GRADUATE CATALOG 2012-2013

ROLLINS
EVENING

GRADUATE CATALOG 2012-13

Rollins College • Hamilton Holt School
203 East Lyman Avenue
Winter Park, FL 32789
www.rollins.edu/holt

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Frequently Called Numbers

Graduate Programs
Counseling Program (M.A.)
407-646-1568

Education/Teaching (M.Ed. or M.A.T.)
407-646-1568

Master of Human Resources (M.H.R.)
407-646-2653

Master of Liberal Studies (M.L.S.)
407-646-2653

Master of Planning in Civic Urbanism (M.P.C.U.)
407-646-2653

Roy E. Crummer Graduate School of Business
407-646-2405

Bachelor's Degree Programs
Arts & Sciences
407-646-2161

Hamilton Holt School
407-646-2232

Hamilton Holt School
Academic Advising/Student Services
407-646-2232

Office of Advancement
407-646-1577

Career Services
407-646-2195

Bookstore
407-646-2133

Cashier (Bursar's Office)
407-646-2252

Financial Aid
407-646-2395

Olin Library
407-646-2521 (Circulation)
407-646-2507(Reference)

Thomas P. Johnson Student Resource Center
407-646-2308

Hamilton Holt School fax: 407-646-1551
email: holtschool@rollins.edu ● **Website:** www.rollins.edu/holt

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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 College is an equal opportunity institution that adheres to a nondiscriminatory policy with respect to employment, enrollment, and programs.

ACADEMIC CALENDAR 2012-13

Fall Term 2012

Holidays:

Labor Day Holiday	September 3
Thanksgiving recess	November –21-25

Classes begin:

(See schedule for intensive or masterworks courses.)

Counseling	August 27
Education, Human Resources, Liberal Studies, Planning	August 20

Last day to withdraw without academic penalty:

(Intensive courses by mid-term or as published)

Counseling	October 22
Education, Human Resources, Liberal Studies, Planning	October 26

Classes end:

Counseling	December 6
Education, Human Resources, Liberal Studies, Planning	December 6

Spring Term 2013

Holidays:

Martin Luther King Holiday	January 21
Spring break	March –4 - 10

Classes begin:

(See schedule for intensive or masterworks courses.)

Counseling	January 14
Education, Human Resources, Liberal Studies, Planning	January 14

Last day to withdraw without academic penalty:

(Intensive courses by mid-term or as published)

Counseling	March 22
Education, Human Resources, Liberal Studies, Planning	March 22

Classes end:

Counseling	April 29
Education, Human Resources, & Liberal Studies Planning	May 6

Commencement May 11

Summer Term 2013

Holidays:

Memorial Day Holiday	May 27
Independence Day Holiday	July 4

Classes begin:

(See schedule for intensive or masterworks courses.)

Counseling	May 13
Education, Human Resources, & Planning	
First six-week session	May 20
Second six-week session	July 1
Liberal Studies	June 3

Last day to withdraw without academic penalty:

(Intensive courses by mid-term or as published)

Counseling	June 17
Education, Human Resources, & Planning	
First six-week session	June 7
Second six-week session	July 19
Liberal Studies	June 28

Classes end:

(See schedule for intensive or masterworks courses.)

Counseling	July 25
Education, Human Resources, & Planning	
First six-week session	June 30
Second six-week session	August 8
Liberal Studies	July 24 (M/W), July30 (T/R)

The statements published herein should not be regarded as a contract between Rollins College and students. The College reserves the right to revise information, regulations, course offerings, academic requirements, financial aid, or fees when deemed necessary or desirable by the administration. Every effort will be made to notify students affected by such changes if they occur. It is the responsibility of students to keep apprised of all changes.

A Message from the Dean

For over 125 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. We offer cutting-edge educational programs that promote responsible leadership; awareness of global issues, social justice, and inclusion; cultural enrichment; and environmental stewardship. Being part of the Rollins legacy and social network is an extremely rewarding and fulfilling experience.

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.

- *Active learning.* 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. Aside from the intellectual challenges of *coursework, at Rollins you will meet fellow leaders in the community, other professionals* who are looking to advance professionally, and top notch artists and musicians. This is a vibrant, networked community of learners who have come together to create something special.

- *Student collaboration and teamwork.* Finally, students cooperate with one another to ensure that everyone stays abreast of coursework. Working with others effectively is a crucial life skill. *Welcome to the Rollins network.* See for yourself how Rollins can make a difference in your life.

David CS Richard, Ph.D.
Dean

ROLLINS COLLEGE
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 Arts & Sciences program. The Crummer Graduate School of Business offers a nationally ranked MBA program. The Hamilton Holt School serves the community through exceptional undergraduate and graduate evening degree and outreach 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.

HAMILTON HOLT SCHOOL

The Hamilton Holt School was founded in 1960 to provide diverse learning experiences in the liberal arts to Central Floridians. The Holt School offers lifelong learning opportunities through evening and weekend classes to individuals of all ages who are seeking professional and personal development.

The Rollins faculty, devoted to innovative teaching as well as research, have received national recognition for books, articles, and other scholarly achievements. More than 92 percent have earned the Ph.D. or the highest degree in their field. In the Holt School, a blend of full-time faculty and selected experts from the professional community gives both theoretical and practical dimensions to the curriculum.

Rollins 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. The offices for the Hamilton Holt School are located at 203 East Lyman Avenue in Winter Park. Classes are held on the Rollins campus.

GENERAL INFORMATION

Accreditation

Rollins College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's 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 obtained its SACSCOC accreditation in 1927 and has had no lapses in accreditation. Rollins' accreditation was last reaffirmed in 2005; Rollins' next reaffirmation of accreditation is scheduled for 2015.

**The contact information for SACSCOC is provided in order to enable interested constituents to (1) learn about Rollins' accreditation status, (2) file a third-party comment at the time of the College's decennial review, or (3) file a complaint against Rollins for alleged non-compliance with a standard or requirement. Standard inquiries about the College, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to Rollins College and not to the Commission's office.*

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.

Calendar

Rollins College Graduate Studies programs operate on the semester system. Courses, generally, are 3.0 credits in Counseling, Education, and Planning and 4.0 credits in Human Resources and Liberal Studies.

ADMISSION

Policy for Admission to Graduate Programs

Applicants who hold an undergraduate degree from a regionally accredited college or university are eligible to apply for admission to graduate programs at Rollins College. Scores from the Test of English as a Foreign Language (TOEFL) are required from candidates whose native language is not English, unless their undergraduate degree is from the United States. Students who are not American citizens must demonstrate appropriate permanent resident or visa status. Only full-time student status will qualify students for F-1 visas.

Rollins is an equal opportunity institution and does not discriminate on the basis of race, age, gender, sexual orientation, color, creed, national origin, handicap, or religion in its admission process.

Dual Enrollment
A student may not enroll in more than one graduate program at Rollins College. An applicant enrolled full time in a graduate program at another institution of higher learning will not be admitted to a graduate program at Rollins College.

Application

All students who wish to take classes must formally apply and submit the graduate application and nonrefundable fee. Applications must be filed by the published deadline and will remain on file for one year. An official transcript from each previous college or university is required.

For information and application materials, students should write, email, or call:

Rollins College
Graduate Studies in Counseling and Education
203 East Lyman Avenue
Winter Park, Florida 32789
407-646-1568
rcordray@rollins.edu

Rollins College
Graduate Studies in Human Resources and Liberal Studies, and Planning and Civic Urbanism
203 East Lyman Avenue
Winter Park, Florida 32789
407-646-2653
tparker@rollins.edu

Application forms, schedules, and syllabi are also available on the following websites:
Application forms: http://www.rollins.edu/holt/graduate/
Schedules and Syllabi: http://r-net.rollins.edu/holt/schedule-graduate/

Admission requirements that apply to specific degree programs are listed under the descriptions of those programs. Admission to Graduate Studies programs in general does not imply degree candidacy.

All degree students who have been admitted to a graduate program must reapply when planning to begin another degree program.

Questions regarding the admission decision should be addressed to the appropriate program director.

International Student Admission

The Hamilton Holt School of Rollins College welcomes applications from international students. Candidates for admission are required to submit evidence of successful completion of an undergraduate degree from a regionally accredited college or university or an equivalent international degree (officially evaluated and translated, as necessary). It is the candidate's responsibility to submit an official evaluation and translation of records as requested by Rollins College. Candidates whose native language is not English are required to submit an official score report from the Test of English as a Foreign Language (TOEFL). A score of 550 or better on the paper-based test, or a score of 213 or better on the computer-based test, or a score of 80 or better on the Internet-based test (IBT) is required for admission. Once all paperwork is submitted, the student will be processed through the normal admission procedures.

Accepted international students are required to advise Rollins College of their current immigration status. The I-20 A-B/I-20ID, Certificate of Eligibility for Nonimmigrant (F-1) Student Status, is issued only after the student has submitted (1) 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.

In order for Rollins College to issue the immigration form I-20 that you will need to obtain an F-1 student visa or F-1 student status, you must review and complete the International Student Application Supplement packets. If you are applying for or have been admitted to a degree program at Rollins, forms are available at www.rollins.edu/int-students. Once you are accepted to a graduate program, contact the International Student Services coordinator at 407-691-1158.

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

POLICIES

Graduate students may not enroll in undergraduate courses while they are enrolled in a graduate program without the written approval of the graduate program director. Undergraduate courses do not qualify for financial assistance unless approved by the graduate program to count toward the student's graduate degree or certification programs.

Graduate students may enroll in a course in another graduate program providing the course will count toward the student's graduate degree. Written permission from the director of both programs must be submitted at the time of registration.

Registration

In advance of each term, Hamilton Holt School graduate program schedules will be posted at http://r-net.rollins.edu/holt/schedule-graduate/. Students enrolled in Graduate Studies may also receive a published schedule of classes providing information about courses, registration, deadlines, fees, and procedures. Students are responsible for registering online, during the published dates and times, and submitting their fees to a graduate studies coordinator or to the Bursar's Office or online by the published deadlines. If a course is canceled for any reason, students who have registered for that course will be given the opportunity to register for another course.

For financial aid purposes, a full-time academic load is nine (9) semester hours in the fall and spring terms and six (6) semester hours in the summer term. Academic programs may, however, have a different minimum or maximum number of courses that may be taken. (See program descriptions for specific details regarding the minimum or maximum number of courses required for degree-seeking students.) A student who wishes to take more than the minimum or maximum academic course load must obtain written permission from the director of the appropriate graduate program at the Hamilton Holt School. Registration for current students will be online through Foxlink, and specific days and times will be published in the schedule and on the website each semester.

Registration Payments

Tuition and fees are the responsibility of the student and are due by the published deadlines. Deferment of tuition for financial aid applicants is an extension of the payment due date. It is NOT a guarantee of eligibility for financial aid. (Please refer to the section on Financial Aid.) Tuition deferments for Corporate Sponsors require students to complete a Tuition Payment Deferment form.

The Hamilton Holt School provides a low-cost payment plan that guides 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 $100 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 or by calling 407-646-2252.

Students are held personally and financially responsible for the course enrollments, tuition, and fees they initiate through the registration process. We expect full and timely payment for all registrations. Students who cannot pay or meet their tuition obligations through one of the methods listed above, on or before the payment deadline, must withdraw **in writing prior to the deadline** in order to avoid additional financial penalties. Late payment penalties include an initial fee of $75, and $50 per month until balance is paid in full. This will be applied to all payments received after the payment deadline.

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.

Adjunct Faculty and Their Families

Adjunct faculty who are in good standing and 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 or domestic partners living under the same roof, and their dependent children (as defined in Section 152 of the Internal Revenue code) may be entitled to a 20 percent tuition discount on master-level tuition costs for credit courses only. All family members who wish to take graduate courses must submit a transcript bearing a bachelor's degree from a regionally accredited institution and meet the admission requirements for that program. Registration priority is given to current students first. Space is limited, and enrollment is based on available seats after the published registration period. See the appropriate program for further information.

Changes In Registration

All changes to course registrations must be submitted **in writing** to the Holt School Office by the deadlines published in the term bulletin. **Verbal notification to the instructor by the student or failure to attend class does not constitute withdrawal.** Students will be held academically and financially responsible for registrations they initiate.

Dropping or Adding a Course

Generally, students may add a course if they have not missed more than the first week of class or the equivalent for weekend courses. All changes in registration to **add** a class must be made prior to the second class meeting for full-term courses or before the first class meeting for condensed or short-term courses. All changes in registration to **drop** a class must be made according to the guidelines in the appropriate program's term schedule. (See "Refund Policy" Page 12.) **Verbal notification to the instructor by the student or failure to attend class does not constitute withdrawal.** Students who abandon a course and who do not **file** the proper withdrawal form will automatically receive a failing grade of "WF." Forms are available at http://rnet.rollins.edu/holt/undergraduate/forms.html.

Withdrawal from a Course

Once registered for a course, a student **must file** an official withdrawal form in order to drop that course. Withdrawal forms may be obtained from the graduate studies coordinator or the Rollins Holt School website.

Student-initiated Withdrawal. Students may withdraw from a course without penalty up to the published date (approximately midway through the term). They must withdraw in writing to a graduate studies coordinator in the Hamilton Holt School by means of a drop/add form that must be initialed by a Holt School staff member. While it is expected that students will extend the courtesy of informing the instructor, this will not suffice as an official withdrawal. In case of withdrawal in writing by mail, the postmark will signify the date of withdrawal. Students who withdraw after the published dates or stop attending class at any time without notifying the Holt School in writing will receive a "WF" for the course. This grade is equivalent to a failure. Appeals must be made in writing and supported by documentation to the director of the appropriate graduate program in the Hamilton Holt School. Possible reasons for appeal include medical reasons, a transfer by the employer to another area, and other circumstances that are beyond the control of the student.

Faculty-initiated Withdrawal. A faculty member may withdraw a student from his or her course without penalty if a student has abandoned a course. An abandoned course is one in which the student has: a) failed to ever attend the course; or b) ceased to attend after having attended one or two or three sessions. It is up to the instructor to interpret these guidelines in deciding whether or not to assign a faculty initiated "W." For a faculty initiated "W" to take effect, the instructor must indicate a "W" on the mid-term rosters which are sent by the Holt School and returned to that office. After mid-term, only the director of the appropriate graduate studies program, with the approval of the instructor, may authorize a "W." Please note that while a faculty member may, as a service to the student, initiate such a withdrawal, it is not required that the instructor do so. The failure of an instructor to do so does not exempt a student from the responsibility to initiate such action on his or her own behalf. There is no refund for a faculty-initiated "W."

Hardship Withdrawal

It is the practice of the Hamilton Holt School to adhere strictly to the withdrawal and refund schedules published in each term's schedule of courses. Exceptions due to extreme circumstances beyond the control of the student (e.g., medical conditions or job relocations which can be substantiated in writing by a physician or employer) may be considered on a rare occasion. In such cases, students must submit to the graduate program director a written request to be withdrawn without academic penalty from all courses attempted during the term. Original copies of supporting documentation should be attached to the appeal. The appeal must explain why the student did not withdraw during the published withdrawal period and must be submitted before the last week of classes of the term in question. Typically, no refund is provided for hardship withdrawals. The director may approve a partial refund as appropriate in exceptional cases.

Repeated Course

Students may only repeat a course for which they received a failing grade. They will not be awarded credit for the repeated course, but the grade earned will figure into their grade point average (GPA). The original grade is not removed if a student repeats a course.

Refund Policy

Refunds are made as follows:

- 100 percent refund if a student withdraws before the first class meeting
- 75 percent refund if a student withdraws before the second class meeting, fall and spring only. (Check the calendar in the class schedule for 75 percent refund deadline.)
- 50 percent refund if a student withdraws before the third class meeting for fall and spring, and before the second class meeting for summer and short term courses. (Check the calendar in the class schedule for 50 percent refund deadline.)
- No refund thereafter.

Note: Refund policies refer only to tuition. All other fees are nonrefundable.

Tuition refund periods are published each term in the class schedule and are strictly enforced. 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 in all cases are based on the official date of withdrawal. In the case of withdrawal by mail, the postmark date on the envelope will be applied. If the letter is delivered to the office, the date of receipt of the letter will be used. Only official written withdrawals received will be considered.

The tuition refund schedule for weekend and intensive courses offered during any term is 100 percent before the class begins; 50 percent before the second scheduled class meeting; 50 percent by the Monday following the first weekend of a weekend course; and no tuition refund thereafter. A student may withdraw without academic penalty before the second weekend begins. Courses meeting every Saturday will follow the normal refund schedule for the term. Refunds relating to short-term and intensive courses are posted in each term's schedule.

In the event of a course cancellation, it is the policy of the Hamilton Holt School to notify students as promptly as possible and permit either a drop/add without penalty or a 100 percent refund of tuition. Priority consideration will be granted to graduating seniors with regard to the need to drop and add.

Credit System and Course Scheduling Format

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

The standard course is defined as three semester hours for Counseling, Education and Planning, and four semester hours for Human Resources and Liberal Studies. 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.

Classes are generally scheduled Monday through Thursday and on weekends. A class typically meets once per week in the fall and spring semesters and twice a week in the summer semester. Hours vary for the weekend classes and short terms.

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 fewer semester hours.

Fall and Spring Course Load

Most graduate programs at Rollins College are part-time programs. Students are required to enroll in at least two courses and have at least 4.5 semester hours for half-time status or nine (9) semester hours for full-time status. The maximum number of courses for which a student may enroll varies per program. Permission of the director of the program must be obtained in order to take more than the required courses. Fully employed students are advised not to register for more than two courses. It is the student's responsibility to ascertain information relevant to course load requirements and to adhere to such.

Summer and Intensive Course Load

Although Graduate Studies does make 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 ascertain information relevant to course load requirements and to adhere to such.

Class Attendance

Rollins employs a variety of instructional methods and formats. Students are expected to attend all of their scheduled classes. Class attendance policies may vary with each professor. Normally such policies are contained in the syllabus. A student who is necessarily absent from class for extended periods of time or because of an emergency should notify the coordinator of the program or the instructor immediately. Students are responsible for arranging with the individual instructor the completion of assigned work.

Instructors are responsible for notifying the graduate studies coordinator when a student stops attending a course and for reporting the **last** date of attendance for students who are veterans. The coordinator of records and registration notifies the College's certifying officer, who in turn notifies the Veterans Administration.

Grading System

The grading system used in all courses and comprehensive examinations includes the grades defined as follows:

A indicates consistently excellent work and implies effort and performance that is clearly outstanding in quality.
B indicates work of the quality normally expected of a graduate student and implies satisfactory to very good effort and achievement.
C indicates work that is below the quality normally expected in graduate study.
F indicates work that is clearly unacceptable in graduate-level study.
CR indicates mastery of the required competencies for course credit (used only in special courses and for student teaching).
NC indicates failure to master the required competencies for course credit (used only in special courses and for student teaching).
R indicates a reserved grade for Thesis work that is ongoing.
W indicates withdrawal from a course in which performance was satisfactory or untested.
WF indicates unauthorized withdrawal.
I indicates that work is incomplete.
Z indicates no grade reported by the professor.

The following scale is used for purposes of computing grade averages and credits earned.

Note: Faculty of the Master of Education and Master of Arts in Teaching **do not** assign plus or minus grades.

A 4.00	B+ 3.33	C+ 2.33	F 0.00
A- 3.67	B 3.00	C 2.00	WF 0.00
	B- 2.67	C- 1.67	

Academic credit is assigned for "A," "B," "C," and "CR" grades. "CR," "NC," "W," "I," and "R" grades are not used in computing a student's grade point average.

Incomplete Work

A mark of "I" indicating that coursework is incomplete may be assigned only when circumstances beyond the control of the student make it impossible for the student to complete the academic work within the normal period. Students are responsible for requesting an "I" prior to the conclusion of the course (contract forms are available from a coordinator or on the Rollins Holt School website for the specific program enrolled. The instructor assigns a deadline for the completion of the work, **which in no case will exceed the end of the following term.** A student has the responsibility to make arrangements with the instructor to complete the work within the allotted time. A student's failure to complete the academic work in the designated time results in a grade of "F." Only the graduate studies director, with the approval of the instructor, may change a formal grade to "I" after formal grades have been received. **Note:** Students with two or more "I" grades cannot register without the director's permission.

Grade Changes

Any questions regarding grades should be directed to the instructor. Only an instructor may change the grade given in a course, with the exception of a "WF" and in the event of a successful grade appeal (see below). A "WF" may be changed by the graduate studies director with the approval of the instructor. Any such request for a change of "WF" must be written and submitted by the student within sixty (60) days of the last day of the term and will be approved only in extraordinary circumstances. A graduate studies director may change a course grade based upon a successful grade appeal.

Grade Appeals

Questions regarding grades should first be discussed with the instructor. If questions regarding a course grade cannot be resolved between a student and the instructor, the student has the option of filing a grade appeal. All grade appeals must be submitted in writing to the graduate studies director within thirty (30) days of the published term ending date or the date the grade was posted in the event of late or delayed final grade submissions. The appeal should contain the reasons why a student is contesting the grade. A student should supply supporting evidence and documentation in substantiating the grade appeal.

Based on a student's letter of appeal and the reasons contained therein, the director determines whether or not to convene a faculty committee to hear the appeal. Students are informed in writing of the director's decision. (Should the instructor be the director 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 will serve in this capacity.)

If an appeal hearing is granted, the committee reviews the case and makes a recommendation to the director/mediator. The director or mediator's decision is final. A student is informed in writing of the decision.

Transfer Credits

Transfer credit is granted for graduate-level courses from regionally accredited colleges and universities previously attended. Graduate courses with a grade of "B" or better are acceptable if they are congruent with that graduate program's curriculum and have not been used toward another degree. In graduate programs with the 4.0 credit system, additional credits must be taken to make up the difference in credit hours transferred. See the appropriate degree program description for specifics regarding transfer credits.

Intent to Graduate

Students are responsible for filing an Intent to Graduate form and must pay the graduation fee by June 15 of the academic year in which they plan to graduate. Students should refer to the appropriate degree program description for details regarding graduation requirements.

Graduation with Distinction

Students completing the Master of Arts (in Counseling), Master of Human Resources, Master of Education, Master of Arts in Teaching, and the Master of Planning in Civic Urbanism with a cumulative grade point average of 3.84 or above will graduate "With Honors."

Commencement

There are three graduation dates per academic year. Candidates completing degree requirements in the summer term graduate in August. Candidates completing requirements at the conclusion of the fall term graduate in December. Spring term candidates graduate in May. All graduates receiving a master's 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 who have completed all degree requirements prior to the May commencement date.

Intellectual Property Policy

The College's policy on intellectual property can be found on the website of the Human Resources Office.. 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, 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 or her designee) will convene an Intellectual Property Committee as described in Section B, Patents.

Transcripts

At the end of each term, students may view and print their term's coursework at Rollins via Foxlink.

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.

Visit the Office of Student Records website for instructions and fee schedule. 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

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 postsecondary institution, regardless of age, and is not claimed by their parents for tax purposes.

