. Lab required. EDU Major and RED 309.

RED 409 Differentiated Literacy and Content Area Instruction
This course is designed to prepare teacher candidates with the skills and strategies needed to differentiate instruction in inclusive classrooms with students in diverse elementary school settings. Focuses on the literacy education of students in grades K-6, with particular attention given to helping children construct meaning through reading, writing, listening, and speaking throughout all content areas. ESOL infused course. Prerequisites: EDU Major, junior standing

RED 409L Reading Field Experience
Both RED 406 Teaching and Learning in Diverse Elementary Schools and RED 409 Literacy and Content Area Instruction require an extensive field component. Students will spend approximately 100 hours teaching reading and content area reading in an assigned elementary school. ESOL infused course. RED 406 and 409

REL 113 World Religions:Far Eastern
Explores forms, beliefs, and rituals of Hinduism, Buddhism, and religions of China and Japan through primary sources.

REL 114 Jews, Christians and Muslims
Studies patterns of religious life and thought in Judaism, Zoroastrianism, Christianity, and Islam, emphasizing history and sacred scriptures.

REL 125 Hebrew Bible (Old Testament)
Treats selections as literary, historical, and theological works. Discusses myth, story, and religious interpretation; theological concepts of creation, revelation, and redemption; views of nature, God, and social order; gender roles; and community.

REL 126 New Testament
An Introduction to the origins of Christianity, to the New Testament as the primary source of Christian thought and practice for nearly two millennia, and to modern critical methods in the research of the biblical text. Themes include the nature of Jesus as the Messiah, the "Kingdom of God," sin and salvation, the relationship of Christianity to Judaism, what it meant to be a Christian in the Roman empire, human interactions in the Christian community, and views about Christianity and history.

REL 201 Great Theologians: Ancient & Modern
Considers representatives from the major religious traditions and the lasting impressions that they have made upon the history of religion and the faith traditions they represent.

REL 209 The Gnostic Gospels
Introduction to Gnosticism. Students will read and discuss some of the major Gnostic Gospels and clarify the controversies and concealed history surrounding them. Formerly REL 251W.

REL 217 Jewish Life and Thought
Features modern historical, literary, and theological masterpieces that explore law, ritual, Zionism, Israel, American Judaism, and the changing world of women in contemporary Judaism.

REL 305 Biblical Meaning and Truth
Using the Gospel According to Mark as a case study, this course will explore and evaluate the assumptions and methods employed by interpreters of the Bible in their search to determine meaning and truth. Students will be exposed to a variety of critical approaches used to engage this narrative text, including (but not limited to) feminist, reader-response, deconstructive, and post-colonial methodologies, as they (the students) themselves interact firsthand with this foundational text of the Christian tradition.

REL 333 Modern and Contemporary Jewish Thought
Treats major Jewish thinkers and ideas from Enlightenment to present; personal autonomy vs. peoplehood and authoritative tradition; nationalism; feminism; and morality after the Holocaust. Prerequisite: One REL or PHI course or consent.

REL 351 Studies in Religion
Selects topic of interest to students and faculty. Suitable for juniors and seniors. May be repeated for credit. Prerequisite: One REL course.

REL 490 Seminar: Jerusalem/Religion & Politics
Jerusalem, the spiritual capital for Jews, Christians, and Muslims, is a laboratory in inter-religious, inter-ethnic living and politicking. This course introduces students to the religious history and diversity of Jerusalem, the religious beliefs of its inhabitants especially regarding its

sacredness as expressed in scriptures, poetry, and prayer from its biblical origins until today. Topics to be discussed include the interplay of Jerusalem's religious and political dimensions, messianic ideals and activism, and the Israeli-Palestinian conflict over the future sovereignty of Jerusalem. Prerequisite: Two REL courses or consent.

SPN 101 Elementary Spanish I
Grammar, readings, cultural material, intensive oral practice, optional language laboratory. Not for native speakers or advanced students.