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. 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

The Hamilton Holt School, including the graduate programs, and the Rollins College Office of Student Records retain records and registration documents according to the guidelines established by the American Association of Collegiate Registrar and Admission Officers (AACRAO). Academic records, change of grade forms, original grade sheets, and graduation lists are considered permanent and are not discarded. Some records are kept for one year and others for five years after graduation or date of last attendance. Questions about specific documents should be addressed to a graduate coordinator or to the Office of Student Records at 407-646-2144.

Outstanding Accounts

It is College policy not to release transcripts or diplomas for students with outstanding balances on their College account. For further information, contact the following: Bursar, Rollins College, 1000 Holt Avenue – 2716, Winter Park, Florida 32789-4499, 407-646-2252.

Rollins College Disability Policy and Procedure

Rollins College is committed to providing equal access to its academic, social, and employment opportunities to all qualified persons with disabilities. While upholding this commitment, Rollins will also maintain the high standards of achievement and excellence, which are essential to the integrity of the College's programs and services. In advancing these aims, the College will ensure that its policies, practices, and procedures conform to federal and state statutes and regulations.

Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act (ADA) define a person with a disability as any individual who (1) has a physical or mental impairment that substantially limits one or more major life activities; (2) has a record of such an impairment; or (3) is perceived by others as having such an impairment. Title III of the ADA applies to independent colleges and universities, such as Rollins College, as places of public accommodation, and Title I of the ADA references the responsibility of the institution as an employer. Subpart E of Section 504 of the Rehabilitation Act of 1973 states that no "otherwise qualified person" with a disability can be excluded from, denied the benefits of, or be subjected to discrimination under any program or activity within an institution that receives federal financial aid.

Beyond the legal responsibilities for promoting equal access, Rollins College is committed to making its campus and programs a welcoming environment for all individuals, regardless of disability, who choose to enroll, work, or visit here.

Students with Disabilities should:

1. Contact the Office of Disability Services and schedule and appointment to meet with the coordinator to discuss specific needs.
2. Provide the Disabilities Services Coordinator with written documentation from an appropriate professional of the nature of the disability and any consideration or accommodations that may be necessary. Such documentation must be current (usually not less than three years old) and provide a clear understanding of how the student is functioning at this point in time.
3. If requesting some form of accommodation or special arrangement in order to participate fully in institutional activities, must provide ample time for the request to be evaluated and for arrangements to be made prior to the anticipated need for service/support. The institution cannot guarantee that appropriate accommodations/services can be put in place without sufficient lead time to make arrangements.

If a student is dissatisfied with the accommodations or services provided, he or she may appeal to the Dean or designee after first consulting with the Disabilities Services Coordinator.

Emergency Medical Situations

Students, faculty, and staff experiencing emergency medical situations should contact 911. Students with acute, nonemergency medical conditions that require evening or weekend medical care should contact a taxi service. Students are responsible for all costs incurred. The closest clinics are:

- Centra Care Walk-In Clinic, 407-629-9281, 2540 Lee Road, Winter Park, Florida
- Winter Park Urgent Care, 407-772-2273, 118 West Fairbanks Avenue, Winter Park, Florida.

ACADEMIC PROBATION AND DISMISSAL

Probation

Students whose grade point average (GPA) falls below the required minimum of their degree or certification program may be placed on probation. (See the academic policies under the appropriate program description.)

1. Students whose GPA falls below a cumulative GPA of 3.0 will be placed on academic probation.
2. Students who have been placed on academic probation must raise their GPA to 3.0 in one semester or face academic dismissal. Students on academic probation who do raise their average but who fail again to achieve a cumulative GPA of 3.0 are continued on probation. Students on academic probation for two consecutive terms who do not achieve a cumulative GPA of 3.0 at the end of the next term are dismissed. A grade of "F" or "WF" in any graduate course may constitute reason for academic dismissal.

Dismissal

1. Students whose cumulative GPA falls below a 2.5 are dismissed.
2. The Veterans Administration is notified whenever veteran students are placed on academic probation.
3. Students dismissed from a graduate program are dismissed from all programs of the College.
4. Students who are academically dismissed have ten (10) days to appeal the decision. Appeals must be submitted in writing to the graduate program director.
5. Academically dismissed students may apply for readmission after one (1) calendar year has elapsed.

The Veterans Administration (VA) is notified whenever veteran students are placed on academic probation. Veteran students on probation must attain a 3.0 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.

Nonacademic Dismissal

Failure to meet program requirements for nonacademic reasons is handled on a case-by-case basis. If it is decided that a student should not continue, the student is informed of this decision, the rationale and supporting evidence, and the options that exist. The appeal procedure for such a decision is the same as for academic probation and dismissal.

Community Responsibility

Rollins College is dedicated to fostering social responsibility as well as intellectual achievement and personal growth. For students to learn to live and work successfully with others, they must have respect for and be responsible to other members of the community, including other students, members of the faculty and staff, and residents of Winter Park.

The Code of Community Standards, created jointly by administrators, faculty, and students, is published annually on the Rollins web site (http://www.rollins.edu/csr/policies/code.html) and describes the principles and procedures employed at Rollins to ensure such an environment. It affirms student rights such as freedom of expression, privacy, and an atmosphere free of discrimination and harassment, and describes proscribed conduct and appropriate sanctions imposed when

the Code is violated. The Dean of Student Affairs is responsible for student discipline, but because of the College's commitment to student self-governance, adjudication of student misconduct is often delegated to the Community Hearing Council. Any pending or emerging judicial action against a student will be adjudicated, whether said student remains in good standing, has withdrawn, is on leave, is suspended, or is dismissed.

Any threat of violence, whether verbal or written, by any student toward any other member of the Rollins community may result in immediate summary suspension of said student with action to be determined by the Dean of the Hamilton Holt School and Dean of Student Affairs in consultation with each other. The student may appeal the summary suspension to the Provost by the designated date in the suspension letter. Additional information regarding summary suspensions may be found in *The Code of Community Standards*.

Emergency Suspension

The Hamilton Holt School Dean may suspend a student from the College for a period of up to two calendar weeks if such action is deemed appropriate for protecting the health, safety, or welfare of the College or any member of the College. Persons under suspension shall not be allowed on campus without permission from the Dean.

The Dean may refuse further enrollment to any person who has been cited by a campus security officer with a trespass warning at a time when the person is not duly enrolled for credit in a credit-bearing course in the Hamilton Holt School.

Readmission

Rollins College will not consider a request for readmission from an academically dismissed student earlier than one (1) calendar year from the date of dismissal. Students who have been dismissed from the program may apply for readmission in a letter to the director of the program or to the Dean. Students must present evidence of their ability to perform successfully. Students who withdraw for medical reasons and seek readmission must furnish a physician’s statement certifying they are able to resume their studies.

MEDICAL LEAVE AND READMISSION REQUIREMENTS

Medical Leave

A student may request a medical leave of absence when serious physical or mental health issues prevent the student from continuing classes and “incompletes” or other arrangements with instructors are not possible. Consideration is for complete withdrawal from all classes; partial withdrawals are not permitted. Requests for a medical leave require thorough and credible documentation by the appropriate healthcare provider. If approved by the graduate program director, the student will leave campus (or study group), be granted grades of "W" in all enrolled courses (even if the normal deadline for withdrawal without penalty has passed), and the student will be obligated to adhere to the readmission requirements outlined below if he or she desires to return to Rollins after the problem has been treated and resolved.

Similarly, the College may require a student to take a medical leave of absence if, in the judgment of the graduate program director, the student, (a) poses a threat to the lives or safety of himself/herself or other members of the Rollins community; (b) has a medical or psychological problem which cannot be properly treated in the College setting; or (c) has evidenced a medical condition or behavior that seriously interferes with the student's ability to function and/or seriously interferes with the educational pursuits of other members of the Rollins community.

Note: In making the decision to require a student to take a medical leave, the graduate program director must act out of concern for the student and his or her rights, concern for the other students, and concern for the College as a whole. The graduate program director will have to consider whether the College is able to provide the level of care and guidance needed, whether there is a likelihood that the student will pose a threat to himself/herself or others, and/or to what extent the student seriously interferes with the rights of the others in the community to carry on their educational pursuits.

For both voluntary and required leaves, the policy on refunds as posted by the Bursar will apply.

Readmission Requirements for Medical Leave

If a student must leave Rollins for medical reasons, he or she must take sufficient time away to adequately address the issues that necessitated the leave. Students who depart the College after the 10th week of classes in any semester may not return until after the expiration of both the semester during which leave was taken and the next full fall, spring, or summer semester.

During this absence, the College expects the student to undergo professional healthcare treatment as the primary method of resolving the problem. Failure to seek ongoing treatment of a kind appropriate to the health problems will raise serious doubt as to the student's readiness to resume student status. In such a case, the College may withhold admission until such time that appropriate treatment has been received.

A student on medical leave who wishes to return must initiate a request for readmission by writing a letter to the graduate program director detailing what has been accomplished during the absence. The student must also provide supporting documentation from a **healthcare professional** that addresses the following: the specific diagnosis that precipitated the need for care; the treatment plan; gains that were made as a result of the treatment; the readiness of the student to return to Rollins and the potential impact of the intellectual, physical, and personal demands of being a student; any special conditions under which the student should be readmitted; and a recommended treatment plan to support the student’s transition back to campus. To facilitate the decision for readmission, the student must grant permission for the off-campus healthcare provider to consult with the appropriate professional at Rollins, i.e., the director of counseling and psychological services or the director of health services. Requests for readmission and the supporting documentation are due no less than three weeks prior to the first day of classes for the fall and spring semesters.

The information gathered is reviewed by a committee comprised of the graduate program director, the director of counseling and psychological services, the director of health services, and the director of student services. When a student is permitted to return, special conditions or requirements may be outlined, and upon return, the student is expected to adhere to the prescribed conditions or requirements. Failure to do so may result in the student’s dismissal from the College. The decision to readmit a student from a health leave of absence is a provisional judgment which may be reversed if a student fails to be a responsible member of the Rollins community.

SERVICES

Special provisions are made to assure that all services are accessible to disabled students. Students with disabilities should notify the appropriate graduate program coordinator.

Advising Resources
For questions related to the program, students should consult an academic advisor. Degree-seeking students may schedule an advising appointment prior to beginning their coursework. Academic advisors are ready to respond to the academic concerns of students, help those having difficulties in their program, and provide referrals to the Thomas P. Johnson Student Resource Center. For an appointment with an academic advisor, call 407-646-2232.

Program coordinators can help students with concerns regarding schedules, registration, transcript requests, and scholarships. Coordinators can also be a contact between students and their advisors, faculty, or director of the program.

In addition, the director of the program performs the duty of a faculty sponsor to the students in the program.

Alumni Resources
Graduates have the opportunity to attend alumni events and reunions, take advantage of career services, receive printed and electronic publications, have access to alumni directories, and much more. Graduates can change their current information, volunteer services, or make donations online. This information is available at the Rollins alumni website at http://www.rollins.edu/holt/alumni-and-friends. Graduates may also call the Hamilton Holt School Office of Advancement at 407-646-1577 or email Director Joanne Hanley at jhanley@rollins.edu.

Art and Theater
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.

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's website at www.rollins.edu/bookstore/.

Career Services Center

The Office of Career Services 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 and planning, career information programs, experiential education and identification of employment opportunities. These services and resources are delivered in ways designed to reinforce the personal, social, and intellectual development fostered by a liberal arts education. For further information, contact the Office of Career Services, (407) 646-2195, or visit the Career Services website: www.rollins.edu/careerservices.

Counseling

Students enrolled in Rollins College graduate programs in counseling or graduate students who have Rollins College Student Accident and Health Insurance may utilize Personal Counseling services at Rollins College. To make an appointment, call 407-628-6340. All other graduate and undergraduate students enrolled through the Hamilton Holt School may call the Cornell Counseling Center for an appointment or referral. The one-time cost is $15, and day and evening appointments are available. Rollins graduate students in counseling provide services. For more information or to make an appointment, call 407-646-2134. All Rollins counseling services are closed during the summer. In the event of a crisis during the summer, students may wish to call "Lifeline" at 407-425-2624. To request information on Student Accident and Health Insurance, please call student services at the Hamilton Holt School at 407-646-2232.

Dining Services

Rollins College offers an innovative dining program that promotes quality, variety, and value. Five 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 five specialty stations, including vegan and vegetarian, gluten-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, breakfast items, 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, and gifts.

The Cornell Café, in the courtyard of the Cornell Social Sciences Building, is a bistro-style cafe with Starbucks Coffee, fresh-squeezed lemonade, soup, sandwiches, and salads, made to order or grab-n-go. Dianne's Café in the Charles Rice Family Bookstore serves Starbucks coffee and specialty drinks, sandwiches, desserts, gourmet soups, and fresh squeezed orange juice. The Bookmark Café, located in the Olin Library, features Starbucks coffee, a variety of cold beverages, and quick grab-n-go snacks, sandwiches, and salads.

Information Technology

Rollins has made a significant investment in technology. All residence hall rooms, as well as classrooms, lab, and offices are wired to the campus network and to the Internet. Major classroom buildings also have wireless access.

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 Thomas P. Johnson Student Resource Center in the Mills Memorial Center.

Additional computer labs are located in the physics department and several other departments on campus. Public computers are also available in the Olin Library and Cornell Campus Center to provide convenient Internet and email 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.

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. Email and Web page storage for student websites is provided to all students and is accessible on the Rollins Web server at www.rollins.edu.

The Department of Information Technology offers courses throughout the year, both credit and noncredit, on topics such as Using the World Wide Web for Research, Using Excel Spreadsheets Effectively, Digital Video, and Creating Home Pages on the World Wide Web. For further information, visit the Information Technology website, or contact the Department of Information Technology at 407-628-6363.

Library

When Rollins College was founded in 1885, its library collection consisted of a Bible and a dictionary. More than 125 years later, students have at their disposal considerable library resources ranging from ancient tomes to the latest technology in information retrieval.

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 printers, and digitizing equipment. These tools facilitate students' creativity as they pursue research questions, and prepare multimedia presentations and Web pages.

The Library's collections reflect the liberal arts mission of the College and strongly support the curriculum. Holdings currently include more than one hundred research databases, 320,000 volumes, access to more than 50,000 journals online and in print, a number of special collections, and thousands of DVDs.

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 librarians are information professionals and faculty members who, in addition to providing individual reference and research consultation, partner with faculty throughout the College to teach students how to effectively search for, evaluate and use information resources. The Olin Library is an integral part of the instructional, intellectual, and cultural life of Rollins College. or further information, call (407) 646-2676

Parking and Security

All motor vehicles operated by students, faculty, and staff must be registered with the Rollins College Department of Campus Safety. Holt students may obtain a permit in the Campus Security Office, which is open 24 hours a day. 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.

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/safety/clery_act_compliance/index.html

If you would like to receive this report, you can stop by 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.

Religious Life

The mission of Knowles Memorial Chapel and the United Campus Ministries, led by the Dean of the Chapel, is to nurture religious life in the Rollins community. The character and programs of the Chapel are interdenominational and interfaith, seeking to serve and support persons in a variety of faith traditions and to emphasize the conviction and commitments they share with one another. Each Sunday during the school year, there is a nondenominational Christian worship service at 11 a.m. and a Roman Catholic Mass at 8:30 p.m. Services of meditation, vespers, and gatherings for spiritual responses to special crises or celebrations, weddings, and memorial services are offered. The Dean of the Chapel is also available for personal, pastoral counseling concerning personal or faith-related issues.

Hamilton Holt students and members of their immediate families may use the Knowles Memorial Chapel for weddings, baptisms, memorial or funeral services, and renewal of wedding vows. 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, and Muslim students. For further information, contact Dean of the Chapel Patrick Powers at 407-646-2115.

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 (after 9 a.m. daily) from the start date of the semester to the start date of the following semester. A valid R-Card is required.

Students with a Rollins identification card (R-Card) may attend basketball games, baseball games, soccer games, lacrosse, and other sporting events on campus for free. 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.Students enrolled in the Hamilton Holt School can use the Alfond Sports Center (ASC) for fitness at no charge.

Student Activities and Organizations

The Hamilton Holt School Student Government Association meets once each month to identify and discuss student issues. Notice of these meetings is published on a term basis, and meetings are open to all Holt School undergraduate and graduate students.

Professional associations that are specifically related to graduate programs are also available. For instance, counseling students may join the American Counseling Association (ACA); human resource students may join the Student Chapter of the Society for Human Resource Management (SHRM), the Central Florida Human Resource Management Association (CFHRM), or the American Society for Training and Development (ASTD). Liberal studies students may submit papers to be published in the *Journal of Graduate Liberal Studies.*

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 FLEX Account to enjoy cashless purchasing campus wide.

R-Card Privileges

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

R-Card Office Hours

- Monday – Friday
- 8:30 a.m. – 5:00 p.m.
- No appointments needed.
- Or visit the Online R-Card Office.

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

Student Involvement and Leadership

The Office of Student Involvement and Leadership (OSIL) is a group of staff members, volunteers, and professionals who are dedicated to improving the quality of life on campus through student involvement and leadership opportunities.

The Office of Student Involvement and Leadership supports the mission of Rollins College by providing intentional learning opportunities that prepare students for responsible citizenship in a global, diverse society. The office stands to promote citizenship, multiculturalism, and community involvement through leadership education, experiential learning opportunities, student organization involvement, and campus programming. Programs are aimed at creating innovative learning environments within and outside of the classroom, aiding the transition to college and beyond, and facilitating holistic development. Visit the website at www.rollins.edu/osil.

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 (Rollins College Mission Statement). 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. Academic courses must be applicable to the student's current degree program and the student must 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 on the website for the Schedule of Classes or by contacting Assistant Dean Sharon Lusk.

FINANCIAL AID

The goal of the Financial Aid Office is to assist students with managing the cost of a Rollins education. A variety of counseling services and financial aid programs are available. Students interested in contacting the Financial Aid Office are encouraged to call 407-646-2395 or visit the Rinker Building. Counselors are available Monday through Friday by phone or on a walk-in basis from 8:30 a.m. – 4:30 p.m. Students also may contact the Holt School financial aid facilitator by calling 407-646-2232.

General Application Procedures

- Apply and be accepted for admission to your program.
- Complete a Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. Be sure to list Rollins College **(code 001515)** as a recipient of your information. Allow four weeks for processing.

Note: Some applicants are selected for an accuracy review known as "Verification." If your application is selected, you will be asked to provide signed copies of your prior year U.S. Income Tax Returns. Any discrepancies found during Verification will require a correction to the FAFSA and must be completed prior to the awarding process.

Please feel free to contact the Financial Aid Office at 407-646-2395. If you have a specific question, you may send an email to finaid@rollins.edu.

GENERAL ELIGIBILITY REQUIREMENTS
You must be admitted to a program that will lead to a degree in order to receive financial aid. Student loans require at least half-time enrollment.

FINANCIAL AID PROGRAMS AVAILABLE

Federal Direct Stafford Student Loans
Rollins College is a part of the William D. Ford Federal Direct Loan program so no coordination with outside lenders is necessary to receive these loans. The Direct Loan is a federal loan program with a 5.6 – 6.8% interest rate. Federal interest subsidies may be available to students with established financial need. Eligibility must be established using the general procedures previously described. A promissory note must be approved, and the student must participate in an entrance counseling session prior to the receipt of the loan proceeds. It is the student's responsibility to notify the Financial Aid Office of his or her interest in this loan program. The maximum annual loan amount for a graduate student is $20,500.

Federal Direct Stafford Subsidized Loans
The Direct Stafford Subsidized Loan is awarded based on financial need. Payment of these loans is completely deferred until you graduate or cease to be enrolled half time. The federal government "subsidizes" the interest. Graduate students may borrow up to their calculated financial need or $8,500, or whichever is less.

Federal Direct Stafford Unsubsidized Loans
The Direct Stafford Unsubsidized Loan is not awarded on the basis of need. The borrower is responsible for paying the interest on the loan while enrolled or allowing it to accrue and to be capitalized on the loan. If the interest is allowed to accrue, it will be added to the principal amount of your loan, and additional interest will be based on that higher amount. Graduate students may borrow up to the average cost of attendance or $20,500, less any amounts received under the Federal Direct Subsidized Loan per year.

Federal Graduate Plus Loans
Graduate students are eligible to apply for a Federal Graduate Plus Loan up to their cost of attendance minus other estimated financial assistance. Repayment period begins on the date of the final disbursement, and the first payment is due within 60 days after the date the loan is fully disbursed. You can defer Plus loans while enrolled at least half time. Plus loans disbursed after July 1, 2006, will be at a 7.9% fixed rate with a 2.5% origination fee deducted from the loan disbursed amount.

Federal College Work Study
This is a federally funded employment program and is available on a limited basis. Students interested in working should contact the Financial Aid Office to inquire about eligibility.

AWARD NOTIFICATION LETTER
You will be notified once your eligibility has been determined. Please be aware that notification may be sent to your Rollins College email address.

DEADLINES
To be considered for federal financial aid, your application must be completed and processed no later than 30 days before the end of your enrollment period. To receive a financial aid deferment of tuition prior to the semester, all steps in the application process must be completed **at least 30 days prior to the first day of advertised**

registration. Applications completed after registration has begun will be accepted, but there will be no financial aid deferment of tuition.

REGISTRATION PROCEDURES FOR FINANCIAL AID APPLICANTS
Tuition and fees are due by the published deadlines. **Deferment of payment will only be granted to those financial aid applicants who had completed applications at least 30 days prior to the first day of advertised registration.** If you are a late applicant, you must pay your tuition at registration. If you then qualify for any late financial aid, you will be reimbursed accordingly. **Please understand that a deferment of tuition is an extension of the payment due date. It is NOT a guarantee of eligibility for financial aid.** Deferments cannot be extended beyond the end of the term. If it is determined that you are not eligible for aid, or if unresolved problems exist, you will be responsible for paying the deferred tuition.

PAYMENT OF FINANCIAL AID
If your application was complete prior to the deadline, financial aid will be credited to your account the first week of class. Refund balances from financial aid will not be generated until several weeks into the semester. Since refunds of financial aid will not be available immediately, you should make plans to cover your books and other supplies from your own resources.

WITHDRAWALS
If you decide that you cannot complete a course for which you have registered, it is very important that you follow proper withdrawal procedures to avoid being left financially responsible for the tuition incurred for that course. It may also affect your eligibility for future financial aid, both at Rollins and at other institutions. Withdrawals will result in a recalculation of your eligibility based on your revised enrollment status. If you withdraw from all courses after receiving financial aid, you could be required to repay a portion of the money you were paid. If you are thinking about dropping a course or withdrawing from all courses, we encourage you to contact a financial aid officer to discuss the impact of your decision on your eligibility for financial aid.

SATISFACTORY ACADEMIC PROGRESS
In order to receive financial aid at Rollins, students must maintain Satisfactory Academic Progress (SAP). As of July 1, 2011, the 2011-2012 SAP standards changed in accordance with federal regulations. These standards took effect beginning with the Fall 2011 semester.
Note: These standards apply to federal, state, and institutional need-based aid; however, merit-based scholarships (including Bright Futures and Rollins Scholarships) may require higher renewal criteria.

SAP Monitoring

The Office of Financial Aid monitors SAP annually at the end of each spring term. Notifications are mailed and emailed to students who are not meeting SAP no later than June 1st each year. You may also view your status on Foxlink.

Qualitative Standards

Grade-Point-Average*:* Undergraduate students must successfully achieve a cumulative 2.0 GPA and graduate students must achieve a 2.5 GPA. Course taken outside of Rollins (with the exception of Rollins affiliated study abroad courses) do not count towards your Rollins cumulative GPA.

Quantitative Standards

***Completion Rate**:* Students must successfully complete 67% of coursework in order to meet SAP standards (defined as completion rate or pace). Transfer hours accepted into Rollins count as both hours attempted and hours completed. Incompletes and withdrawal grades count as attempted hours, but not toward completed hours.

$$\frac{\text{Completed Hours}}{\text{Attempted Hours}} = \text{Completion Rate}$$

Please note: if you have transfer hours, add the accepted transfer hours to Earned Hours and Attempted Hours in the calculation.

Example: If Student A attempted 20 credit hours in the fall and completed 12 credits plus attempted 15 credit hours in the spring and completed 8, then the completion rate would be 57% (20 completed hours divided by 35 attempted hours). In this example, Student A would not meet the Completion Rate SAP standard.

***Maximum Timeframe**:* Students must complete degree requirements within 150% of the published semester hour length of the academic program. Undergraduate degree requirements are 140 credit hours and, therefore, the maximum degree completion time frame is defined as 210 credit hours attempted.

Financial Aid Suspension: Students must meet all of the Qualitative and Quantitative Standards as outlined above in order to receive financial aid. If you do not meet one or more SAP requirements, a letter will be mailed to your permanent address on file and an email will be sent to your Rollins account. A notification in your Foxlink account will also appear.

Reinstatement of Financial Aid Eligibility

What happens:	**Your Financial Aid Status**	**What you need to do:**
If your GPA is less than a 2.0 (2.5 for graduates)	Suspended. You are not eligible for financial aid.	Raise your GPA to at least a 2.0 (or 2.5 for graduates) or appeal if you have mitigating circumstances.
If you do not have an overall completion rate of 67% or higher	Suspended. You are not eligible for financial aid.	Raise your completion rate to least 67% or appeal if you have mitigating circumstances.
If both your GPA is less than a 2.0 and your overall completion rate is less than 67%	Suspended. You are not eligible for financial aid.	Raise your GPA to at least a 2.0 and your completion rate to at least 67% or appeal if you have mitigating circumstances.
If you attempt over 150% of your program of study (major)	Suspended. You are not eligible for financial aid.	You can appeal one time if you have mitigating circumstances.

1. If you successfully complete coursework that improves your Rollins GPA and/or completion rate, please notify the Office of Financial Aid once grades are available. As noted earlier, you are evaluated on an annual basis. However, you may request a SAP review at the end of any semester of enrollment. Please note that if approved, need-based grants and scholarships may only be reinstated for the upcoming semester. Loans may be available for the entire academic year.

2. You may submit an appeal to the Office of Financial Aid. Information on how to submit an appeal will be provided in the email and letter notification. The SAP Appeal instructions are located at http://www.rollins.edu/finaid/documents/SAP-Appeal-Instructions.pdf
    - Please provide a typed personal statement explaining the mitigating circumstances and what actions you are taking to ensure future academic progress.
    - Provide any relevant documentation to support your appeal.
    - If approved, you will be placed on financial aid probation for the upcoming semesters. Your SAP probation letter will outline the requirements needed to continue receiving financial aid in subsequent semesters.

SAP Appeal Reviews
The committee will review your appeal within 10-15 business days after receipt of your completed appeal form and the required documentation. Decisions are made after a careful review of your circumstances, federal regulations, and Rollins guidelines. You will be notified of the outcome via your Rollins email account. Regularly monitor your Rollins email for additional information.

Deadlines: ***Submitting an appeal does not guarantee approval of aid eligibility.*** As such, the earlier you submit your appeal, the sooner you will know if your aid can be reinstated. Decisions are made after a careful evaluation of your unique circumstances, Federal Title IV regulations, and Rollins guidelines. You will be notified of the committee's decision via your Rollins email account. During this time, you will be responsible for any and all charges on your account (including late fees). We encourage appeals to be submitted no later than one month prior to the beginning of classes in order to receive a timely decision. You may submit an appeal after that time; however, you may not know the outcome of your appeal prior to the end of the 100% refund period which may result in charges.

Florida programs (Florida Student Assistance Grant, Florida Resident Access Grant, and Bright Futures) have separate renewal criteria. Please review these specific renewal criteria.

Repayment Requirements for Federal Aid Recipients Who Fail to Complete a Semester
In the event that a student who received Title IV funds completely withdraws, is expelled, drops out, or otherwise fails to complete a period of enrollment for which charges are incurred, the College will first determine whether:

- The student did not attend any class and therefore overpayment provisions apply. In this situation, 100 percent of the aid funds would be returned to the Title IV, state, or Institutional programs; or
- The student attended at least one class and regulatory repayment requirements apply. In this situation, the College must calculate the amount of aid that was "unearned" at the time of departure from the College.

Unearned Title IV funds, other than Federal College Work Study, must be returned to the appropriate financial aid program. A student "earns" Title IV funds in direct proportion to the length of time he or she remains enrolled. The percentage of time during the period that the student remained enrolled is the percentage of aid for that period that the student earned. For example, if a student remains enrolled in 50 out of

100 calendar days for a semester, that student has earned 50 percent of his or her aid. Therefore, using this example, 50 percent of the aid must be returned to the appropriate aid program(s). A student who remains enrolled for at least 60 percent of the semester earns all of his or her aid for that semester.

A student who drops out of his/her classes without officially notifying the College will have a portion of aid cancelled and returned to the appropriate program. The midpoint of the semester will be used as the withdrawal date for students who fail to provide official notification.

According to Federal Guidelines, the responsibility for repaying unearned aid may be shared by the college and the student in proportion to the aid each is assumed to possess. The college share is the lesser of: a) the amount of unearned aid or b) institutional charges multiplied by the percentage of aid that was unearned. The student's share is the difference between the total unearned amount and the institution's share.

Unearned Title IV aid will result in a reduction to each aid program in the following order:

Federal Unsubsidized Direct Loan
Federal Subsidized Direct Loan
Federal Perkins Loan
Federal Direct PLUS/Grad Loan
Federal Direct PLUS Loan
Federal Supplemental Educational Opportunity Grant

Reduction of the above programs may create a balance that will be due from the student to the College. Any amount to be repaid directly by the student on a grant will be reduced to half. The student's share of a returned loan will be paid according to the terms of the promissory note. Aid from the institution 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. Rollins College policy does not include state programs in the return of Title IV aid. State of Florida grant and scholarship programs will be finalized at the end of the drop/add period.

Rights and Responsibilities of Student Aid Recipients

Students receiving aid have the right to:

- Confidentiality: the privacy of files is protected.
- Appeal financial aid application decisions. Written appeals should be submitted to the Student Aid Appeals Committee in care of the Office of Financial Aid.
- Information about the terms and conditions of financial aid programs. The information is provided in this catalog and in the Student Aid Award Notice enclosures.
- Inspect educational records and request amendment of those records, if inaccurate, by contacting the Dean of the Faculty.
- File a complaint with the Department of Education if the student believes his or her right to confidentiality has been compromised.
- Defer direct loan payments for Peace Corps or other volunteer service after graduation.

Students are responsible for:

- Submitting accurate applications and forms before the deadlines.
- Following instructions for application, renewal of aid, or resolving problems.

- Providing the Holt School office with accurate permanent and local addresses and telephone numbers.
- Notifying the Office of Financial Aid of changes in their family financial situation.
- Notifying the Office of Financial Aid of assistance from an outside source.
- Reading the provided information about the terms and conditions of all aid programs.
- Requesting special assistance when it is needed.
- Maintaining satisfactory academic progress according to the policies established for financial aid recipients.

For further information, please contact Terrie Cole, the Hamilton Holt School financial aid facilitator, at 407-646-2232.

MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

Derrick A. Paladino, Ph.D., Department Chair/Director

Mission Statement

The Graduate Studies in Counseling program prepares clinical mental health counselors to engage with clients in cultivating and increasing freedom in their lives. The core guiding principles of our graduate program are academic excellence, transformative education, social justice and advocacy, diversity, ethical practice and leadership. We strive to build an inclusive community of learners who value personal and intellectual growth through collaborative relationships among students, faculty, and staff.

Introduction

The Master of Arts in Clinical Mental Health Counseling is a 60-semester-hour program designed to prepare individuals to become mental health counselors. It is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and includes all courses, practica, and internships required by the State of Florida for licensure as a mental health counselor. The curricula include didactic courses, seminars, laboratory courses, and practical experiences necessary to pursue a counseling career in a wide array of community-based settings.

The Certificate Program in Family and Relationship Therapy provides an optional specialization for currently enrolled clinical mental health counseling students in conjunction with the core curriculum. The Certificate Program also meets the curricular requirements for licensure as a marriage and family therapist in Florida.

Personal Development of the Counselor

The Department of Graduate Studies in Counseling is committed to providing a program that includes a personal growth component with experiences that will extend students' competencies as persons and as professionals engaged in helping relationships. The program operates with the philosophy that effectiveness as a professional counselor depends upon personal development, the ability to communicate effectively, professional conduct, commitment, and academic preparation. The faculty believe that it is essential for students to examine their own values, motivations, personal characteristics, and relationships with others. Thus, students are required to participate actively in growth experiences within the program. Prominent examples include participation in a small group experience in CPY 520; completion of a minimum of 10 individual counseling sessions with a licensed mental health professional in the first year of enrollment; development of a family genogram in CPY 550; and various course requirements involving journal keeping, self-reflection papers, in-class role-play, practice demonstrations, and other activities that call for personal reflection and interpersonal exploration. Ultimately, students are required to develop an individually relevant philosophy and approach to the helping process based on an expanded awareness of their beliefs, values, and understanding of contemporary theory and methods.

Respect for Diversity

The Master of Arts in Clinical Mental Health Counseling welcomes and values students of diverse racial/ethnic/cultural identities, spiritual traditions, sexual orientations, genders, social classes, abilities, ages, worldviews, and other backgrounds. We believe that a program comprised of students, staff, and faculty bringing diverse identities, experiences, and perspectives enriches and deepens the counselor education process and prepares future counselors for effective practice in the 21st century.

Students are expected to interact with others with sensitivity and understanding, to listen effectively to the words and ideas of others, to communicate respectfully, to resolve conflicts professionally, to be able to examine personal issues that impact their counseling relationships, and to conduct themselves professionally in compliance with the most recent ethical standards of the American Counseling Association.

The department strives to provide a learning environment that cultivates an understanding and appreciation of the multicultural world in which we live and an awareness of the effects of oppression. We do not expect all graduates of our program to think the same way, but we do expect that they will be accepting of differences and actively strive to understand and incorporate into practice other people's perspectives, behaviors, and world views. Both faculty and students work to increase personal awareness regarding the full range of human experience and to eliminate oppressive practices and abuses of power in all areas of the program, the counseling profession, and the world at large.

Program Objectives

The Graduate Studies in Counseling program objectives expand on and operationalize the program mission statement and the accreditation standards of the CACREP for training clinical mental health counselors. The sequence of coursework is based on a developmental model of training. The courses and the activities within each course build upon previous learning. Multicultural and social justice values are at the core of the training process in order to offer an education that responds to diverse human experiences and identities. The program faculty have developed our graduate counseling curriculum according to the areas of curricular experience required by CACREP to prepare all mental health counselors:

Professional Leadership and Ethical Practice
Helping Relationships
Clinical Counseling, Prevention, and Intervention Practice Skills
Social and Cultural Diversity
Social Justice and Advocacy
Assessment, Diagnosis, and Treatment of Psychopathology
Human Growth and Development
Family and Relationship Theory and Practice
Lifestyle and Career Development
Group Work Theories and Practice
Human Sexuality Counseling
Substance Abuse Counseling
Research and Program Evaluation

PROGRAM OF STUDY: CLINICAL MENTAL HEALTH COUNSELING

The required curriculum meets the educational requirements for licensure as a mental health counselor in the state of Florida. Those having specific questions about requirements for licensure should contact the Florida Department of Health Medical Quality Assurance in Tallahassee.

The program can be completed on either a three-year or four-year plan, shown below. Courses must be taken in the assigned sequences.

The Core Curriculum

CPY 510	Foundations in Clinical Mental Health Counseling*
CPY 515	Fundamentals of Statistics, Research, and Program Evaluation
CPY 520	Group Dynamics and Process*
CPY 525	Counseling Theories and Practice
CPY 530	Theories of Personality
CPY 535	Career and Lifestyle Development
CPY 538	Multicultural and Social Justice Counseling
CPY 540	Advanced Theory and Practice of Group Counseling
CPY 545	Legal, Professional, and Ethical Issues in Counseling
CPY 550	Dynamics of Marriage, Relationship, and Family Systems
CPY 555	Family and Relationship Counseling: Theory and Therapeutic Modalities
CPY 560	Community Counseling and Crisis Intervention
CPY 565	Individual/Group Assessment and Treatment Planning
CPY 601	Human Sexuality: Therapy, Counseling Theory and Techniques
CPY 602	Human Growth and Development
CPY 603	Addictive Disorders
CPY 699	Master Therapist Series
PSY 551	Psychopathology: Diagnosis and Assessment of Abnormal Behavior
PSY 660	Pre-practicum in Counseling and Social Justice Advocacy
PSY 680	Practicum and Internship I in a Clinical Mental Health Setting
PSY 695	Internship II in a Clinical Mental Health Setting

Total Required Semester Hours: 60

*** Note:** CPY 510 and CPY 520 are prerequisites for all other courses in the curriculum.

Electives for Clinical Mental Health Counseling students are detailed in the course descriptions.

Three-Year Program of Study

Year One

Fall	**Spring**	**Summer**
CPY 510	CPY 525	CPY 540
CPY 515	CPY 530	CPY 545
CPY 520	CPY 565	CPY 603

Year Two

Fall	Spring	Summer
PSY 551	CPY 555	CPY 535
CPY 550	CPY 602	CPY 560
CPY 538	CPY 601	PSY 660

Year Three

Fall	Spring
PSY 680	PSY 695
	CPY 699

Four-Year Program of Study

Year One

Fall	Spring	Summer
CPY 510	CPY 525	CPY 540
CPY 520	CPY 530	CPY 545

Year Two

Fall	Spring	Summer
CPY 515	CPY 602	CPY 603
PSY 538	CPY 565	PSY 660

Year Three

Fall	Spring	Summer
CPY 550	CPY 555	CPY 560
CPY 551	CPY 601	CPY 535

Year Four

Fall	Spring
PSY 680	PSY 695
	CPY 699

Alternative Fifth-Year Program of Study

This option is available for students who need to spread the 1,000-hour clinical requirement over more terms. To participate in the five-year plan, students must complete all coursework (except those courses listed below) prior to beginning clinical work. They will also be expected to enroll in and pay for an additional term of internship. Students electing this alternative five-year plan must inform the department chair and redesign their program of study to reflect this plan prior to entering practicum. Note that financial aid is not available to students who register for less than five (5) credits per semester, which applies to this plan during the term practicum is taken. The Alternative Fifth-Year Plan would adjust the Four-Year Plan as follows:

Fourth Year: both terms same site

Fall: PSY 680-& PSY 695 Spring: PSY 695

Fifth Year: both terms at a different site

Fall: PSY 695 Spring: PSY 695 & CPY 699

CERTIFICATE PROGRAM IN FAMILY AND RELATIONSHIP THERAPY

Program Objectives
The Certificate Program in Family and Relationship Therapy is designed to provide specialized training and supervision for clinical mental health counseling students who are interested in gaining further knowledge and skills in working with families and couples from a systemic perspective. The program requirements also prepare certificate holders with the coursework and pre-degree internship experience required for licensure in marriage and family therapy as defined by the Florida Department of Health Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling (491 Board).

Admission Criteria
To apply for enrollment in the Certificate Program in Family and Relationship Therapy, a student must submit an application that indicates intent to complete the certificate program. Only currently enrolled degree-seeking students of the Rollins College Graduate Studies in Counseling program are eligible to apply. Students who are graduates of CACREP accredited clinical mental health or community counseling programs may apply according to the procedures established by the department and will be considered on a space-available basis. Currently enrolled students must also meet with the program's academic advisor to adjust their proposed program of study for approval by the department chair.

Curriculum:
The Certificate Program in Family and Relationship Therapy requires students to complete 20 semester hours of credit. These include 10 hours of core courses in family and relationship therapy and 10 hours of internship at a site that offers the opportunity to counsel families and couples from a relationship or systemic perspective as described by Florida Statute 491 and Florida Administrative Code 64B4. The core curriculum is as follows:

CPY 550 Dynamics of Marriage, Relationship, and Family Systems
CPY 555 Family and Relationship Counseling: Theory and Therapeutic Modalities
CPY 557 Couples and Marriage Therapy: Theory and Techniques (offered in spring)
CPY 559 Professional Seminar in Family and Relationship Therapy (offered in summer)
PSY 695 Internship II in a Clinical Mental Health Setting

Additional information and application can be obtained by calling the graduate program coordinator.

ADMISSION

Students who desire to apply for the M.A. degree in Clinical Mental Health Counseling come from a wide range of professions and academic disciplines. They must, however, have a bachelor's degree from a regionally accredited college or university by the time they enroll in a graduate counseling course. While professional experience in counseling is not necessary, volunteer experience in the helping professions is

strongly encouraged as a way for aspiring students to receive firsthand knowledge of the work and clientele they will encounter. The committee's decisions are based on an overall profile consisting of academic ability, knowledge of the field, appropriate personal and professional conduct, and commitment to a career as a professional counselor.

Applications are considered for the fall term according to two deadlines: **January 15** for Early Admission and **March 15** for Regular Admission. Applicants must submit the following materials to Rollins College, Graduate Studies in Counseling, 203 East Lyman Avenue, Winter Park, Florida 32789:

- A completed application form with a $50 nonrefundable application fee;
- A current résumé;
- A four- to six-page paper addressing specific questions available in the admission packet;
- Three letters of recommendation to be submitted from professors (preferred) or supervisors;
- Official transcripts from all colleges and universities attended;
- A grade point average of 3.0 is required for admission.
- Current scores from either the Miller Analogies Test (MAT) with a minimum score of 410 or the Graduate Record Exam (GRE) General Test with a combined score of at least 1000 (tests taken prior to August 1, 2011) or 300 (tests taken after August 1, 2011) on the verbal and quantitative portions only. These scores must be from test taken within the last five years. Applicants who already have a graduate degree do not need to submit standardized test scores unless their GPA is below 3.00. *(see addendum for change)*

All materials must be received by the deadline to be considered for admission.

Note: Application and materials will remain on file for one year.

Admission may be one of two kinds:

1. Regular degree-seeking student; or
2. Provisional admission with a "B" or better in all first term coursework.

Early Decisions:

- Application deadline — January 15
- Letters of notification — February 7
- Matriculation Intent and deposit due — March 1

Regular Decisions:

- Application deadline — March 15
- Letters of notification — April 7
- Matriculation Intent and deposit due — May 1

ACADEMIC POLICIES

- Upon acceptance, all degree-seeking students must elect either the three- or four-year sequence. Students may shift sequence with the approval of their advisor and the department chair. A revised Program of Study form must be completed by the student with the academic advisor and submitted for approval to the department chair prior to changing sequence plans.

- Students in their first year of enrollment must complete a minimum of 10 individual counseling sessions with a licensed mental health professional. Upon completion of the requirement, students are eligible to take a second year of classes, providing they have submitted a letter from the therapist documenting completion of the 10 sessions on the letterhead of the licensed professional. Additional information about this requirement is in the Student Handbook.
- Students must attend one meeting of the Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling prior to graduation from the program. Details are provided in the departmental Student Handbook.
- Students must maintain membership in an approved national professional association and professional liability insurance at all times while enrolled in the program. Details are provided in the departmental Student Handbook.
- Degree-seeking students must complete at least five (5) courses in an academic year in order to remain in the program.
- Students must maintain a grade point average of "B" (3.0). Students whose averages fall below 3.0 are placed on academic probation. Failure to bring the average up to 3.0 during the next semester of registration will result in academic dismissal. No more than six (6) hours of "C" (2.0) work may be included as degree credit. If a course is repeated, the first grade is changed to nondegree credit. A grade of "F" or "WF" will result in academic dismissal.
- Students may request a one-year leave of absence from the program by submitting a written request to the department chair. If a student is absent from the program for more than one year (three semesters), the student must apply for readmission.
- All credit applied to a degree program must be earned within six (6) years of the first registration.
- Faculty approve all academic policies for Graduate Studies programs.

Transfer Credits

Degree-seeking students may apply for transfer of up to nine (9) semester hours of graduate-level coursework from other CACREP accredited institutions by filing an Application for Transfer Credit form, which is available at http://r-net.rollins.edu/holt/counseling/forms.html. Transfer credit is approved only when the following conditions are met:

- Before a transfer of credit can be officially recorded, students must have completed the initial twelve (12) hours of required coursework.
- Courses submitted for transfer must have been completed with the six years prior to graduation from the program.
- Before taking a course intended for transfer, a student must submit the Application for Transfer Credit form and supply course syllabi and a course description from the course catalog that specifically describes course name, number, course requirements, and content. The student should attach a cover letter stating which course or courses the transferred courses will replace in the student's program of studies and a rationale for the substitution. This material should be submitted to the graduate program coordinator.
- Upon completion of the substitute course, a student must supply an official transcript that verifies that the course or courses being submitted for transfer were completed with a grade of "B" or better.
- The department chair and the instructor(s) primarily responsible for teaching the course(s) for which a substitution is proposed will determine if the transfer is appropriate. The proposed transfer must meet program training objectives. Courses

will be approved for transfer only if there is substantial consistency between the proposed transfer course and the required course.

- Given the training objectives and curriculum of the Clinical Mental Health Counseling degree, the following courses may not be substituted by a transferred course:

CPY 510	Foundations of Clinical Mental Health Counseling
CPY 520	Group Dynamics and Process
CPY 525	Counseling Process and Skills
CPY 538	Multicultural and Social Justice Counseling
CPY 540	Advanced Theories and Practice of Group Counseling
PSY 660	Pre-Practicum in Counseling and Social Justice Advocacy
PSY 680	Practicum and Internship I in a Clinical Mental Health Setting
PSY 695	Internship II in a Clinical Mental Health Setting

Incomplete Work

A mark of "I" indicating that coursework is incomplete may be assigned only when circumstances beyond the control of the student make it impossible for the student to complete the academic work within the normal period. The student is responsible for requesting an "I" prior to the conclusion of the course. At that time, a contract for an incomplete grade is completed between the student and the instructor. The instructor assigns a deadline for the completion of the work, which in no case will exceed the end of the following term. The student has the responsibility to make arrangements with the instructor to complete the work in the allotted time. A student's failure to complete the academic work in the designated time results in a grade of "F." Only the director, with the approval of the instructor, may change a grade to "I" after formal grades have been received.

Student Evaluation Sequence

Every counselor education training program has an ethical responsibility to screen students to protect the public from impaired practitioners. Faculty have a gate-keeping responsibility both to honor their commitment to the students they admit and to protect future clients who will be served by those who graduate. For this reason, evaluation of each student is an ongoing process in the Graduate Studies in Counseling program.