SPN 102 Elementary Spanish II
Grammar, readings, cultural material, intensive oral practice, optional language laboratory. Prerequisite: SPN 101 or equivalent.

SPN 201 Intermediate Spanish I
Reading, writing, speaking, grammar review. Prerequisite: SPN 102 or equivalent.

SWAG 205 Introduction to Sexuality, Women's, and Gender studies
Presents feminist theory and origins of Sexuality, Women's, and Gender studies. Discusses classic texts of contemporary feminist movement. Raises consciousness about sexual stereotypes, anger, female friendships, lesbianism, mothering, violence against women, and economic power.

SWAG 215 Topics in Sexuality, Women's, and Gender studies
Explores issues within the field of Sexuality, Women's, and Gender studies; may be from a range of disciplinary perspectives and cover issues including, but not limited to, sex, gender, and sexuality. Topics vary. May be repeated for credit. Suitable for first- and second-year students.

SWAG 350 Feminist Methodology
Explores questions debated within academy. Examines feminist critique of and innovations in methodology in many fields, from the humanities to the social sciences.

SWAG 315 Topics in Sexuality, Women's, and Gender studies
Explores issues within the field of Sexuality, Women's, and Gender Studies; may be from a range of disciplinary perspectives and cover issues including, but not limited to, sex, gender, and sexuality. Topics vary. May be repeated for credit. Suitable for third- and fourth-year students.

THE 100 Introduction to the Theatre
Surveys the history of theatre art and crafts. Discusses major plays and playwrights, physical stage, dramatic criticism, acting, directing, stagecraft, design, and other relevant crafts. Suitable for nonmajors.

THE 131 Introduction to Acting (for the nonmajor)
Combines study and practice of basic rehearsal and performance techniques. Emphasizes evolution of performer’s role.

THE 135 Dance for Actors
Covers stage movement for actors. Features exercises in coordination, rhythmic ability, and body mechanics.

THE 136 Voice and Speech I: Free Speech
Investigates the fundamental principles and functionality of voice production and speech mechanics. Suitable for nonmajors.

THE 201 History of American Theatre
The history of American theater from 1665 to the present day. This course examines trends, productions, dramatic texts, and theater personnel who have helped to shape theater in America.

THE 203 The History of American Film
Chronicles the development of movies and the political and socioeconomic impact of the film industry from the early twentieth century to the present. Requires evening movie viewing. Previously THE 303.

THE 204 Villains of the Silver Screen
In-depth study of villainy in the cinema analyzing motivation, process and consequences, expected and unexpected. Examines the history of villainy in the film industry. Evil doers of both sexes will be discussed and compared, along with the psychological motivation that detoured them from the "John Wayne" path of life. Explores the sociological and pathological factors that create evil. Formerly THE 201.

THE 205 History of American Musical Theatre
Traces development from early and current European influences to present American musicals. Analyzes political, social, and musical styles.

THE 206 History of Radio and TV in America
Surveys broadcasting from 1900 to the present:inventions, trends, programs, events, and personalities. Suitable for nonmajors.

THE 210 Survey of Western Dramatic Literature
Covers major playwrights, genres, and dramatic texts from Ancient Greek tragedy to modern American realism and beyond. Evaluates the ways in which Western culture has (mis)represented itself and others onstage and given meaning to the human experience. Suitable for nonmajors.

THE 220 History of American Film Musicals
Starting with the 1920s, the content will involve trends, performers and, of course, influential movie musicals. All elements of each film-music, dancing, book, staging, costumes, etc. will be discussed, compared and contrasted. This course deals with the history of one of the most uniquely American contributions to the world of entertainment - the musical film. Previously THE 306.

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A complete list of Rollins College full-time undergraduate faculty members is available on the Student Records website at www.rollins.edu/catalogue/presidents_officers_staff_faculty/faculty.html.

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Addendum

Date	Page Number	Modification
11/8/16	77, 134	Name change for ENV 120. Effective Spring 2017 the name will be Fundamentals of Environmental Science.