In compliance with the accreditation standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the program faculty conduct a developmental, systematic assessment of each student's progress throughout the program, including consideration of the student's academic achievement, clinical skill performance, professional conduct, and interpersonal development. These qualities and behaviors are evaluated continuously throughout the program to determine appropriate student fit with the profession of mental health counseling. Detailed descriptions of performance expectations of students are published in the Graduate Counseling Student Handbook.

First Year

- A grade of "B" or higher in CPY 525 Counseling Process and Skills
- Maintenance of a grade point average of at least 3.0

- Completion of at least ten (10) hours of individual counseling confirmed by submission of appropriate documentation by the end of June of the first year of study (one week prior to registration for the fall term of the second year of study)
- Completion of 100 hours of field experience in fulfillment of PSY 660 requirements
- Completion of the **Student Progress Self-Report** and **Program of Study forms**

Second Year
- Maintenance of a grade point average of at least 3.0
- Completion of the **Student Progress Self-Report** and **Program of Study forms**
- Completion of all coursework prior to beginning Practicum and Internship
- Completion of field experience in fulfillment of PSY 660 requirements

Third Year for Four–Year Students
- Maintenance of a grade point average of at least 3.0
- Completion of the **Student Progress Self-Report** and **Program of Study forms**
- Completion of all coursework prior to beginning Practicum and Internship
- Completion of remainder of field experience in fulfillment of PSY 660 requirements

Clinical Year for All Students
- Application for Graduation completed during fall semester
- Credit (pass) for PSY 680 before taking PSY 695
- Credit (pass) for PSY 695 in order to graduate
- Confirmation of attendance at one meeting of the Florida Board of Clinical Social Work Marriage & Family Therapy, and Mental Health Counseling
- Attendance at all three Master Therapist presentations
- Completion of the Master Therapist Series paper
- Completion of the "My Theory of Counseling" paper

Student Progress Self-Report

Prior to registration for fall semester, all students must complete a student progress self-report and a program of study form. These forms must be completed in order to gain eligibility to register for the fall semester. Both forms are to be submitted electronically to the department chair. This report is reviewed by the student's advisor and then presented to the full faculty. Following this review session, students are encouraged to seek feedback from their advisors. When the review process indicates that a student may be in need of special attention or consideration, the advisor or department chair will meet with the student to explore appropriate options and alternatives.

Probation and Dismissal

In addition to assessment of graduate level academic achievement, students' professional behavior, interpersonal and intrapersonal abilities, and clinical performance are also evaluated over the course of the program. Specifically, the faculty evaluate behaviors that are likely to affect a trainee's ability to effectively deliver mental health services.

Personal qualities and behaviors that impede or interfere with a student's ability to fulfill professional responsibilities may indicate poor student-profession fit. For example, inability to relate to others interpersonally, resolve conflict, control emotional reactions and personal stress, exercise professional judgment, respect professional and

personal boundaries, or inhibit disturbing personal attributes may be cause for remediation or dismissal from the program. Additional indicators of professional impairment include an inability or unwillingness to maintain professional standards or develop skills to an acceptable level of competency.

In keeping with the 2005 American Counseling Association Code of Ethics, faculty use ongoing evaluation and appraisal throughout the program. According to code F.8.b., faculty are to remain: "*aware of and address the inability of some students to achieve counseling competencies that might impede performance. Counselor educators:*

1) *Assist students in securing remedial assistance when needed,*
2) *Seek professional consultation and document their decision to dismiss or refer students for assistance,*
3) *Ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them, and provide students with due process according to institutional policies and procedures*."

Failure to meet program requirements and expectations are handled on a case-by-case basis. If remedial work is necessary, faculty members address specific concerns with the individual student and adhere to the guidelines and policies of the program to assist a student in addressing areas of concern. If it is determined that a student should not continue in the Graduate Counseling program, the student is informed of this decision, the rationale and supporting evidence, and the options that exist. Students are afforded due process throughout the decision-making process. One option is that the student will elect to withdraw or discontinue enrollment. A second is that the student is advised that dismissal has been voted by action of the faculty and that further enrollment will not be permitted. A third option is that specific corrective steps must be taken (e.g., treatment for chemical dependency, counseling for particular counter-transference response, etc.) and that either probation status will be assigned or attendance will be suspended until the successful remediation of the problematic behavior has been completed. A student who elects not to voluntarily withdraw/discontinue will be advised that either the second or third option will take effect. The appeal procedure for such a decision is the same as for academic probation and dismissal.

The Personal Theory Paper

The "My Theory of Counseling" Paper remains a hallmark of the Rollins College Department of Graduate Studies in Counseling. Students write this paper during their final year of the program. This final edition reflects the individual's integration of both theory and practice.

Practicum and Internship Experience

All students are required to complete both a practicum and an internship during the last year of their program. Completion of clinical hours (practicum and internship) must occur primarily during daytime working hours. Applicants and students are advised that work or life scheduling changes are likely to be necessary in order to complete these degree requirements.

The Master Therapist Series

The Master Therapist Series is conducted during the final year of the program when students are completing internship. Three eminent scholar-practitioners are invited to conduct full-day workshops, traditionally scheduled on three Saturdays, during the months of November, December, January, and/or February, with an occasional exception in scheduling. The presentations are designed to integrate theoretical and practical perspectives of the curriculum. The Master Therapist Series is offered as a

capstone experience and must be attended by all students in their final year. It is offered on a cost-free, no-credit basis. A final examination or course paper is required and evaluated by the internship instructors. The Master Therapist Series is offered in lieu of a comprehensive examination; therefore, successful completion is a graduation requirement.

Graduation Requirements
Graduation requirements include the following:

- Documentation of required ten (10) individual counseling sessions.
- Attendance at one meeting of the Florida Licensure Board of Clinical Social Work, Marriage & Family Therapy, & Mental Health Counseling.
- Completion of all course requirements for the degree with a minimum grade point average of "B" (3.0).
- Successful completion of the Master Therapist Series.
- Filing an Intent to Graduate form.
- Payment of the $75 graduation fee.
- Payment of any outstanding fees due to the College.
- Recommendation by the faculty.

Commencement is held once each year in the spring. All degrees are awarded pursuant to the policies of the Board of Trustees of Rollins College.

Alumni
Graduates of the Rollins College Graduate Studies in Counseling program may take additional credit courses offered by the program at a 20 percent discount on a space-available basis.

TUITION AND FEES 2012-13

Summary of Fees

- M.A. in Counseling degree application fee (nonrefundable) $50
- Tuition deposit (nonrefundable) $300
- Tuition fees (3 credits @ $528 per semester hour) $1,632
- Late registration fee per semester $75
- Graduation fee $75

Note: Tuition amounts pertain only to the 2012-13 academic year. All fees and charges are subject to change without notice, and an increase in tuition is anticipated each academic year.

In addition to 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

COURSE DESCRIPTIONS

CORE CURRICULUM:

CPY 510 Foundations in Clinical Mental Health Counseling [3]
Foundations provides an overview of the field of clinical mental health counseling and the expectations of the Graduate Studies in Counseling program. Students explore historic, philosophical, and sociocultural trends in mental health counseling. Topics include: professional roles, functions, specialties, employment trends, preparation standards, credentialing, and ethical standards. An experiential portion of this course will introduce students to basic counseling skills. *CPY 510 is a prerequisite for all other courses.*

CPY 515 Fundamentals of Statistics, Research, and Program Evaluation [3]
This course teaches students to be informed consumers of professional research. Basic statistics, fundamentals of research design, research-report development, program evaluation, needs assessment, and ethical and legal aspects of research are explored. The course focuses on interpretation of research data and appropriate application to professional practice.

CPY 520 Group Dynamics and Process [3]
This course examines group dynamics and group membership skills. Additionally, students examine various types of counseling groups and related issues such as group stages, ethical considerations, leader behavior, and appropriate groups for particular populations. Students are provided an opportunity to participate in a small group to promote self-awareness, interpersonal skills, and an understanding of group skills and techniques. *CPY 520 is a prerequisite to all other courses.*

CPY 525 Counseling Theories and Practice [3]
This course focuses on the development of fundamental counseling skills. In addition to in-class presentation and skill demonstration, students are involved in laboratory and supervision meetings designed to facilitate skill development. Course content includes counseling process models, critical dimensions of helping, and experiences designed to assist students in the formulation of a personal philosophy system of counseling.

CPY 530 Theories of Personality [3]
This course examines the major theoretical approaches to personality development and focuses on theorists such as Freud, Adler, Jung, Rogers, Fromm, Skinner, Wolpe, Ellis, Glasser, and others. This course reviews theories, dynamics, and processes of personality and demonstrates how various modes of practice relate to theory.

CPY 535 Career and Lifestyle Development [3]
This course is designed to facilitate student development of knowledge, skills and competencies to engage in counseling clients with career issues; to utilize occupational/career resources including technology-based resources and assessments; to examine theories of career development and decision-making; to develop the ability to evaluate and implement appropriate assessments; to collaborate with clients in identifying personal and career goals; and to organize and implement program planning and techniques and do so in a diversity of work settings. The interrelationship of work, family, relationships, geographic location, leisure, cultural diversity, gender roles, economic trends, oppression, diverse life roles, and other sociopolitical factors are explored in relation to career and lifestyle issues in comprehending the career narrative of clients. Lab fee will be assessed. Prerequisites: CPY 525, CPY 530, or permission.

CPY 538 Multicultural and Social Justice Counseling [3]
This course is designed to address the social and political context of counseling individuals, families, and groups with diverse identities and social locations. Other areas of investigation include the intersections of race, ethnicity, class, gender, sexual orientation, age, physical ability, and the impact of oppression. Intercultural communication patterns and multicultural counseling theory and practice are emphasized, along with the role of the counselor as an advocate, ally, and agent of social change. Prerequisite: CPY 525 or permission.

CPY 540 Advanced Theory and Practice of Group Counseling [3]
This course is designed to train students in the fundamental concepts and skills necessary to lead counseling and therapy groups. Course activities include lecture, demonstration, discussion of assigned readings, and experience as member and leader in simulated counseling and therapy groups. Prerequisites: CPY 525, CPY 530.

CPY 545 Legal, Professional, and Ethical Issues in Counseling [3]
This course examines ethical and legal standards, their evolution, methods of change, and applications to various counseling professional activities. Professional counseling organizations, standards of preparation, certifications, licensure and the role identity and professional obligations of counselors are addressed. Prerequisite: CPY 525 or permission.

CPY 550 Dynamics of Marriage, Relationship, and Family Systems [3]
This course examines theoretical approaches including major systems theories, strategies, and techniques of family and relationship therapy. A survey of the development of family and relationship counseling and proponents of the field are studied. Issues of conflict and ethical considerations are examined. The impact of cultural and societal forces upon the family system are explored. Prerequisite: CPY 530 or permission.

CPY 555 Family and Relationship Counseling: Theory and Therapeutic Modalities [3]
This course is designed to develop specific therapeutic competencies regarding inter- and intra-personal dynamics of family systems and relationships. Communication patterns, role of children, origin of family interaction patterns, conflict resolution styles, impact of treatment issues, and specific modalities of therapeutic intervention are explored. Prerequisite: CPY 550.

CPY 560 Community Counseling and Crisis Intervention [3]
This course explores the roles and functions of counselors as they practice in diverse communities. Specifically the course will provide students with an understanding of the socio-economic and political influences that affect the availability of mental health services as well as public access to community counseling agencies and organizations. It will also review public policy, funding, administration, and program evaluation in community counseling. Students will gain knowledge and skills to assist individuals and families during times of crisis and trauma, including suicide prevention/intervention strategies and civil commitment procedures. Finally, the course will address the role counselors can play during times of community disaster. Prerequisites: CPY 515, CPY 525.

CPY 565 Individual/Group Assessment and Treatment Planning [3]
Types of educational and psychological appraisal, psychometric statistics, and factors influencing appraisals are examined. Assessment techniques, treatment plans, and intervention strategies are developed for specific case studies. Theoretical appraisal bases and methodology are studied for data collection, interpretation, and use. These concepts are studied in the context of professional, legal, and ethical issues. Lab fee will be assessed. Prerequisite: CPY 515.

CPY 601 Human Sexuality: Therapy, Counseling Theory and Techniques [3]
A lifespan developmental approach is applied to the study of human sexuality. Medical and psycho-social aspects of sexual function are addressed. Course topics include physical, psychological, and social development; gender, sex-role orientation and preference; sex therapy theories and techniques; current sexual life-styles; sexual dysfunction; relationship issues; AIDS and other sexually transmitted diseases; sexual deviance, rape, and incest; and family dysfunction. Prerequisite: CPY 530 or permission.

CPY 602 Human Growth and Development [3]
This course introduces and examines several theories of human growth, development, and regression. The entire lifespan is explored. Various philosophical perspectives—psychoanalytic, behavioral, humanistic, psychosocial, and organismic—are examined as to their implications for counseling. An analysis is made of developmental behaviors associated with stages of development, environmental and disruptive influences upon development, and responses of mental health services and practitioners. Normal and abnormal human behavior and development including psychological, sociological, moral, and physical factors are addressed. Also included are the cognitive-structural developmental theories concerned with moral, intellectual, and ethical development. Prerequisite: CPY 530 or permission.

CPY 603 Addictive Disorders [3]
This course includes research and theories of substance use and abuse as well as principles and practices for the assessment, diagnosis, and treatment of substance abuse and addiction. The diversity of addictions is studied including dual diagnoses and interrelationship of addictive modalities. Students will develop specific strategies for

working with addictive clients, knowledge about referral resources, and promotion of responsible behavior.

CPY 699 Master Therapist Series [0]
Each year, three eminent scholars/practitioners are invited to campus to conduct one-day seminars designed to integrate the theoretical and practical perspectives of the core areas in the curricula. These three seminars are only open to and must be attended by all students in their final year of the program. They are offered on a cost-free, no-credit basis. A paper on the experience is required and will be evaluated by the internship faculty members. The Master Therapist Series is offered in lieu of a comprehensive examination. Therefore, successful completion is a graduation requirement.

PSY 551 Psychopathology: Diagnosis and Assessment of Abnormal Behavior [3]
This course focuses on providing knowledge and skills in the effective use of interview examination, systematic observation of client behavior, correct application of psychological constructs, appraisals, and empirically supported treatments, recognition and classification of major syndromes of psychopathology, diagnostic schema, and the prevalence of mental disorder. Students also learn how to diagnose dysfunctional behavior according to the current *Diagnostic and Statistical Manual* and accompanying treatment planning. For the purpose of identifying effects and side-effects of prescribed psychotropic medications, the basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications are surveyed. Prerequisite: CPY 530 or permission.

PSY 660: Pre-Practicum in Counseling and Social Justice Advocacy [1]
This pre-practicum course introduces graduate counseling students to clinical mental health delivery systems, practice settings, and professional social justice advocacy roles through service learning in community organizations and agencies. Students are expected to participate in 200 hours of field work experience during their first two years in the program as partial fulfillment of the pre-degree experience requirements for Florida licensure. These community engagement activities involve on-site experience in agencies and with community organizations that will culminate prior to beginning practicum. Enrollment in this course will be the summer immediately prior to the semester of enrollment in PSY 680: Practicum and Internship I in a Clinical Mental Health Setting and is a graded as a credit/no-credit course.

PSY 680 Practicum and Internship I in a Clinical Mental Health Setting [3]
Course objectives are to help students develop effective individual and group counseling skills. Students are expected to demonstrate an effective counseling style based upon personal strengths, sound professional principles, and a personally defined philosophy and system of counseling. This course involves on-site experience, individual supervision by faculty, and weekly seminars. Lab fee will be assessed. Prerequisites: Completion of all coursework.

PSY 695 Internship II in a Clinical Mental Health Setting [1-5]
This course provides students the opportunity to perform under supervision a variety of activities regularly employed professional staff perform in a clinical mental health setting. Internships extend from fall through spring terms and accrue the remaining 1,000 hours of required clinical experience beyond the practicum experience. Participation in on-campus group supervision and seminars and individual supervision by faculty and site are required. Students must apply and be approved to enter this portion of the degree program. Prerequisite: Completion of all coursework.

ELECTIVES:
Electives are offered intermittently. Contact the Coordinator of Registration or the department chair for information regarding offerings.

CPY 557: Couples and Marriage Therapy: Theory and Techniques [3]
Theories and associated techniques of couples and marriage counseling will be explored. This course also explores specific developmental issues and social and political factors affecting couples. A range of therapeutic modalities will be surveyed. Prerequisites: CPY 550 and CPY 555.

CPY 559 Professional Seminar in Family and Relationship Therapy [1]
This seminar investigates the implications of professional issues unique to marital, couple, and family counseling/therapy, including ethical and legal considerations; professional organizations, preparation standards, and credentialing bodies pertaining to the practice of marital, couple, and family counseling/therapy (e.g., the International Association of Marriage and Family Counselors and the American Association for Marriage and Family Therapy); the role of marital, couple, and family counselors/therapists in a variety of practice settings and in relation to other helping professionals; and research and technology applications in marital, couple, and family counseling/therapy. The professional identity of the family and relationship therapist is discussed. Prerequisite**:** CPY 550.

CPY 562 Counseling Children and Adolescents [3]
Examination of specific approaches and strategies for working with children and adolescents in school, private practice, and agency settings are the focus of this course. Specific concerns such as discipline, substance abuse, school violence, eating disorders, child abuse, self-esteem, grief, and divorce are addressed. Play therapy, individual and group approaches, prevention strategies, innovative programming, and relevant techniques are included. Prerequisite: CPY 525.

CPY 599 Independent Study [1-3]
Directed individual instruction in a content area of a student's choice. Students must submit a proposal at least two months prior to the semester of the independent study. Consent of instructor and department chair required.

CPY 650, CPY 651, CPY 652 Counseling Institute: Special Topics Seminar [1-5]
The Counseling Institute is designed as an intensive format to study a particular professional topic. The Institute provides training, professional development, and personal awareness. The format is both didactic and experiential. The design affords the opportunity for participants to accommodate both personal growth and clinical/professional objectives.

CPY 660 Clinical Hypnosis [1-5]
This course is designed to meet the training requirements for Florida 490 & 491 licensed mental health professionals (psychologists, clinical social workers, mental health counselors, and marriage and family counselors) to practice hypnosis as defined by Florida licensing codes 64B4-6.006 and 7002-3. Eriksonian, analytic, and behavioral medicine theories and applications of clinical hypnosis are reviewed. Topics include relationships between personality dynamics, psychopathology, and clinical hypnosis; induction and deepening techniques; assessment and treatment planning; myths and misconceptions of clinical hypnosis; and contraindications, legal and ethical in the practice of clinical hypnosis. Use of clinical hypnosis to address several clinical issues, such as anxiety, depression, pain, and habit release, is also addressed. Differences and

commonalities between clinical hypnosis and Buddhist mindfulness meditation will also be presented. This course includes a significant experiential and practice component.

CPY 661 Positive Psychology: Strengths-Based Therapy [1-3]
This course will examine the paradigm shift from pathology to strengths-based psychology and the application of these concepts to relationships and therapy. Within psychology today, a strengths-based, optimistic, and resiliency approach to relationships enhances the emotional and social interests of all concerned. Research shows the most significant characteristic for success is social intelligence. This course is designed to explore the concepts, research, techniques, resiliency factors and exercises to enhance optimism, increase well-being, and significantly enhance meaningful relationships. The application of positive psychology within the counselor/client relationship will be examined along with therapeutic applications. This course is designed as an interactive seminar with expectations for student engagement at a high level.

CPY 662 Counseling Contemporary College Students [1-3]
Overview of historical, philosophical, and theoretical foundations of student development and college counseling; provision of developmentally appropriate services (e.g., counseling, preventive programming, outreach, coordination of campus services) for contemporary college students; and an exploration of the diverse post-secondary student: academic characteristics, socioeconomic background, finances, self-concept, interests, peer-group influences, personality characteristics, developmental tasks, reasons for attending college, reactions to college, choice of vocation, major field of study, freedom and authority, educational and occupational aspirations, and dropouts.

CPY 701: Creating Cultures of Peace [1-3]
This course will explore theories, models, principles, and practices of peace building as pathways to social change. Students will examine the process of peace building as one of supporting systems, communities, and organizations in developing new sets of behaviors, norms, and structures whereby peace, justice, and nonviolence are the organizing principles of a new peace culture. The course will emphasize the importance of considering context, culture, and identities as well as structural and institutional factors in the process of peace work. Classroom simulations and experiential exercises are core elements of this course.

CPY 702: Theory and Practice of Conflict Transformation [1-3]
This course focuses on theories, root causes, and analysis of conflict and violence. Roles of identity, humiliation, and structural violence in the causes of conflict will be explored. Students will be introduced to theories and models of conflict resolution and will learn to apply theories and models in various situations and contexts. Course includes classroom simulations and experiential exercises.

CPY 703: Training and Group Facilitation for Social Action [1-3]
This course will examine principles and practices of a participant-centered model for designing and facilitating training, education, and action research projects focusing on peace and social justice activities. The course will focus on design of participant action, training, and education projects using principles and practices from participant action research methodologies, critical theory, liberation theory, feminist theory, Buddhist mindfulness, and David Kolb's adult learning model. The framework accounts for different learning styles and considers the varied purposes of learning tasks. Participants will examine the power of participant-centered approaches in group and social change work. Students will develop a project design, demonstrate elements of the design in classroom simulations, and receive feedback from others.

PSY 682 Practicum in Group Counseling [0]
Students in this course serve as co-leaders of personal growth group comprised of students enrolled in CPY 520, Group Dynamics and Process. Supervision is provided by the CPY 520 instructor. Prerequisite: invitation by department chair and course instructor.

PSY 683: Advanced Multicultural Counseling Practicum [1-3]
This course focuses on international applications in multicultural social justice counseling and advocacy and includes an immersion experience in another culture accompanied by a research or service learning project. Prerequisite: Invitation by course instructor.

FACULTY

Alicia M. Homrich
Professor of Counseling. B.S., M.S., Florida International University; M.A., Rollins College; Ph.D., University of Georgia; Licensed Psychologist, Licensed Marriage and Family Therapist, National Certified Counselor.

Professor Alicia Homrich is a graduate of the Rollins College Graduate Studies in Counseling program (1992). Her greatest specialty interest is in the area of family therapy and solution-focused brief therapy. She is also committed to increasing the quality of counselor training and supervision. Most recently Dr. Homrich has been conducting research on the professional and personal qualities expected of counseling students. Professor Homrich teaches internship, group work, human sexuality, career and lifestyle development, and the family and relationship therapy course series.

Kathryn L. Norsworthy
Professor of Counseling. B.S., Georgia Southwestern College; Ph.D., University of Minnesota; Post-doctoral respecialization, University of Georgia; Licensed Psychologist, National Certified Counselor.

Professor Kathryn Norsworthy's received her doctoral training in child and family psychology followed by a three-year post-doctoral respecialization in counseling psychology. Dr. Norsworthy's clinical specialties include counseling and psychotherapy with adults with post-traumatic stress disorder and chronic and life-threatening illnesses, especially HIV/AIDS. Additional areas of expertise are social justice and multicultural applications in international counseling and peace building, feminist theory and practice, integration of Buddhist psychology and Western psychotherapy and counselor training, and gay/lesbian/ bi/transgender (GLBT) affirmative counseling. Norsworthy has spent considerable time engaging in action research, collaborative training, activism, and peace work in Southeast and South Asia. She teaches clinical practicum/internship, family and relationship counseling, clinical hypnosis, multicultural counseling, mindfulness in counseling and psychotherapy, and coursework in peace, conflict, and social justice studies.

Derrick A. Paladino
Associate Professor of Counseling. B.S., M.Ed., Ed.S., University of Florida; Ph.D., University of Arkansas; Licensed Mental Health Counselor, National Certified Counselor.

Professor Derrick Paladino earned his master's and specialist degrees in mental health counseling at the University of Florida prior to completing his doctorate in counselor education at the University of Arkansas in 2004. Throughout his training, Dr. Paladino gained experience in crisis and emergency services, college counseling, and in community/agency settings on a myriad of client issues. His clinical specialties lie in crisis/suicide assessment and intervention, college student development, group counseling, identity development, and clinical supervision. His research interests fall in the areas of multiracial identity and acculturation, interracial relationships, college student adjustment, counselor education and supervision, and crisis assessment and intervention. Professor Paladino teaches clinical practicum/internship, the group counseling course series, psychopathology, process and skills, and college counseling.

Samuel Sanabria

Assistant Professor of Counseling. B.S., M.Ed., Ph.D., University of Florida; Licensed Mental Health Counselor, National Certified Counselor.

Professor Samuel Sanabria completed his doctorate in counselor education and supervision at the University of Florida in 2002 with an emphasis in diversity issues. He has extensive experience counseling couples, families, adults and adolescents regarding sexual and gender identity concerns. His research interests include ethical practices in counseling, the development of prejudicial attitudes and beliefs, human sexuality, and Latino concerns. Professor Sanabria teaches clinical practicum/internship, multicultural counseling, legal and ethical issues in counseling, theories of personality, and addictions.

ADJUNCT FACULTY MEMBERS:

Burt Bertram
Adjunct Instructor of Counseling; Ed.D, University of Florida.

Nancy Cruce
Adjunct Instructor of Counseling; Ph.D., Florida Institute of Technology

Leigh DeLorenzi
Adjunct Instructor of Counseling; Ph.D., University of Central Florida

Leveta Horne
Adjunct Instructor of Counseling; Ph.D., Florida State University

Linda Robertson
Adjunct Instructor of Counseling; Ph.D., University of Central Florida

Anthony Schefstad
Adjunct Instructor of Counseling; Ph.D., University of Maryland

Valorie Thomas
Adjunct Instructor of Counseling; Ph.D., University of Florida

MASTER'S DEGREE AND NONDEGREE PROGRAMS IN EDUCATION

Scott Hewit, Ed.D., Director

Rollins College offers courses of study for teacher certification and recertification, and the following graduate degree programs: the Master of Arts in Teaching (M.A.T.) in Elementary Education and the Master of Education (M.Ed.) with an emphasis in Elementary Education. The Master of Arts in Teaching (M.A.T.) is designed for students pursuing initial certification. The Master of Education (M.Ed.), with an emphasis in Elementary Education, is designed for professionally certified elementary school teachers who desire the professional enrichment represented by a master's degree. For specifics regarding these programs, see the appropriate program descriptions.

The M.A.T. program at Rollins College is approved by the Florida Department of Education.
All students who complete the requirements for a Master of Arts in Teaching degree are eligible for professional teacher certification in Elementary Education/ESOL (K-6) in the state of Florida. Teacher certification outcomes for Rollins graduates may be viewed online at
http://www.rollins.edu/holt/images/Education/TeacherEducationOutcomes.jpg

PROGRAM OF STUDY: MASTER OF ARTS IN TEACHING: ELEMENTARY EDUCATION/ESOL

FLORIDA PROFESSIONAL TEACHER CERTIFICATION IN ELEMENTARY EDUCATION/ESOL (K-6)

Program Advisor: Scott Hewit, Ed.D.

Designed for those who wish to teach in elementary schools, the Master of Arts in Teaching
(M.A.T.) provides opportunities for students to pursue graduate studies and to meet professional certification requirements for teaching in Florida. All students must submit passing scores on the General Knowledge (GK) section of the Florida Teacher Certification Exam (FTCE) and complete the 1S application form to be admitted to the M.A.T program.

The M.A.T. program focuses on the mastery of content specialization, the teaching/learning process, and the application of educational research to classroom activities. The program requires a minimum of 36 graduate semester hours; however, additional hours are required to meet certification and program requirements. An individual plan of study will be developed for each student. Both written and oral comprehensive examinations are required for graduation. Students who complete the Florida State approved M.A.T. program are eligible for a Florida Professional Teaching Certificate in Elementary Education/ESOL (K-6).

All M.A.T. students must successfully complete the coursework required for the ESOL endorsement. Coursework includes EDU 501, EDU 512, EDU 513, EDU 580, and EED 568. These courses make up the state-approved ESOL folio that is part of the state approved M.A.T. program in Elementary Education.

Professional Education Requirements
Required graduate courses include the following:*
(numbers in brackets denote credit hours)

EDU 500 Pre-Internship Field Experience [1]
EDU 501 Sociological Foundations of Education [3] *
EDU 504 Psychological Foundations of Education [3] *
EDU 509 Foundations of Reading [3]
EDU 512 Instructional Strategies for Diverse Learners [3]
EDU 513 Curriculum Theory for Diverse Learners [3] *
EDU 533 Student Teaching: Elementary [9]
EDU 540 Seminar in Classroom Management [3]
EDU 536 Research in Education [3]
EDU 575 Diagnostic Techniques in Reading [3]
EDU 580 The Multicultural Classroom: Cross Cultural Communication and Understanding [3] *

Elementary Specialization Requirements
Required graduate courses include the following:

EED 560 Laboratory in Elementary School Music [2] *
EED 561 Laboratory in Elementary School Art [2] *
EED 563 Teaching Mathematics in Elementary School [3]
EED 563L Elementary School Mathematics Lab [1]
EED 564 Teaching Elementary School Science [3] *
EED 566 Teaching Elementary School Social Studies [3] *
EED 567 Health and Physical Education Programs in Elementary Schools [2] *
EED 568 Language Arts and Content Area Instruction [3]
EED 569 Literature for the Elementary School Child [3]

* Approved undergraduate courses may apply, but only for certification requirements. Undergraduate courses may not be used as credit toward the 36-hour graduate program.

Clinical Education Experience

The clinical education experience consists of two phases: a pre-internship field experience of a minimum of 60 clock hours (EDU 500) and the full-semester student teaching experience (EDU 533).

Passing scores on the Professional Education (PED) section of the Florida Teacher Certification Exam (FTCE) must be submitted prior to Student Teaching. The student must also show adequate progress toward completion of the 12 Florida Educator Accomplished Practices during a formal review of her/his Expanded Teacher Education Portfolio (ETEP).

Student Teaching (EDU 533) consists of a one-semester field experience in an approved classroom setting. Nine (9) semester hours of supervised student teaching are required. For current teachers with two or more years of public school teaching experience, the clinical requirement may be adapted to meet state requirements and program standards on a case-by-case basis. One term prior to Student Teaching, students must show evidence that all subject prerequisites will be met by completing Student Teacher Forms 2S (ETEP–Expanded Teacher Education Portfolio) and 3S (Approval to Apply for Student Teaching) in addition to the Application Form 1S (Admission to Rollins College Teacher Education Program Graduate Application). The application forms are available at the office of the Department of Education and on the department website. These forms are filed with and reviewed by the Director of Field Experiences. To ensure placement, the Application for Student Teaching (Form 4S) must be completed and submitted to the Director of Field Experiences by the following dates:

- February 20: fall placement
- September 20: spring placement

Any student not approved for Student Teaching has the right of appeal to the Education Review Committee.

During the student teaching semester, the student must enroll in EDU 533, Student Teaching-Elementary. The course is nine (9) semester hours and is graded on a credit/no-credit basis. The student teaching experience consists of placement in an approved public school with a full-time teacher for a full semester. A weekly seminar, EDU 540, is required as a part of the student teaching experience. Student Teaching represents the culminating experience in the professional preparation of teachers.

Students admitted to the M.A.T. are encouraged to follow a seven-semester plan. This course of study can be utilized with students admitted for the fall, spring, or summer semester. Courses are only offered during the semesters indicated below.

Seven-Semester Plan

Fall		**Spring**	**Summer**
EDU 504 [3]		EDU 501 [3]	EDU 580 [3]
EDU 513 [3]		EDU 512 [3]	EDU 509 [3]
EED 564 [3]		EED 560 [2]	
Fall		**Spring**	**Summer**
EED 563 + L [4]		EED 566 [3]	EED 569 [3]
EDU 575 [3]		EED 568 [3]	EDU 536 [3]
EED 567 [2]		EED 561 [2]	
EDU 500 [1]	or	EDU 500 [1]	

Fall
EDU 533 [9]
EDU 540 [3]

Students wishing to accelerate to a four-semester plan for program completion must contact
Dr. Scott Hewit, program advisor, prior to being admitted to the program.

PROGRAM OF STUDY: MASTER OF EDUCATION IN ELEMENTARY EDUCATION

Program Advisor: Scott Hewit, Ed.D.

The Master of Education in Elementary Education is a 36-hour graduate program of advanced studies for certified elementary teachers. An assigned faculty advisor develops an Individual Plan of Study with each student. The M.Ed. program offers courses in practical areas of study to expand the level of education and proficiency for elementary classroom teachers. Written comprehensive examinations are required for graduation.

Core Courses
EDU 512 Instructional Strategies for Diverse Learners [3]
EDU 536 Research in Education [3]
EDU 567 Inclusive Schools and Communities [3]
EDU 587 Child Development [3]

Content Courses
EDU 513 Curriculum Theory for Diverse Learners [3]
EDU 544 Statistics for Teachers: Tests and Measurements [3]
EDU 550 Motivation in Education [3]
EDU 575 Diagnostic Techniques in Reading [3]
EDU 576 Advanced Reading Strategies [3]
EDU 580 The Multicultural Classroom: Issues in Cross-cultural Communication and Understanding [3]

Electives
Six (6) semester hours of education electives required. (See Graduate Education course descriptions.)

EDU 511 Teaching Writing in Elementary School [3]
EDU 583 The Development of Literacy in Primary Education [3]
EDU 590 Special Topics in Education [3]
EDU 599 Classroom Management [1.5]
EDU 577 Demonstration of Accomplishment in Reading: Elementary [3]

NONDEGREE PROGRAMS

Program Advisor: Scott Hewit, Ed.D.

Graduate Studies offers coursework that meets the Florida Department of Education certification requirements for Reading, Elementary Education, and selected areas of secondary teacher certification, coursework for experienced teachers seeking recertification, and coursework for special students who wish to take only one or two courses in education.

Teacher Certification
Students seeking only teacher certification at Rollins must request a Statement of Eligibility from the Florida Department of Education. This can be done online at http://www.fldoe.org/edcert/level3.asp. The Statement of Eligibility describes academic content and tests the student must pass to be eligible for both a Temporary and a

Professional Certificate in his/her intended area of certification. Students will be assigned a faculty advisor who will review their transcripts to determine a course of study.

Students must submit passing scores on the General Knowledge (GK) section of the Florida Teacher Certification Exam (FTCE) to be admitted to teacher certification. Students planning to complete Student Teaching must submit passing scores on the Professional Education (PED) test prior to Student Teaching and the Subject Area Exam (SAE) prior to completion of Student Teaching. In order to register for classes, students seeking certification must have their registrations approved by an advisor.

The courses listed below will vary for each certification-only student, depending on what is required on their Statement of Eligibility.

Elementary Teacher Certification Sequence

Professional Education Requirements

Undergraduate and graduate courses (or their equivalents) to include the following:

EDU 501 Sociological Foundations of Education [3]
EDU 504 Psychological Foundations of Education [3]
EDU 509 Foundations of Reading [3]
EDU 512 Instructional Strategies for Diverse Learners [3]
EDU 513 Curriculum Theory for Diverse Learners [3]
EDU 533 Student Teaching: Elementary [9]
EDU 540 Seminar in Classroom Management [3]

Elementary Specialization Requirements

Undergraduate and graduate courses (or their equivalents) to include the following:

EED 560 Laboratory in Elementary School Music [2]
EED 561 Laboratory in Elementary School Art [2]
EED 563 Teaching Mathematics in Elementary School [3]
EED 563L Elementary School Mathematics Lab [1]
EED 564 Teaching Elementary School Science [3]
EED 566 Teaching Elementary School Social Studies [3]
EED 567 Health and Physical Education Programs in Elementary Schools [2]
EED 568 Language Arts and Content Area Instruction [3]
EED 569 Literature for the Elementary School Child [3]

Secondary Teacher Certification Sequence

Professional Education Requirements

Undergraduate and graduate courses (or their equivalents) may include the following:

EDU 501 Sociological Foundations of Education [3]
EDU 504 Psychological Foundations of Education [3]
EDU 513 Curriculum Theory for Diverse Learners [3]
EDU 517 Teaching (Particular Subject) in Secondary Schools [3] (Prerequisite: EDU 522)
EDU 517L Field Experience in Secondary Education [1.5]
EDU 522 Instructional Strategies for Diverse Secondary Learners [3]
EDU 534 Student Teaching: Secondary [9]
EDU 535 Content Area Reading in Secondary Schools [3]
EDU 540 Seminar in Classroom Management [3]

Secondary Content Specialization Requirements

An undergraduate major in a content area (math, biology, English, etc.) from a regionally accredited school will meet the specialization requirements for secondary school teaching. When seeking certification in a secondary subject (grades 6-12), a student needs to have either a major in the subject or a minimum of 30 semester hours in the content area that meets the specific Florida Department of Education subject area requirements. An advisor may review a student's Statement of Eligibility to help determine whether the content courses meet state requirements. Rollins College does not have a program specific to the middle grades.

Clinical Education Experience

Student Teaching (EDU 533 or 534) consists of a one-semester field experience in an approved classroom setting. Nine (9) semester hours of supervised student teaching are required. For current teachers with two or more years of teaching experience in a public school, the clinical requirement may be adapted to meet state requirements and program standards on a case-by-case basis. Passing scores on the General Knowledge (GK) and Professional Education (PED) sections of the Florida Teacher Certification Exam (FTCE) must be submitted prior to student teaching.

A teaching internship experience in the area in which the student is to be certified is recommended for elementary or secondary certification. One term prior to Student Teaching, students must show evidence that all subject prerequisites have been met by completing Student Teaching Forms 3S and 4S in addition to the Application Form 1S. All forms are available at the office of the Department of Education and on the department website. These forms are filed with and reviewed by the Director of Field Experiences. To ensure placement, the Student Teaching Forms 3S and 4S must be completed and submitted to the Director of Field Experiences by the following dates:

- February 20: fall placement
- September 20: spring placement

Any student not approved for student teaching has the right of appeal to the Education Review Committee.

During the student teaching semester, the student must enroll in EDU 533, Student Teaching: Elementary, or EDU 534, Student Teaching: Secondary. The course is nine (9) semester hours and is graded on a credit/no-credit basis. The student teaching experience consists of placement as a full-time teacher for a full semester in an approved area public school. A weekly seminar, EDU 540, is required as a part of the student teaching experience. Student Teaching represents the culminating experience in the professional preparation of teachers.

Recertification and/or Special Students

Graduate courses are available for teachers seeking recertification and professional development. Such students are considered special students. Special students who are not in an advisor-approved certification track and who wish to exceed six (6) semester hours must reapply for admission. (No additional admission fee will be required.)

ADMISSION

An admission committee reviews all applications and recommends action. The committee does not act until the admission file is complete. Admission may be one of four kinds:

- Full admission for the degree or certification-seeking student.
- Provisional admission pending receipt of outstanding documentation that meets the admission criteria.
- Probationary admission for students not meeting all requirements; application will be reviewed after completion of six (6) hours of coursework.
- Admission as a Special Student with permission to enroll in up to six (6) hours of coursework.

Students apply and are accepted on a rolling admission basis. If you would like assistance with the application process, please contact Rebecca Cordray at 407-646-1568 or rcordray@rollins.edu or contact Dr. Scott Hewit at 407-646-2300.

Note: Application and materials will remain on file for one year.

Degree-Seeking Students

To be considered for admission as a degree-seeking student, applicants must submit the following materials and must satisfactorily meet the following requirements:

1. An application form and payment of a $50 nonrefundable application fee.
2. Separate official (sealed) transcripts of all undergraduate (bachelor's degree from a regionally accredited four-year institution) and graduate study; a minimum overall grade point average of "B" (3.0) is required.
3. A typed statement of career goals (3-5 pages).
4. Three (3) letters of recommendation (should be submitted from supervisors or instructors).
5. Passing scores on the General Knowledge (GK) of the FTCE.

Nondegree-Seeking Students

A. If seeking certification only, applicants must submit the following for admission into the Teacher Education Program:

- Items 1, 3, and 4 as stated above.
- Official (sealed) transcripts of all undergraduate (bachelor's degree from a regionally accredited four-year institution) and graduate study; a minimum overall grade point average of 2.5 is required.
- Passing scores on the General Knowledge (GK) Test of the FTCE.
- A Statement of Eligibility for the Florida Department of Education.

Upon admission to the M.A.T. or for certification, students must also apply for admission to the Teacher Education Program (Form 1S).

B. Applicants seeking admission as Special Students for one (1) or two (2) courses must submit the following for admission as a recertification or special student:

- An application form and payment of the $50 nonrefundable application fee.
- Separate official transcripts of all undergraduate and graduate study: a minimum overall grade point average of 2.5 is required.
- One (1) letter of recommendation (from a supervisor or instructor).

Admission must be granted or approved before a student may register for any courses.

Students who have not been admitted to a degree program or a certification sequence may take classes as Special Students.

ACADEMIC POLICIES

- All degree programs require a grade point average (GPA) of "B" (3.0) for graduation. When a student's average falls below "B" (3.0) in either a degree or certification program, he or she is placed on academic probation and must bring his or her GPA up to 3.0 by the end of the next term after being placed on probation or face academic dismissal. No more than six (6) semester hours of "C" (2.0) work may be included as degree credit. Further "C" work is counted as graduate nondegree credit and makes the student subject to academic dismissal. A grade of "F" or "WF" in any graduate course may constitute reason for academic dismissal.
- Certification students are responsible for communicating with the Certification Division of the Department of Education in Tallahassee, Florida, for specifics regarding their certification status.
- Certification and degree-seeking students are assigned an advisor who prepares an Individual Plan of Study for each student. Any changes in this Individual Plan of Study may be made only with the approval of the advisor.
- During the term prior to Student Teaching, Certification and M.A.T. students must apply to student teach. In order to be eligible for Student Teaching, and in addition to admission requirements, a student must have submitted passing scores on the Professional Education (PED) section of the FCTE, completed all degree or certification requirements, and have academic recommendations from three (3) faculty members. Two (2) recommendations must be from full-time faculty.
- Students who wish to change degree status must submit a written request to the director of teacher education. If this request is approved, students must meet all requirements of the new status.
- Degree-seeking students may apply to transfer up to six (6) semester hours of graduate-level coursework from another regionally accredited institution by filing an "Application for Transfer Credit" form available in the Graduate Studies office. Transfer credit is approved when the following conditions are met:
  a. The course is relevant to the degree program.
  b. Graduate credit is earned from a regionally accredited institution.
  c. Graduate credit is earned within six (6) years of the anticipated Rollins graduation date.
  d. The course carries a grade of "B" or better, and the course has not been graded credit/no credit.
  e. No transfer credit is approved until 12 semester hours are completed in Graduate Studies at Rollins College.
- Credit obtained through correspondence study, teaching experience, or distance learning is not applicable to any graduate degree program.
- Directed Independent Studies (DIS) that are existing courses need to be approved by the course instructor of record and the Director of Graduate Studies in Education.
- Directed Independent Studies (DIS) that are not existing courses must be approved by the Education Department faculty and the Director of Graduate Studies in Education.
- All credit applied to a degree program must be earned within six (6) years of the first registration. All students who have not taken courses within a three-year period must re-apply for admission and meet all admission requirements in effect at the time of application.
- All academic policies of Graduate Studies programs are approved by the faculty.

- Special students in Graduate Studies programs are subject to graduate policies and graduate fees.

Comprehensive Examinations
Both written and oral comprehensive examinations are required for graduation from the M.A.T. program, and written examinations are required for the M.Ed. program. Eligible students are notified of the examination arrangements by mail. The written examination is a four-hour test, normally taken no earlier than the last term of coursework. Students are notified of their results by mail. Those who do not pass the examination must wait until the next official test date before retaking the written examination and may be required to complete interim requirements. Oral examinations will be scheduled following successful completion of the written section.

Graduation Requirements
Graduation requirements include the following:

- Admission to degree candidacy.
- Completion of all certification and course requirements for the degree with a grade point average of "B" (3.0) or above.
- Successful completion of the comprehensive examinations.
- Evidence of acceptable performance for each of the 12 Accomplished Practices (M.A.T. students only).
- Filing the Intent to Graduate form. This should be filed prior to the last term of study.
- Payment of the $75 graduation fee.
- Payment of any outstanding fees to the College.
- Recommendation by the faculty.

In order to be eligible for Florida Professional Teacher Certification, students must submit passing scores for the Florida Teacher Certification Exams (GK—General Knowledge, PED—Professional Education, and SAE—Subject Area Exam) prior to graduation.

Commencement is held once each year in the spring. All degrees are awarded pursuant to the policies of the Board of Trustees of Rollins College.

Honors at Graduation
Students who achieve a cumulative grade point average of 3.84 will graduate with honors. A student's transcript will bear this notation, and it will be noted at Commencement.

TUITION AND FEES 2012-13

Summary of Fees
- Application fee (nonrefundable)..... $50
- Tuition ($473 per credit hour)..... $1,419
- Graduation fee..... $75

Note: Tuition amounts pertain only to the 2012-13 academic year. All fees and charges are subject to change without notice, and an increase in tuition is anticipated each academic year.

In addition to 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

COURSE DESCRIPTIONS

Descriptions of courses offered through the graduate programs of the Hamilton Holt School are listed alphabetically by prefix, and then numerically.

EDU 500: Pre-Internship Field Experience [1]
Provides an opportunity for students planning to teach to gain insight into the education process as it exists in the schools. The course consists of two components: 1) directed observation and field experience which requires a student to spend a minimum of 60 hours in an approved school; 2) development and practice of specific skills in the following areas: communication skills, analyzing classroom verbal interaction, classroom management, analyzing classroom leadership styles, writing behavioral objectives, and developing lesson plans. Prerequisite: must be in at least second full semester of M.A.T. program.

EDU 501: Sociological Foundations of Education [3]
A study of the social, political, economic, and historical background of the contemporary American school system. This course demonstrates how social forces have shaped the curriculum, organization, and purposes of formal education. Three ESOL themes (cultural diversity, linguistics, and curriculum and methods) are introduced in this course and noted on the syllabus with an asterisk (*) ESOL. ESOL infused course.

EDU 503: Philosophical Perspectives on Education [3]
An application of analytical techniques to various classical and contemporary writings in the philosophy of education. Readings reflect various educational philosophies and may include selections from Plato, Aristotle, Pestalozzi, Kant, Froebel, Rousseau, Dewey, Whitehead, and Russell. This course meets the social foundations requirement for teacher certification.

EDU 504: Psychological Foundations of Education [3]
Presents an application of psychological principles to learning by children and adolescents in school contexts. Special topics include child and adolescent development, human motivation, and implications for teaching strategies.

EDU 509: Foundations of Reading [3]
This is the introductory course in the reading sequence. The course covers the theoretical models of reading, emergent literacy, phonics instruction, and the reading/writing connections. A balanced approach to reading instruction is emphasized.

EDU 510 Teaching in a 21st Century Classroom (3)
This course offers the students a firsthand 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 511: Teaching Writing in Elementary Schools (3)
Students learn about the nature of the writing process and how to develop learning activities where the development of good writing will be facilitated among elementary students.

EDU 512: Instructional Strategies for Diverse Learners [3]
This course examines current and emerging school programs found in grades K-6. Topics include learner diversity, planning, and delivery of instruction and assessment procedures. ESOL infused course.

EDU 513: Curriculum Theory for Diverse Learners [3]
This course addresses school organization and curriculum development in elementary and secondary schools including instructional goals and basic teaching strategies. This course is a designated ESOL stand-alone course in the Department of Education and emphasizes curricular adaptations for Limited English Proficiency (LEP) and ESOL materials. The skills and competencies covered in this course are indicated on the syllabus.

EDU 517: Teaching (Particular Subject) in Secondary Schools [3]
Examines special methods for teaching at the middle or secondary level. The course covers instructional techniques and classroom materials in the designated subject and includes special problems associated with classroom testing and teaching the "at-risk" learner. To be taken the semester before student teaching and with EDU 517L.

EDU 517L: Field Experience in Secondary Education [1.5]
A pre-internship field experience. A minimum of four hours a week in a middle or secondary school is required. To be taken with EDU 517.

EDU 522: Instructional Strategies for Diverse Secondary Learners [3]
Examines current and emerging school programs found in grades 6-12. Topics include the impact of technology, student diversity, and accountability on curriculum. Prospects for curriculum and assessment reform, and the relation of curriculum design to teaching methods will be addressed. ESOL infused course.

EDU 533: Student Teaching: Elementary [9]
A student teaching internship offered at the elementary level. A nine-semester-hour experience requiring teaching in a public or private school. This course requires prior application to the Director of Field Experiences (deadlines for each term are published).

This experience is fully explained in the *Student Teaching Handbook* available from Graduate Studies.

EDU 534: Student Teaching: Secondary [9]
A student teaching internship offered at the secondary level. A nine-semester-hour experience requiring teaching in a public or private school. This course requires prior application to the Director of Field Experiences (deadlines for each term are published). This experience is fully explained in the *Student Teaching Handbook* available from Graduate Studies.

EDU 535: Content Area Reading in Secondary Schools [3]
All teachers are teachers of reading. This course is designed to provide background information for secondary teachers in the content areas including the reading process, strategy instruction, and diagnosis of reading problems. Pre-service teachers will be provided with a variety of strategies to promote an understanding of content area materials.

EDU 536: Research in Education [3]
An analysis of the current issues in education. Topics for discussion may include technology in the classroom, current curricular trends, important educational research results, and others. A formal search of the literature is required. Each student may choose his/her own area of interest to research. M.Ed. students conduct a study with elementary students.

EDU 540: Seminar in Classroom Management [3]
A 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. Beyond the day-to-day items facing the teachers, this course examines topics pertaining to teaching such as child abuse, assessments, and job-hunting skills. The ETEP portfolio based on the Florida Educator Accomplished Practices must be completed at the performance level. Concurrent with EDU 533 or EDU 534.

EDU 544: Statistics for Teachers: Tests and Measurements [3]
This course includes basic statistical concepts and theories of tests and measurements. Students will learn to apply descriptive and inferential statistics to educational settings.

EDU 550: Motivation in Education [3]
The purpose of this course is to explore trends in the area of academic motivation with an eye to how motivation constructs relate to one another and how they influence classroom behavior and achievement. Toward that end, we will explore historically important ideas as well as constructs prominent in the current academic literature including achievement goals, self-theories (self-concept, self-efficacy), interest, and attribution theory. All theories will be taught with a strong emphasis on practical application to classroom settings.

EDU 567: Inclusive Schools and Communities [3]
Offers the student a first-hand look at the process of screening, referring, evaluating, and placing school-age learners in educational settings where they can benefit most from the educational services available to them under the law. Emphasis is placed on the inclusive school and community, where disabled and nondisabled learners are educated together in classrooms, and educational services are brought to the classroom instead of bringing the learners to the services. Strategies for successful collaboration and inclusion are included.

EDU 570 Schools That Learn: Models of Systemic Change for Student Learning [3]
This course will examine models for systemic change that seek to create learner-centered schools. Class discussions will be based on assigned readings, current school issues, and experiences of the class participants. Members of the class will be asked to complete the assigned readings, write reflection papers, assess their knowledge of the course concepts, interview educators and parents, and work together in a small group to design a classroom and school that meets the learning needs of children.

EDU 575: Diagnostic Techniques in Reading [3]
This course examines a variety of testing available to classroom teachers to diagnose and improve reading instruction. Students will administer diagnostic instruments and design and implement curriculum to improve the student's reading skills. Prerequisite/Corequisite: EDU 509.

EDU 576: Advanced Reading Strategies [3]
An intensive class in prescriptive reading strategies and materials. Students work toward expertise in matching techniques and materials to the needs of the individual child. Prerequisite/Corequisite: EDU 575.

EDU 577: Demonstration of Accomplishment in Reading: Elementary [3]
Supervised practicum to obtain practical experience in increasing the reading performance of students with the prescription and utilization of appropriate strategies and materials based upon scientifically based reading research designed to address the prevention, identification, and remediation of reading difficulties. Prerequisites: EDU 509, EDU 575, EED 569. Prerequisite/Corequisite: EED 568.

EDU 578: Children's Literature Institute [3]
The Children's Literature Institute introduces in-service teachers to a wide variety of genres of children's literature. Ten authors and illustrators each spend one day presenting their stories behind their stories. A capstone project focuses on building the works of these authors and illustrators into your own curriculum.

EDU 580: The Multicultural Classroom: Issues in Cross-Cultural Communication and Understanding [3]
Examines cultural pluralism in the classroom: multicultural education, diversity and teaching, bilingual education, racism, tracking, and teacher preparation. This course is a designated ESOL stand-alone certification course in the Department of Education and is intended to meet the competencies and skills that are required for Teacher Certification in Florida.

EDU 581: Child Study Skills for Primary Education [3]
An opportunity to study and understand the sequence of growth in child development. Students learn strategies for observing, diagnosing, and prescribing appropriately for the needs of the early learner whose cognitive development is enhanced by concrete experiences. Different approaches for working with parents and families of ethnically diverse groups are presented.

EDU 582: Foundations of Primary Education Curriculum [3]
Examines the theory, principles, and practices of curriculum development in early childhood education from planning to evaluation. Topics discussed include the following: What should comprise the early childhood curriculum? What is the purpose of early childhood schooling? What types of early childhood curricula are available?

EDU 583: The Development of Literacy in Primary Education [3]
Emphasizes the importance of linguistic experiences as a basis for developing reading, writing, listening, and speaking skills in early learners. The stages of language acquisition for ages of birth to nine are studied. Additional concern is focused on the different modes of personal interaction used by children of this age.

EDU 587: Child Development [3]
Focuses on the physical, social, emotional, cognitive, and creative development of the individual from birth through adolescence. The course strives for a balance between developmental theory and practice. Theoretical positions include Normative-Maturation (Gesell), Behaviorist Environmental (Skinner), Psychodynamic (Freud and Erikson), Cognitive-Transactional (Piaget), and Humanism. Practical application with children in a variety of settings including home, school, and agency is stressed.

EDU 590: Special Topics in Education [3]
Special topics will be covered in a seminar format to focus on a specific issue in education.

EDU 599: Classroom Management [1.5]
Teaches prevention or solution of problems through management of classroom, children, and curriculum. Reviews techniques to move children from external to internal control. Video observations and critiques, reading and sharing of ideas, and the development of a classroom management notebook may be incorporated into a seminar-type format.

EED 555: Elementary Methods for Foreign Language [2]
Focuses on the principles and methods for teaching foreign language to elementary school children. Required for all students seeking a foreign language certification.

EED 560: Laboratory in Elementary School Music [2]
A workshop covering the basic concepts, literature, and methods for teaching music in the elementary grades. Vocal and instrumental music are included, and the course stresses the use of music to provide creative experiences. Required for all students seeking music certification (K-12).

EED 561: Laboratory in Elementary School Art [2]
Focuses on how art can be used to foster child development and supplement learning in the curricular areas. Related topics include sensory experiences, aesthetics and aesthetic education, managing a classroom art center, and the adult's role in child art. Participants directly experience an array of artistic media and conduct art activities with children. Required for all students seeking art certification (K-12).

EED 563: Teaching Mathematics in Elementary School [3]
Focuses on the NCTM standards for the teaching of elementary mathematics. Major topics include the use of manipulatives, calculators, the real number system, informal and formal geometry, basic facts and algorithms, measurement and metrics, and problem solving.

EED 563L: Elementary School Mathematics Lab [1]
Problem solving sessions that utilize basic mathematical concepts introduced in EED 563. The use of manipulatives facilitates understanding of various number systems, measurements, and algorithms.

EED 564: Teaching Elementary School Science [3]
Reviews special methods of teaching science to elementary school pupils. A learning cycle approach is used stressing activity-oriented science and basic science concepts. Performance assessment will be utilized throughout the class.

EED 565: Teaching Advanced Topics in Science in the Elementary School [3]
Designed to expand teachers' knowledge of basic physical science principles, increase interest and confidence in teaching science, and provide participants with a series of activities that can be incorporated into the science curriculum. The classes will involve lectures and discussions, but a significant portion of the class time will be spent performing laboratory exercises.

EED 566: Teaching Elementary School Social Studies [3]
This course reviews special methods of teaching social studies in the elementary grades. Topics include cooperative learning, contemporary affairs, and recently developed materials designed to introduce young children to the evaluation of significant social issues.

EED 567: Health and Physical Education Programs in Elementary Schools [2]
Reviews special methods for physical activities for children, concepts and materials of health education, and the values underlying programs of personal fitness for children.

EED 568: Language Arts and Content Area Instruction [3]
This course presents strategies for teaching the four areas of language arts: reading, writing, listening, and speaking. Emphasis on the importance of integrating reading and content area instruction. Strategies for diverse learners will be implemented in an original unit of instruction designed by the student based on best practices of a balanced reading classroom. ESOL infused course. Prerequisite: EDU 509.

EED 569: Literature for the Elementary School Child [3]
This course immerses students in authentic literature appropriate for elementary grade reading instruction. Students will become familiar with a variety of major children's authors and illustrators, the genres of children's literature, recent research in the field, and techniques for the effective use of children's literature in the classroom. Emphasis on strategies appropriate for responding to literature and participating in literature circles.

FACULTY

Karen Branen
Adjunct Instructor of Education; MED, Rollins College

Wendy W. Brandon
Associate Professor of Education and ESOL Coordinator. B.S., University of Georgia; M.S., Central Missouri State University; Ed.D., Teachers College, Columbia University. Specializations: curriculum theory, critical theory, critical pedagogy, and service learning.

Wendy Bray
Adjunct Instructor of Education; Ph.D., University of North Carolina – Chapel Hill

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Adjunct Instructor of Education; Ed.D, University of Central Florida

Coleman Fielder
Adjunct Instructor of Education; MA, Stetson University

Margot Fadool
Visiting Assistant Professor, Director of Field Internships. B.S., Pennsylvania State University; M.Ed., Cabrini College; Ed.D., University of Cincinnati. Specializations: reading attitudes, language arts instruction, after school programs.

Kelly Gooden
Adjunct Instructor of Education; Ph.D., American University

Scott Hewit
Associate Professor of Education and Director of Teacher Education Programs. B.S., SUNY Plattsburgh; M.S., Indiana University at Fort Wayne; Ed.D., Ball State University. Specializations: role of families and the community in the effective school effort, the collaborative adaptation of curriculum and instruction to meet diverse student needs in an inclusive setting, and the emergence of the reflective educator and learner as a fundamental leader in the educative process.

Trevor Honohan
Adjunct Instructor of Education; MS, Nova Southeastern University

Giovanni Valiante
Associate Professor of Education and Chair of the Education Department. B.A., M.Ed., University of Florida; Ph.D., Emory University. Specializations: educational psychology, academic motivation, child and adolescent development, self-beliefs, and self-efficacy.

Debra Wellman
Associate Professor of Education and Interim Dean of the Hamilton Holt School. B.S., Illinois College; M.S., Eastern Illinois University; Ph.D., University of Toledo. Specializations: emergent literacy, pre-service and in-service teacher education, teacher change, literacy circles, and multicultural education.

MASTER OF HUMAN RESOURCES

Donald P. Rogers, Ph.D., SPHR, Director

The Master of Human Resources (MHR) program is designed for people who are serious about career advancement. The primary purpose of this program is to prepare talented people to be Human Resource (HR) leaders, managers, and professionals who add significant value to their organizations and communities.

Most of the students in this program are experienced HR professionals (trainers, recruiters, consultants, or analysts), HR managers, or directors of HR. Some are experienced managers looking to strengthen their people management competencies. Others are early career professionals looking for entry-level positions in HR.

As a result, the program is designed for people who want the insights, knowledge, skills, and experiences to help them improve current job performance, prepare for new positions, advance their careers, increase their marketability, and develop a strategic-level perspective on HR issues and challenges.

The MHR program is recognized by the Society for Human Resource Management (SHRM), the American Society for Training & Development (ASTD), the Labor and Employment Relations Association (LERA), and the University Council on Industrial Relations and Human Resource Programs (UCIRHRP).

PROGRAM OF STUDY

The MHR is a 10-course, 40-semester-hour professional human resources management degree. All students complete six core (required) courses. Students select the four remaining courses from a list of electives.

Students begin the program as a group in the fall term each year and proceed through the core courses together. This cohort feature allows for the development of a community of learners who come together and support one another in pursuit of their academic goals. Once students have been accepted into the program, however, they may take elective courses as degree-seeking students during any term prior to the fall term. Courses are offered evenings and weekends during the fall, spring, and summer terms. A mixture of Rollins College faculty and Central Florida Human Resource professionals teach the courses.

Two-Year Option: By taking two courses per term for five terms, students will complete the program in two years. Unless an exception is granted, core courses should be taken in sequence.

First Year:		
Fall	MHR 500	Strategic Human Resource Management
	MHR 515	Recruitment, Selection, and Retention
Spring	MHR 501	International HRM
	MHR 553	Employment and Labor Law

Second Year:

Summer	MHR	Elective
	MHR	Elective
Fall	MHR 538	HR Leadership
	MHR	Elective
Spring	MHR 510	Organizational Change and Development
	MHR	Elective

Three-Year Option: By taking two courses per term for two terms and one course per term for six terms, students will complete the program in three years. Unless an exception is granted, core courses should be taken in sequence.

First Year:

Fall	MHR 500	Strategic Human Resource Management
	MHR 515	Recruitment, Selection, and Retention
Spring	MHR 501	International HRM
	MHR 553	Employment and Labor Law

Second Year:

Summer	MHR	Elective
Fall	MHR 538	HR Leadership
Spring	MHR 510	Organizational Change and Development

Third Year:

Summer	MHR	Elective
Fall	MHR	Elective
Spring	MHR	Elective

THE CURRICULUM

The curriculum is designed to provide a broad, generalist approach to core areas of human resources and opportunities to explore areas of specific interest. Some key features of the curriculum are:

- Emphasis on HR processes critical to developing distinctive competencies, competitive advantages, and organizational effectiveness.
- Emphasis on developing management, leadership, professionalism, personal effectiveness, critical analysis, problem solving, teamwork, professional writing, and presentation skills.
- Emphasis on providing knowledge students can use and apply immediately on the job.
- Emphasis on balancing of theory and application in EVERY course.
- Fewer, longer, deeper core courses with more credit hours allowing coverage of the key HR processes with greater sophistication.
- Diverse elective courses allowing students to pursue areas of interest with a balance of depth and breadth.

Curriculum Requirements
The curriculum includes 24 hours of required courses and 16 hours of electives.

Required Courses (6):
MHR 500 Strategic Human Resource Management
MHR 501 International HRM
MHR 510 Organizational Change and Development
MHR 515 Recruitment, Selection, and Retention
MHR 538 HR Leadership
MHR 553 Employment and Labor Law

Students choose a total of 16 credits from the elective courses offered.

Elective Courses: (Only some of these electives are offered each year.)
MHR 505 Training and Development
MHR 522 Organizational Psychology
MHR 523 Finance for HR Professionals
MHR 532 Succession Management
MHR 540 Management Consulting
MHR 542 Team Building
MHR 543 Employee Relations
MHR 544 Conflict Management
MHR 545 Troubled Employees
MHR 557 Compensation Management
MHR 559 Performance Management
MHR 590 Special Topics
MHR 591 SHRM National Conference
MHR 610 Managing the HR Department
MHR 625 Emerging Issues in Human Resource Management
MHR 670 Independent Research (2-6 credits)
MHR 673 Independent Project (2-6 credits)
MHR 675 Internship (2-6 credits)
MHR 677 Thesis (4-8 credits)

ADMISSION

Application for Admission
Applicants who hold an undergraduate baccalaureate degree from a regionally accredited college or university are eligible to apply for admission to the MHR program. For information and application materials, students should write to Rollins College, Master of Human Resources, 203 East Lyman Avenue, Winter Park, Florida 32789; or call 407-646-2653; or email MHR@rollins.edu, or go to Rollins Holt School website at www.rollins.edu/holt.

Admission Standards
Students are admitted for the fall or spring term. Applicants must have a bachelor's degree from a regionally accredited college or university by the time they enroll. Applicants must submit the following items to be considered:

- Completed application form, including the $50 nonrefundable application fee.
- A one- or two-page statement of purpose essay clarifying your expectations from graduate study. Please address the following questions: 1) Why do you want to

pursue a Master of Human Resources degree? 2) How will the MHR program enhance your performance in your current position? 3) How does the MHR program relate to your career goals?
- Current résumé.
- Official transcripts from all colleges and universities attended, including Rollins College.
- Two letters of recommendation from individuals who can attest to your ability to do academic work at the graduate level in HR. One letter should come from an employer.
- Test scores (taken within the last five years) from the Graduate Management Admissions Test (GMAT) or the Graduate Record Exam (GRE). Applicants who have already earned a master's degree, have four or more years of professional level HR experience, or have an undergraduate grade point average of 3.5 or better (four-point scale) may petition to have the test scores waived.
- For applicants whose native language is not English, scores from the Test of English as a Foreign Language (TOEFL) are required with a minimum score of 550 on the paper test, or 213 on the computerized test, or 80 on the Internet-Based (IBT) test.
- Applicants who are not American citizens must demonstrate appropriate permanent resident or visa status. Since the MHR program is normally a part-time program, students must request special permission to take more than eight semester hours per term.

Note: Application and materials will remain on file for one year.

Fall Decisions:
- Application deadline — December 1
- Letters of notification — January
- Deposit due — March 15

Applications submitted by December 1 are considered during the fall decision period, and all applicants are notified of their admission status. Applicants who are considered during the fall decision period but not admitted may be reconsidered during the spring decision period.

Spring Decisions:
- Application deadline — April 1
- Letters of notification — May
- Deposit due — June 15

Fall and Spring Decisions:
- Balance of fall tuition due — July 15

Admission Committee

A faculty committee will evaluate applications for admission to the program. As with other Rollins College programs, the admission committee will make its decisions by evaluating the whole person and not by applying a formula. Because space in the program is limited and entry is competitive, the committee will be looking for people who can benefit from the program, who can handle the rigorous demands of graduate study, and who have the potential to assume leadership roles in human resource management.

In making its decisions, the admission committee will consider an applicant's work experience, personal statement, letters of recommendation, grade point average, test

scores, and any other information the applicant wishes to provide. An incomplete application package (missing application form, official transcripts, letters of recommendation, or test scores) will delay the evaluation and decision. Applicants are notified of the committee's decision by mail.

Payment Schedule

Acceptance Date	Start Date	Deposit Due Date	Balance Due Date
May	August	June 15	July 15
December	January	January 11	January 11
December	August	March 15	July 15

Payment Schedule for Continuing Students
After the first term, tuition is charged course-by-course at the current rate. Students must pay their tuition by the published deadlines.

ACADEMIC POLICIES

Transfer Credit
Transfer courses may be substituted only for electives and not for the required core courses. With the director's approval, up to two transfer courses—consistent with the mission of the MHR—are counted toward the graduation requirement of 40 semester hours for the Master of Human Resources degree. Only graduate courses completed with a grade of "B" or better at regionally accredited colleges and universities will be evaluated. No transfer credit will be given for courses used to satisfy requirements for another degree. No transfer credit will be given for internships, practica, or life-experience courses at the graduate level. The transcript submitted from the college or university where the course was completed determines the total number of credit hours awarded for the transfer of courses. Students who transfer course credits into the program are advised that they will have to take a sufficient number of courses at Rollins College in order to earn the 40 credit hours required for completion of the Master of Human Resources degree. Students should discuss transfer credits with the coordinator or director of the program.

Students who are requesting transfer credit need to provide a formal request, a copy of the course description, a syllabus, and an official transcript to the MHR director.

Time Limits
Degree candidates are permitted six years to complete the degree requirements listed in the program of study. The curriculum is available in either a two-year option or a three-year option. Degree candidates are required to take two courses per term under the two-year option. Under the three-year option, students are required to take two courses for the first two terms and one course per term thereafter. The length of time required to complete the program may vary if transfer credits are accepted. If a degree candidate cannot complete the program of study within the authorized six years, a new program of study designating the remaining requirements will be necessary.

Withdrawal from the Program

Students may withdraw from the program temporarily by sending a letter to the director explaining the circumstances and indicating when they propose to resume studies. Students wishing to return to the program must petition the director for readmission.

Graduation Requirements

It is a student's responsibility to make certain that all the course requirements for graduation have been met. If there is any doubt, a program advisor should be consulted prior to registration for the last semester preceding expected graduation. The Master of Human Resources degree will be granted when the student has successfully completed a total of 40 credit hours, including the six required courses (24 hours) and 16 hours of electives, with a grade point average of 3.0 or better. Students must file an Intent to Graduate form at the beginning of their final year. This form can be found by logging into the Rollins College Foxlink. Once in Foxlink, click on the "Holt Student" tab. The link is the last item in the second column. There is a $75 graduation fee. Students completing these requirements will receive the Master of Human Resources degree.

Commencement is held once each year in the spring. All degrees are awarded pursuant to the policies of the Board of Trustees of Rollins College

Honors at Graduation

Students who achieve a cumulative grade point average of 3.84 will graduate with honors. A student's transcript will bear this notation, and it will be noted at Commencement.

Alumni

Graduates of the Rollins College MHR program may take additional courses in the program "for credit" at a 20 percent discount from the current tuition. Graduates of the Rollins College MHR program may register to audit MHR elective courses at a 50 percent discount. Requests to audit courses are granted only when space is available.

Repeated Courses

Students and alumni of the Rollins College MHR program may repeat the MHR 590: Special Topics or MHR 591: SHRM Conference courses for credit or audit providing the course content contains a different focus than the previous course. The original grade is not removed if a student repeats a course.

Advising Resources

The MHR program provides students with several ways to obtain advising. The coordinator of the program serves as a resource for students. Students with additional questions in the program may choose to meet with an academic advisor or may meet with the director of the program.

TUITION AND FEES 2012-13

Summary of Fees

Students accepted to the program are required to register for a minimum of **four** courses their first year (two per regular term–fall and spring). The tuition per course (4.0 credits) is $2,140 ($535 per semester hour). A nonrefundable deposit fee of $350 is required from new students. The deposit fee is payable March 15 (for December decisions) and June 15 (for April decisions) and will be applied toward the tuition for the first core courses. The balance of the first-term tuition is due in full July 15.

- Application fee (nonrefundable) $50
- Deposit fee (nonrefundable).....$350
- Fall term tuition (8 credits: $551 per semester hour) $4,408
- Spring term tuition (8 credits: $551 per semester hour) $4,408
- Graduation fee..... $75

Note: Tuition amounts pertain only to the 2012-13 academic year. All fees and charges are subject to change without notice, and an increase in tuition is anticipated each academic year.

In addition to 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

INDIVIDUALIZED STUDIES

Independent Study Guidelines

Each degree-seeking student who has completed four courses may take **one** elective as an independent study. Under the close supervision of faculty sponsors, students read primary or secondary writings or work in a laboratory or studio setting. Evaluation usually focuses on a completed paper or project, although an examination may also be appropriate. An independent study cannot duplicate a course regularly offered.

The proposed study must be compatible with the philosophy of the MHR curriculum. Preliminary proposals for independent study must be submitted to a graduate studies coordinator no later than two weeks before the start of the term or session in which the study will be carried out. The date when proposals are due is published in the course schedule each term. Students are notified prior to the close of the registration period whether their studies have been approved. Students must register for an independent study within one week of the approval. Independent study courses are: MHR 670 Independent Study Research and MHR 673 Independent Study Project. Independent Studies may be taken for two (2), four (4), or six (6) credits.

Internship Guidelines

Each matriculated student who has completed four courses may complete **one** internship as an elective course. Under the close supervision of faculty sponsors, students read primary or secondary writings or works related to the internship. Students will also work for a required number of hours with an approved organization. Evaluation will focus on a completed paper or project and the organization's written report. An internship cannot duplicate a course regularly offered.

The proposed study must be compatible with the philosophy of the MHR curriculum. Preliminary proposals for internship must be submitted to the graduate studies coordinator no later than two weeks before the start of the term or session of the internship. The date when proposals are due is published in the course schedule each term. Students are notified prior to the close of the registration period whether the internship has been approved. Students must register for an internship within one week of the approval. Internships (MHR 675) may be taken for two (2), four (4), or six (6) credits.

Thesis Project

The thesis project is not a requirement of the Master of Human Resources program; however, students may elect to do a thesis project as one or two of their elective courses.

The exact nature of the thesis project is determined by the student in consultation with the director and a faculty mentor. The thesis project must be carefully designed and researched, and it must reflect the philosophy of the MHR program and relate to the courses the student has taken.

The student and the faculty mentor work together to design a detailed thesis project proposal. Preliminary proposals for a thesis project must be submitted to a graduate studies coordinator no later than two weeks before the start of the term or session in which the thesis project will be carried out. The date when proposals are due is published in the course schedule each term. Students are notified prior to the close of the registration period whether their thesis project has been approved. Students must register for a thesis project within one week of the approval. Thesis Project (MHR 677) may be taken for four (4) or six (6) credits.

COURSE DESCRIPTIONS

MHR 500: Strategic Human Resource Management [4]

Provides an overview of the Human Resources (HR) profession. Emphasizes strategic thinking concepts (e.g.: human capital theory, value added, best practices, distinctive competencies, competitive advantages, return on investment) and tools (e.g.: vision,

values, assessment, design, implementation, evaluation). Explores the process of Human Resource Management (HRM) from a strategic perspective using case studies.

MHR 501: International Human Resource Management [4]
Explores the problems of managing HR in a cross-national firm. Deals with issues of global strategy, cross-cultural management, international assignments, immigration, workforce mobility, and integration of cross-national HR practices. Course is taught from a managerial perspective using case studies.

MHR 505: Training and Development [4]
Human Resource Development (HRD) deals with the personal and professional enhancement of employees. Topics covered include needs assessment, designing an employee development program, methods of adult education and training, career and life planning issues, and developing employee skills to meet the needs of future organizations.

MHR 510: Organizational Change and Development [4]
Organization Development (OD) is the process of applying social science principles to the workplace to bring about planned organizational change. Focuses on developing new approaches to organizational problems and providing for the psychological well being of organizational members. Addresses interventions at the personal, group, and system levels.

MHR 515: Recruitment, Selection, and Retention [4]
Various methods for recruiting, selecting, and retaining employees. Topics include equal employment opportunity; human resource planning; determination of staffing needs; internal and external recruitment strategies; selection interviews, tests, and assessment procedures; placement, promotion, and transfer policies; and retention strategies.

MHR 522: Organizational Psychology [4]
Foundations for understanding individual and group behavior with applications to managerial problem solving. Topics will include individual behavior, perception, motivation, group behavior, group dynamics, leadership, communication, and stress.

MHR 523: Finance for HR Professionals [4]
Provides a basic overview of accounting and finance. Focuses on the theories, concepts, and practices HR professionals need to know in order to understand accounting and financial statements, communicate with accounting and finance people, and manage the accounting and financial aspects of their HR programs.

MHR 532: Succession Management [4]
Focuses on the design and management of career and succession systems for individuals and organizations. Topics will include career development, balancing career and family, individual career planning, labor market analysis, job search strategies, succession planning, termination planning, outplacement, retirement planning, and managing your own career in HR. Taught from a managerial perspective using case studies.

MHR 538: HR Leadership [4]
A personal effectiveness course focusing on the cultivation of leadership attributes, skills, and knowledge. Topics include a review of leadership theory, leadership development models, and leadership education. Students will design leadership development programs.

MHR 540: Management Consulting [4]
Focuses on consulting tools, processes, and strategies for establishing relationships, analyzing problems, recommending solutions, and evaluating effectiveness. Course will discuss the planning, marketing, and management of the consulting firm as well as the assignment.

MHR 542: Team Building [4]
Theories of cooperation, participatory decision-making, and collaborative learning are used to develop strategies for creating and improving the operational performance of work teams. The course will be taught from both the group-process and information technology perspectives.

MHR 543: Employee Relations [4]
Examines common approaches to employee-centered issues. Explores company responses to problems in workplace laws and regulations regarding hiring and firing, personnel practices, wage and hour requirements, employee benefits, family and medical leave, health and safety, illegal discrimination, workers with disabilities, termination, employee privacy, independent contractors, and unions.

MHR 544: Conflict Management [4]
Analysis of various methods for resolving grievances, disputes, and conflicts in unionized and nonunion organizations. Topics include collective bargaining; sources of conflict; exchange theory; negotiation; mediation, arbitration, and third-party intervention methods; selecting the appropriate conflict-resolution method for a particular organization; and evaluating the effectiveness of the method. Formerly Conflict and Dispute Resolution.

MHR 545: Troubled Employees [4]
This course focuses on dealing with employees who have serious psychological issues. Topics include violence in the workplace, depression, anxiety, suicide, alcohol, and drug abuse. Strategies for identifying, referring, and managing troubled employees will be discussed. The course is taught from a clinical perspective to help HR professionals select appropriate caregivers for employees with severe problems.

MHR 553: Employment and Labor Law [4]
Analyzes state and federal regulations of human resource decision-making. Significant attention will be devoted to specific employment and labor laws. The course focuses on the identification and application of legal, ethical, and regulatory issues in formulating and implementing policies.

MHR 557: Compensation Management [4]
The design and administration of compensation and benefit packages. Course content includes financial analysis of compensation packages, economics of compensation, executive compensation, mandated benefits, and control of costs. The course will be taught from a managerial perspective focusing on issues of equity, incentive, and risk.

MHR 559: Performance Management [4]
The design and operation of work systems. Course content includes setting performance objectives, designing performance systems and processes, engineering and re-engineering work processes, evaluating results, and conducting performance appraisals. The course will be taught from a managerial perspective using the case method to focus on issues of productivity, quality, and cost control.

MHR 590: Special Topics [4]
This course will be offered on an occasional basis focusing on an in-depth treatment of a special topic or current issue in human resources or organization development. Course topics might be theoretical (Critical Theories of the Firm), professional (Preparation for the PHR Exam), disciplinary (Talent Management), or practical (Managing Conflicts between EEO, ADA, INS, and Florida Workers Comp).

MHR 591: SHRM National Conference [4]
This course is designed to help students explore the concept of continuing professional education (Life Long Learning) in the context of the Society for Human Resource Management's Annual Professional Conference. Prior to the conference, we will meet to develop conference plans. During the conference, we will meet daily to discuss what people are learning. After the conference, each student will write a reflection on his or her participation and learning.

MHR 610: Managing the Human Resource Department [4]
This course looks at the field of human resources from a department leadership perspective. Using the case method, students will develop a problem solving approach to issues that affect organizational effectiveness and employee development.

MHR 625: Emerging Issues in HRM [4]
Examines trends, directions, phenomena, issues, and problems affecting human resources, HR management, and the HR profession. Issues may include HR roles, HR service delivery, organizational structures, professional preparation, technology, knowledge base, globalization, and the 'human' in human resources.

MHR 670: Independent Research [2-6]
A student conducts independent research on a topic of interest. In consultation with a faculty member, a student identifies a research topic, designs and conducts a study, writes a research report, and makes a seminar-style presentation to the faculty. Prerequisite: completion of at least four MHR courses.

MHR 673: Independent Project [2-6]
A student develops an independent project in an area of interest (e.g.: stress management, performance appraisal, job analysis, etc.). In consultation with a faculty member, the student defines the scope and objectives of the project, conducts the project, writes a project report, and makes a seminar-style presentation to the faculty. Prerequisite: completion of at least four MHR courses.

MHR 675: Internship [2-6]
Provides the student with practical experience in a human resources environment. This course is not intended for students who are already working in the field. In consultation with career services and the director, the student identifies a host organization, defines an internship project, and completes several weeks of supervised on-site activities. Prerequisite: completion of at least four MHR courses.

MHR 677: Thesis [4-8]
Students conduct an original research project on a topic of interest. The thesis may count as one or two courses. Prerequisite: approval of a faculty committee.

FACULTY

Richard K. Bommelje
Associate Professor of Organizational Communication. B.S., M.S.M., Rollins College; Ed.D., University of Central Florida. Specializations: leadership, listening, and management.

Daniel Carricato
Adjunct Instructor of MHR; Ph.D., University of Pittsburgh

Sue Easton
Associate Professor of Organizational Communication. B.A., State University of New York at Oswego; M.S., Syracuse University; Ph.D., Florida State University. Specializations: organizational communication, virtual communication, small group behavior, and work teams.

Arthur Harris
Adjunct Instructor of MHR; MBA, Long Island University

Mary Ruth Houston
Adjunct Instructor of MHR; JD, Harvard University

John M. Houston
Professor of Psychology and Organizational Behavior. B.S., Georgetown University; M.A., Ph.D., New York University. Specializations: industrial/organizational psychology, group dynamics, experimental and statistical analysis, and social psychology.

Leslie Miller
Adjunct Instructor of MHR; Ph.D., University of Maryland

Patrick Muldowney
Adjunct Instructor of MHR; JD, New York University

Robert Prescott
Adjunct Instructor of MHR, Ph.D., Pennsylvania State University

Donald P. Rogers
Professor of International Business. B.B.A., University of Arizona; M.B.A., Ph.D., The Ohio University. Specializations: human resource strategies, global business strategies, performance management, and organizational change management.

W. Robert Sherry
Professor of Theatre and Dance. B.S., Indiana University; M.F.A., Southern Methodist University; J.D., Stetson University College of Law. Specializations: dance technique, notation, history, movement of actors, theater, and musical theater. Professor Sherry teaches employee relations and employment law.

Robert Smither
Professor of Psychology and Organizational Behavior. B.A., Indiana University; M.A., California State University at San Francisco; Ph.D., The Johns Hopkins University. Specializations: industrial and organizational psychology, leadership, existential and humanistic psychology, and personality theory.

MASTER OF LIBERAL STUDIES

Patricia A. Lancaster, Ph.D., Director

The Master of Liberal Studies (MLS) program at Rollins College is designed for working adults who wish to expand their intellectual horizons. Classes meet during evening hours, and students can earn the degree in as few as three years or as many as seven.

The MLS program focuses on breadth of learning and the ideas and values that have shaped human society. Courses examine issues of perennial human concern for individuals, societies, and civilizations.

Because the program is conceived as a community of inquiry and discussion, most courses are seminars that create a respectful and challenging atmosphere for discussing the ideas that shape the world we live in.

The Master of Liberal Studies program is a full member of the Association of Graduate Liberal Studies Programs.

PROGRAM OF STUDY

The Master of Liberal Studies (MLS) program is based on the premise that studying the great ideas of Western civilization increases intellectual awareness and self-fulfillment. Students explore how these ideas apply to the problems that humans have confronted over the ages, and they consider the moral dimensions of contemporary issues as well. They read great books to revisit ideas and insights that emerged centuries ago and to examine their relevance to the modern world. The program fosters analytical and critical thinking skills that enable individuals to understand and address issues that continue to challenge us.

Matriculated students in each entering class pursue the core courses together, in sequence, so that they achieve a common ground of knowledge and a strong sense of community. Students begin the program of study in the fall term each year; however, once students have been accepted into the program, they may take an elective or masterworks course as a degree-seeking student during any term prior to the fall.

Core Courses

The six core courses, required of all degree-seeking students, are interdisciplinary in nature. Students acquire an overview of the history of Western thought from ancient to modern times. The core courses are structured in a "great books" format in which students read great works in the liberal arts and sciences in their historical contexts. Discussions explore the universal questions these books pose. The final core course focuses is the thesis project. Students must have completed a minimum of 10 courses (40 semester hours) before enrolling for Thesis Project.

First Year:

Fall	MLS 602	The Human Order
Spring	MLS 603	Religion & Western Culture

Second Year:

Fall	MLS 604	Origins of Modernity
Spring	MLS 605	Milestones of Modern Science

Third Year:

Fall	MLS 606	Masterpieces of Modern Literature
Spring	MLS 690	Thesis Project

Elective Courses
In addition to the six core courses, students choose six elective courses (4 credits each) or an equivalent number of masterworks courses (1.34 credits each) to complete the program. Students may select these courses during the fall, spring, and summer terms.

The elective courses diversify the curriculum by focusing on applying great texts to contemporary issues or comparing Western ideas with those of other cultures. Electives often are connected in theme or methodology with one or more of the core courses. Masterworks courses focus on one great work or idea.

Beginning in the Fall Term 2012 students are required to complte at least one 4-credit elective (or the equivalent) designated as fulfilling the Contemporary Culture requirement.

Matriculated students may enroll in the electives at any time during their course of study, as long as they complete all requirements for the Master of Liberal Studies degree within seven years.

ADMISSION

Application for Admission

Applicants who hold an undergraduate baccalaureate degree from a regionally accredited college or university are eligible to apply for admission to the MLS program. For information and application materials, students should contact Rollins College, Master of Liberal Studies, 203 East Lyman Avenue, Winter Park, Florida 32789, call 407-646-2653, email MLS@rollins.edu, or go to the Rollins Holt School website at http:/www.rollins.edu/holt.

Admission of Matriculated Students

- Completed application form, including the $50 nonrefundable application fee.
- Additional questions for the MLS Application.
- Official transcripts from all colleges and universities attended, including Rollins College.
- Two letters of recommendation from individuals who can confirm your ability to do academic work at the graduate level. If possible, one letter should come from a professor.
- A three- to five-page essay on a book (other than the Bible or Koran) that has influenced your thinking.
- On a separate piece of paper, a brief statement on the qualities, life experiences, and special abilities that you will bring to the Master of Liberal Studies program.
- For applicants whose native language is not English, scores from the Test of English as a Foreign Language (TOEFL) with a score of 550 on the paper test, or the equivalent of 213 on a computer test, or 80 on the Internet-Based (IBT) test.

- Applicants who are not American citizens must demonstrate appropriate permanent resident or visa status. Because the MLS program is normally a part-time program, students must request special permission to take more than eight semester hours per term.

1. All eligible applicants are interviewed on campus by at least one member of the liberal studies faculty, whose written evaluation becomes a part of the application file.
2. Admission decisions are made by a committee of the liberal studies faculty. When the committee has made its decisions, all applicants are notified by the director.
3. The following schedule is observed, as closely as possible, for admission of each year's class of degree-seeking students:

Note: Application and materials will remain on file for one year.

Fall Decisions:

- Application deadline — December 1
- Interviews — December or January
- Letters of notification — January
- Deposit due — March 15

Applications submitted by December 1 are considered during the fall decision period, and all applicants are notified of their admission status. Applicants who are considered during the fall decision period but not admitted may be reconsidered during the spring decision period.

Spring Decisions:

- Application deadline — April 1
- Interviews — April
- Letters of notification — May
- Deposit due — June 15

Fall and Spring Decisions:

- Scholarship letters — May
- Balance of fall tuition due — July 15

All scholarships for entering students are awarded at the end of the spring decision period.

Admission of Nonmatriculated Students

A nonmatriculated student who holds a baccalaureate degree from a regionally accredited college or university may enroll, as space permits, in an elective course or in a masterworks course in the MLS program.

To be admitted, students must complete the application form and pay the nonrefundable application fee. Students must submit an official transcript of the baccalaureate degree prior to completing the course. Normally, nonmatriculated students who wish to take a second course must earn a grade of "B" or better in the first course. Unless an exception is granted, nonmatriculated students may enroll in no more than three four-credit courses or their equivalent.

Courses taken for credit by a nonmatriculated student may be counted toward the MLS degree if the student is later admitted to degree-seeking status.

Admission of Undergraduate Students

Each term, as space permits, undergraduates of Rollins College who have advanced to senior standing and achieved a cumulative grade point average (GPA) of 3.0 or better may enroll in one elective course or in one or two masterworks courses in the program. As long as they maintain a GPA of "B" or better in these courses, undergraduates may take up to three courses. Interested students should contact the MLS graduate studies coordinator.

MLS courses taken by undergraduate students to fulfill requirements for a baccalaureate degree cannot be counted toward the Master of Liberal Studies degree.

Undergraduate students in the College of Arts and Sciences pay no additional tuition when they enroll in MLS courses in the fall or spring semesters. Undergraduate students in the Hamilton Holt School must pay graduate tuition and fees when they enroll in MLS courses.

Transfer Credit

For matriculated students in the Master of Liberal Studies program, the faculty advisory committee evaluates all graduate work completed with grades of "B" or better at regionally accredited colleges and universities. No transfer credit will be given for courses used to complete requirements for another degree. No transfer credit will be given for internships, practica, or life-experience courses at the graduate level. With the committee's approval, up to eight (8) semester hours (or two transfer courses consistent with the mission of the MLS program) may be counted toward the graduation requirement of 48 semester hours for the Master of Liberal Studies degree. Transfer courses may be substituted only for electives and not for any of the required core courses. The number of semester hours awarded for transfer courses is determined by the transcript submitted from the college or university where the course was completed. Students who transfer course credit into the MLS program are advised that they will have to take a sufficient number of courses at Rollins College in order to earn the 48 semester hours required for completion of the Master of Liberal Studies degree.

Students requesting transfer credit need to send a copy of the course description, a syllabus, and an official transcript with their request to the MLS director.

Temporary Withdrawal

Students who desire to withdraw temporarily from the program must submit a letter to the director, explaining the reasons for the request and indicating when they propose to resume their studies. Students who wish to return to the program must petition the director for readmission.

Audit

Only graduates of the Rollins College Master of Liberal Studies program are permitted to audit MLS courses. Tuition for Rollins College MLS alumni auditing courses is 50 percent of current tuition. Requests to audit courses are granted only when space is available.

Masterworks courses may be audited, on a space available basis, by graduates holding a bachelor's degree from a regionally accredited institution. There is no fee reduction for audit status of masterworks courses.

Alumni
Graduates of the Rollins College MLS program may take additional credit courses in the Master of Liberal Studies program at a 20 percent discount. An official transcript must be presented at registration to receive the discount.

Advising Resources
The MLS program provides students with several ways to obtain advising. The coordinator of the program serves as a resource for students. Students with additional questions about the program may choose to meet with an academic advisor or may meet with the director of the program.

ACADEMIC POLICIES

Graduation Requirements
Unless an extension is granted, all work toward the MLS degree must be completed within seven years of the student's matriculation date. Students must file an "Intent to Graduate" form at the beginning of their final year. This form can be found by logging into the Rollins College Foxlink. Once in Foxlink, click on "Holt Student" tab. The form is the last item in the middle column. There is a $100 graduation fee.

To be eligible for graduation, students must successfully complete all academic requirements for the degree. The minimum requirements are a total of 48 credit hours and a "B" average for all coursework consisting of:

- Six core courses, including a thesis project
- Six elective courses (or their equivalent)

Core courses and elective courses are each worth 4.00 credit hours. Masterworks courses are worth 1.34 credit hours.

Commencement is held once each year in the spring. All degrees are awarded pursuant to the policies of the Board of Trustees of Rollins College.

Independent Study Guidelines
Each matriculated student who has completed two courses may take **one** elective as an independent study. Under the close supervision of faculty sponsors, students read primary or secondary writings or work in a laboratory or studio setting. Evaluation usually focuses on a completed paper or project, although an examination may also be appropriate. An independent study cannot duplicate a course regularly offered.

The proposed study must be compatible with the philosophy of the MLS curriculum. Preliminary proposals for independent study must be submitted to a graduate studies coordinator no later than two weeks before the start of the term or session in which the study will be carried out. The date when proposals are due is published in the course schedule each term. Students are notified prior to the close of the registration period whether their studies have been approved. Students must register for an independent study within one week of the approval. Independent study courses are: MLS 580M: Masterworks Independent Study [1.34]; MLS 582M: Masterworks Independent Study Abroad [1.34]; MLS 680: Independent Study [4]; or MLS 682: Independent Study Abroad [4].

Internship Guidelines

Each matriculated student who has completed two core courses may complete **one** internship as an elective course. Under the close supervision of faculty sponsors, students read primary or secondary writings or works related to the internship. Students will also work for a required number of hours with an approved organization. Evaluation will focus on a completed paper or project and the organization's written report. An internship cannot duplicate a course regularly offered.

The proposed internship must be compatible with the philosophy of the MLS curriculum. Preliminary proposals for internship must be submitted to the graduate studies coordinator no later than two weeks before the start of the term or session of the internship. The date when proposals are due is published in the course schedule each term. Students are notified prior to the close of the registration period whether the internship has been approved. Students must register for an internship within one week of the approval. Internships (MLS 681) may be taken for two (2), four (4), or six (6) credits.

Thesis Project

Students may enroll in MLS 690 Thesis Project after they have completed 10 courses (40 semester hours).

The thesis project focuses on a significant question which integrates ideas studied during the course of the MLS program. Projects may take the form of traditional research studies that utilize primary and secondary sources, or they may be nontraditional studies, such as creative or applied works. Studies of a nontraditional nature must be supplemented by an essay that sets forth their critical bases and connects them with a concept or argument developed in the program.

All matriculated students must complete a thesis project prior to graduation. The exact nature of that project is determined by the student in consultation with the director and a faculty mentor. The thesis project must be carefully designed and researched, and it must reflect the philosophy of the MLS program and relate to the courses the student has taken.

Because the thesis project is a time-consuming enterprise, students should consider selecting their topics and consulting with prospective mentors well in advance of the term in which they intend to graduate. Each summer, the director meets with all students who are eligible to graduate during the coming academic year, and together they identify an appropriate thesis project and a faculty member who might serve as a mentor.

The student and the faculty mentor work together to design a detailed thesis project proposal and to select a second faculty reader for the thesis. After the mentor and student have completed the thesis proposal, the second reader reviews it. He or she may suggest changes to the proposal and must sign the final proposal to indicate approval. The second reader has an initial meeting with the student and mentor, reviews the student's progress on the first two chapters (or equivalent), reads the final draft, and joins the student and mentor for a final meeting that is called the thesis defense.

Thesis project proposals must be submitted to the director by August 1 for fall term or October 15 for spring term. Students and their mentors will be notified prior to the beginning of the term if the thesis project proposal is acceptable or if changes are

required. After a proposal has been approved, substantive changes can be made only if the director consents.

Students who finish all classes but who have not completed the thesis requirement by the end of the summer after taking MLS 690 must register and pay for MLS 691 Thesis Extension (at the billing rate of two credits) in the fall. Continuous enrollment in MLS 691, during the fall and spring terms only, is expected until the thesis is completed. It is the student's responsibility to submit the required registration and payment for MLS 691, as applicable, each term. Thesis students seeking an exception to the continuous-enrollment policy may request up to a one-year leave of absence from the program. This appeal must be submitted in writing and approved by the director of the MLS program in order to be in effect. The director reserves the right to have students who prolong the thesis requirement to reregister for Thesis Project and resubmit a thesis proposal. In all cases, students must complete the thesis requirement by the seventh year in the MLS program.

TUITION AND FEES 2012-13

Matriculated students are required to register for a minimum of **two** courses each year, at least one in the fall and one in the spring.

Payment Schedule

Newly Matriculated Students:

Acceptance letters for entering students are mailed in January and May. The nonrefundable $350 reservation deposit is due by March 15 for students admitted in January or June 15 for students admitted in May. This amount is credited toward the tuition for the first core course; the balance is due in full by July 15.

Continuing Matriculated Students:

After the first term, tuition is charged course-by-course at the current rate. Students must pay their tuition by the published deadlines. Students cannot begin a course until they have paid the tuition.

Summary of Fees

A nonrefundable deposit fee of $350 is required from new degree-seeking students. The balance of the first-term tuition is due in full before July 15.

- Application fee (nonrefundable) $50
- Reservation deposit fee (new degree-seeking students) (nonrefundable) $350
- Tuition and fees:
  - Core courses (4 credits: $417 per semester hour).....$1,668
  - Elective courses (4 credits: $417 per semester hour) $1,668
  - Masterworks courses (1.34 semester hours).....$558.78
- Graduation fee.....$100

Note: Tuition amounts pertain only to the 2012-13 academic year. All fees and charges are subject to change without notice, and an increase in tuition is anticipated each academic year.

In addition to 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

Scholarships and Grants
A number of scholarships and grants are available for each new entering class of matriculated students. These awards are based on academic merit and financial considerations. Scholarships can be renewed for up to three years as long as the recipient remains in good academic standing. In order to be considered for renewal of scholarships, students must submit a completed scholarship renewal form during the spring term.

Matriculated students in the Master of Liberal Studies program may also apply for a need-based scholarship offered by Rollins College. Students must submit the MLS Scholarship Application form and complete the Free Application for Federal Student Aid (FASFA) online.

Other financial assistance is available through a variety of state and federal programs. For further information, contact the Financial Aid Office at 407-646-2395 or the Holt School financial aid facilitator at 407-646-2232 or email finaid@rollins.edu.

SELECTED COURSE DESCRIPTIONS

MLS 553M: *The Great Gatsby* [1.34]
This course offers an in-depth exploration of F. Scott Fitzgerald's most critically acclaimed novel. We will examine biographical and cultural relevance, but most importantly, our goal will be to establish literary qualities within *The Great Gatsby* making it worthy to be called an American literary masterwork.

MLS 560: Florida Film Festival [4]
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. [Spring 2013]

MLS 574: Spirit of the Counter-Reformation in Art and Music [4]
What effect did the Counter-Reformation have on the visual arts and music of the seventh century? This course will focus on the theological treatises of St. Teresa and St. Ignatius Loyola and their influence on artists and composers such as Caravaggio, Borromini, El Greco, and Palestrina.

MLS 574M: Gnostic Gospels [1.34]
Who were the Gnostics? Were they heretics or were they ancient visionaries who possessed the keys to the deepest secrets of Christianity? Where did they come from? Did they leave any descendants? Why were they suppressed by the early Church? And why do their ideas keep reappearing throughout history? This course will answer these and other questions.

MLS 576: Existential and Humanistic Psychology [4]
Can people really change? Do we have control of our future? What does it mean to be a person? The first half of this course looks at these issues from the perspective of existential and humanistic psychologists Ludwig Binswanger, Rollo May, Viktor Frankl, and Carl Rogers. The second half looks at nontraditional approaches to existential and humanistic issues including biofeedback, mind-body connections, dream interpretation, meditation, and learned optimism. [Fall 2011]

MLS 579: Chaucer's Canterbury Tales [4]
This course will focus on the crowning achievement of Chaucer's poetic career. It is the first work to gather the entire spectrum of English folk and to give them voice. The carnival and the controversy that it plays out on the stage of pilgrimage allows Chaucer to create a complete library of medieval genres and an enduring statement about the human condition. Students will learn enough of the language to do a close reading of each tale, place the author's achievements in the context of our contemporary theories, and, adopting one of the tales, produce a paper that is linked to their own version of the tale. We will end the term, then, with a story-telling pilgrimage of our own.

MLS 580: Psychology of Religious Experience [4]
This course is about the scientific and empirically based study of the social and individual religious behaviors of people. From altruism to exorcism, from first communion to fevered visions of a heavenly city, some of humankind's most interesting behaviors are related to religion. Our topics will include definitions of religion; social sources of individual religious beliefs; religion, mental health, and mental illness; the psychology of conversion; cult membership; the psychology of evil; prayer and meditation; and life-after-death experiences. Students will draw from sources across the liberal arts in completing their individual portfolios on a topic of interest.

MLS 580M: Masterworks Independent Study [1.34]
For guidelines and approval procedure, please see page 87.

MLS 581: The Designer as Social Critic: Activism and the Arts and Crafts Movement [4]
During the late 19th and early 20th centuries, members of the Arts and Crafts movement attempted to influence society through their art and writing. In Europe, this movement was largely socialist and reflected reactions against historical revival in design and architecture, as well as the predominance of mechanization in production. To a large extent, the U.S. version of the movement abandoned socialism and anti-industrialism

and focused more on developing a new style of design that was simple, honest, and uniquely American. In this course, we analyze critical writings and artistic styles that typified the Arts and Crafts movement in Europe and the United States. Our studies will include the works of John Ruskin, William Morris and the British Arts and Crafts movement; Elbert Hubbard and the "Roycrofters;" Gustav Stickley and the Mission Style; and Frank Lloyd Wright and the Prairie School. [Fall 2011]

MLS 582M: Masterworks Independent Study Abroad [1.34]
For guidelines and approval procedure, please see page 87.

MLS 583: Modern Theories of Personality [4]
This course will look at psychological theories of human nature. We will read and discuss the major theories of personality as represented by Freud, Jung, Skinner, Rogers, Erikson, and others. We will also complete personality measures and interpret the results. The class will be run on a humanistic model in which students take responsibility for their own learning.

MLS 584: Existentialism [4]
For many people, the optimism of human progress based on technological progress was dashed with the sinking of the Titanic, the grueling trench warfare of World War I, and the inhumanity of World War II. These experiences opened up questions about objectivity, the meaning of life, the basis of values, and the nature of the self. This course will examine the alternative theories/approaches offered in Existentialism and Phenomenology, tackling such philosophers as Nietzsche, Kierkegaard, Sartre, Jaspers, Husserl, and Heidegger.

MLS 586M: William Bartram: Discovering Florida [1.34]
Bartram is the Founding Father of Florida Studies by reason of his extraordinary travels throughout the Southeast in the 1760s and 1770s. He was a master of liberal studies: botanist in the tradition of Linnaeus, ecologist (before it was a science), anthropologist interested in native life and morality, proponent of animal dignity, artist whose drawings of plants and animals fed the European and American world with some of its first visions of our wildlife, and Philadelphia Quaker who for many years ran a seed business out of the Bartram gardens that his renowned father had started. His Travels were read widely across two continents, but his overall philosophy of life has been greatly neglected in American studies. This course will bring together all the facets of his thinking while providing optional, weekend field trips to the wild regions of the Wekiva River, Shell Island, The Seminole Forest, DeLeon and Blue Springs.

MLS 587: Picturing War [4]
From Roman triumphal arches to the Abu Ghraib photographs, war has been the subject of much of Western visual culture. Imagery can be just as effective at promoting war and national identity as in questioning the ethics of armed conflict and other forms of large-scale aggression. This course examines the historical contexts and rhetorical strategies of the imagery of war in the Western world, focusing mainly on art, with some attention to film.

MLS 589: The Song of Creation from Walt Whitman to Ernesto Cardenal [4]
While every poem creates its own place and hence implies its own creation account, Whitman's masterpiece is a new Genesis. It sets the stage for all of the poetry of America and the democratic cosmos that he imagined engendered the new world. So powerful was his song of creation that many poets to follow, in North and South America, took heart and followed his grand score, creating ever new oracular voices of the indigenous spirit of the Americas. This course will explore the scientific, religious,

and political basis of Whitman's own creation and move forward to modern and contemporary poets of his kind.

MLS 590: American Civil Liberties [4]
This course will examine the question of the proper balance between national security and civil liberties in times of emergency from the perspectives of political philosophers like John Locke, the founders of American Constitutionalism like Thomas Jefferson, and current Presidential Administrations like that of G.W. Bush. The primary purpose of this course is to give students a historical perspective on the development of American civil liberties.

MLS 591M: The What, Why and How of Art [1.34]
The course introduces students to the foundations of visual art through the exploration of modern and contemporary art works as well as hands-on studio work. No previous art courses are required. The course will incorporate exhibitions at the Cornell Fine Arts Museum and other Central Florida art venues.

MLS 592: Rococo to Revolution: Gender, Race, and Power in 18th-Century French Art [4]
This course examines the dramatic changes that took place in French 18th-century visual culture, focusing on issues of gender, race, and power. Visual culture includes not only art and architecture, but fashion, interior decoration, and landscape gardening. We will explore representations of kingship and queenship, women's empowerment within the restrictions of 18th-century gender roles, and images of slavery in an age of liberty, among other areas.

MLS 593: From Sinai to Hollywood: Love & Desire in Jewish Life and Thought [4]
This course surveys and examines representations of love and desire in the history of Judaism from the biblical period to contemporary times. Through readings of classical religious texts and contemporary accounts we will analyze central Jewish values and social roles in light of contemporary culture.

MLS 593M: The Sisters' Arts [1.34]
This course is an introduction to the Work of Virginia Woolf and Vanessa Bell. Students will read from Woolf's fiction and view Bell's paintings. The Image will emerge as key in our discussions. And not to be overlooked, the passionate, competitive spirit of these Bloomsbury stars. A creative project in response to the course is required.

MLS 595M: London Theatre & the Arts. [1.34]
Explores London's history as an artistic center with special focus on theatres and museums (eight nights). Students will attend performances ranging from musical comedies to contemporary drama, visit the Globe Theatre, and travel to Stratford-on-Avon for a performance at the Royal Shakespeare Theatre. Visits to the National Gallery, Tate Gallery, and British Museum will provide first-hand experience of the some of the world's most famous artworks and historical artifacts. Requires separate field study costs. [Summer 2011]

MLS 596: Turkey: Historical/Cultural Crossroads and Model for the Future [4]
The Anatolian Peninsula (present-day Turkey) has been home to four major cultures/civilizations in the last two thousand years – Greco-Roman cities, the Byzantine Empire, the Ottoman Empire, and the modern Turkish Republic. Our course will survey this rich cultural history and discuss Turkey's geo-political importance today -- as a bridge between East and West and as a model of democracy in an Islamic

country. The course will include an eight-day tour of selected sites in Turkey -- with on-site study in Istanbul, Ankara, Cappadocia, and Ephesus. *Itinerary highlights:* Hagia Sophia, Blue Mosque, Topkapi Palace and Harem, Bosphorous boat tour, Cappadocia, Ephesus, current citizens' groups. Requires separate field study costs. [Summer 2012]

MLS 597M: Psychology Gets Religion [1.34]
This course is about the scientific study of the social and individual religious behaviors of people. From altruism to visions of a heavenly city, some of humankind's most interesting behaviors are related to religion. We will begin with readings by William James, and continue into the empirical basis of this field of study. Topics include definitions of religion and spirituality; religious and nonreligious child-rearing; the psychology of worship; religion, mental health, and mental illness; and psychology on the brain. [Fall 2011]

MLS 598M: Verdi Requiem [1.34]
Giuseppe Verdi was a "rock star" in the late nineteenth century, and his choral masterpiece *Messa da Requiem* (Mass for the Dead) has never fallen out of fashion. He brought to it the same theatrical sense that made him one of the most prominent composers of opera. This great work is filled with beautiful melodies and a "Dies Irae" (Day of Wrath) movement so powerful that seat belts should be required for both the audience and performers. Class discussions will focus on the musical, textual, and historic connotations that this work brings to light. Also, the course will explore the relevance of this important composition to our generation and will culminate with attending a performance of the Requiem by the Bach Festival Choir and Orchestra. [Fall 2011]

MLS 599M: Italy in the High Middle Ages [1.34]
In this period of plagues and popes, cultural cross-currents such as ancient learning and faith, conflicts of spiritual and secular power, syntheses of Byzantine, Romanesque and Gothic styles, the emergence of cities and universities, all combine to lead Italy to the cusp of the Renaissance. Students will undertake readings in theology and poetry as well as study selected examples of architecture, sculpture and painting. Readings will focus on Dominic, Francis and Aquinas; Petrarch, Dante and Boccaccio. We will compare the paintings of Cimabue, Duccio and Giotto. One class will feature a guest lecture by a noted specialist in medieval musicology, who will explain the Squarcialupi Codex and the music of Francesco Landini, using examples from the composer's work. [Spring 2012]

MLS 602: The Human Order [4]
The social and political philosophies of the ancient world reflect the effort to shape the human community according to a universal order in which human beings have a natural place and a natural purpose. In this course, students explore the social and political thought of ancient Greece and Rome in the context of the culture in which that thought arose. The course also examines the cosmology and science of the ancient world, with an emphasis on the attempt to direct the powers of reason to the discovery of a natural order.

MLS 603: Religion and Western Culture [4]
The society that emerged from the ruins of the Roman Empire brought together classical, Germanic, and Christian elements to forge a new western European culture. This course traces the interaction of these strands through an examination of religion, social and political development, and changes in the arts. Students will examine the

medieval synthesis in which religious concerns predominated, explore the factors that lead to its breakdown, and enhance their research skills at the graduate level.

MLS 604: The Origins of Modernity [4]
If ancient social and political thought can be characterized by the attempt to fashion a human order that reflected the order of the universe, modern thought must be characterized by the effort to establish order in the human community without the help of a divine being and without knowledge of a transcendent natural order. This course investigates the various ways in which modern social, aesthetic, and political thinkers endeavor to rest human society on purely secular foundations.

MLS 605: Milestones of Modern Science [4]
Science has always been concerned with the search for order, whether it be to explain the starry phenomena in the night sky; the diversity of substances like rocks, water, and wind; or the nature of our own origins. This course pursues the pathways of science since the 17th century, concentrating on some of the exceptional ideas in biology and physics, with excursions into chemistry and mathematics. We study how the accumulation of knowledge acquired by technical tools and extraordinary thinking fabricates a new view of the universe and indicates our place in it.

MLS 606: Masterpieces of Modern Literature [4]
This course explores the ways in which literature has come to question and define values in the modern world. As writers have endeavored to come to grips with the social, political, and spiritual dislocations of modern life, they have pursued themes of meaning, identity, community, and communication in order to examine the complexities and perplexities of the human condition.

MLS 680: Independent Study [4]
For guidelines and approval procedure, please see page 87.

MLS 681: Internship Guidelines [2, 4, or 6]
For guidelines and approval procedure, please see page 88.

MLS 682: Independent Study Abroad [4]
For guidelines and approval procedure, please see page 87.

MLS 690: Thesis Project [4]
The culmination of the degree program is the completion of a thesis project. Working under the direction of a faculty mentor and with the support of a liberal studies seminar, students apply the knowledge they have acquired in the program in designing and executing a final project. The project may be a research study or a creative work supported by a critical or theoretical essay. For guidelines and approval procedure, please see page 88.

MLS 691: Thesis Extension [4]
Students who have not completed the thesis requirement by the end of the semester must register and pay for MLS 691 Thesis Extension (at the billing rate of two credits). Continuous enrollment in MLS 691, during the fall and spring terms only, is expected until the thesis is completed. For guidelines and approval procedure, please see page 88.

FACULTY

Pedro J. Bernal
Associate Professor of Chemistry. B.S., Ph.D., University of Tennessee. Specializations: physical and general chemistry, and the philosophy of science.

Edward H. Cohen
William R. Kenan, Jr., Professor of English. B.A., University of Maryland; M.A., University of Iowa; Ph.D., University of New Mexico. Specializations: Victorian studies.

J. Thomas Cook
Professor of Philosophy. B.A., Johns Hopkins University; M.A., Ph.D., Vanderbilt University. Specializations: history of philosophy, philosophy of mind, and metaphysical issues such as the nature of self and human freedom.

Hoyt L. Edge
Hugh F. and Jeannette G. McKean Professor of Philosophy. B.A., Stetson University; M.A., Ph.D., Vanderbilt University. Specializations: philosophy of psychology, American philosophy, parapsychology, and cognitive anthropology.

Patricia A. Lancaster
Professor Emerita of French and Dean Emerita of the Hamilton Holt School. B.A., Coker College; M.A., Ph.D., Emory University. Specializations: humanities and French language, literature, and culture.

R. Barry Levis
Professor of History. B.S., M.A., Ph.D., Pennsylvania State University. Specializations: ancient, medieval, and early modern European history.

Patrick Powers
Adjunct Instructor of MLS; Ph.D., Duquesne University

Scott M. Rubarth
George D. and Harriet W. Cornell Scholar in Classical Studies and Associate Professor of Classical Philosophy. B.A., Los Angeles Baptist College; B.A., M.A., San Diego State University; Ph.D., University of Toronto. Specializations: ancient Greek philosophy, stoicism, perception, and gender in antiquity.

Gail D. Sinclair
Executive Director and Scholar in Residence of the Winter Park Institute at Rollins. B.A. and M.A., University of Missouri, Kansas City; Ph.D., University of South Florida. Specializations: 19th and 20th century American literature, feminism, comparative women's literature, film.

Joseph V. Siry
Associate Professor of Environmental Studies. B.A., Emory University; M.A., Ph.D., University of California at Santa Barbara. Specializations: conservation history, the history of science and technology, energy conservation and resource use, international environmental politics, global ecology, wilderness field studies, and service learning.

Robert Smither
Professor of Psychology. B.A., Indiana University; M.A., California State University at San Francisco; Ph.D., The Johns Hopkins University. Specializations: industrial and organizational psychology, leadership, existential and humanistic psychology, and personality theory.

MASTER OF PLANNING IN CIVIC URBANISM

R. Bruce Stephenson, Ph.D., Director

The Master of Planning in Civic Urbanism is a professional degree program preparing students for careers in urban planning with an emphasis on New Urbanism. Students will learn from academic specialists and cutting-edge professionals. Courses will use Rollins' historic plan and its location in the historic planned community of Winter Park, as well as new developments like Sunrail and the Florida High-Speed Rail project, as learning opportunities. Through studio projects and seminar classes, graduates will learn to create spaces that are aesthetically pleasing, mixed use, walkable, transit oriented, and above all, sustainable.

Students begin the program of study in the fall term each year; however, once students have been accepted into the program, they may take an elective or masterworks course as a degree-seeking student during any term prior to the fall.

PROGRAM OF STUDY
The Master of Planning in Civic Urbanism is a thirty-six semester-hour program. The program is divided into two subfields: Place Making and Green Infrastructure. Place Making courses focus on the design elements of planning, including drawing. Green Infrastructure courses address natural lands and their interconnection within metropolitan regions. In addition, students will take a six-course core.

Core (6 courses)

MPC 500 Urbanism: From the Renaissance to the New Urbanism
MPC 510 Planning Theory & Civic Implementation
MPC 515 Economics of Urbanism
MPC 520 Land Use Law
MPC 525 Drawing the Urban Landscape
MPC 530 GIS and Land Analysis

Specialization Courses (4)
Students choose a specialization – entailing at least three courses plus a studio course – in either Green Infrastructure or Place Making. One course is required in each subfield outside a student's specialization. Internships are encouraged but not required.

Elective Courses (2)
Students select two additional elective or short courses (nine semester hours).

ADMISSION

Application for Admission
Applicants who hold an undergraduate baccalaureate degree from a regionally accredited college or university are eligible to apply for admission to the program. For information and application materials, students should contact Rollins College, Master of Planning in Civic Urbanism, 203 East Lyman Avenue, Winter Park, Florida 32789, call

407-646-2653, email MPCU@rollins.edu or go to the Rollins Holt School website at http://www.rollins.edu/holt.

Admission of Matriculated Students

- Completed application form, including the $50 nonrefundable application fee.
- Official transcripts from all colleges and universities attended, including Rollins College.
- Two letters of recommendation from individuals who can confirm your ability to do academic work at the graduate level. If possible, one letter should come from a professor.
- A three- to five-page essay on the challenge of sustainable urbanism.
- Test scores (taken within the last five years) from the Graduate Record Exam (GRE). Applicants who have already earned a master's degree or who have an undergraduate grade point average of 3.5 or better (four-point scale) may petition to have test scores waived.
- International applicants whose native language is not English, scores from the Test of English as a Foreign Language (TOEFL) with a score of 550 on the paper test, or the equivalent of 213 on a computer test, or 80 on the Internet-Based (IBT) test.
- Applicants who are not American citizens must demonstrate appropriate permanent resident or visa status. Because the program is normally a part-time program, students must request special permission to take more than eight semester hours per term.
- Evidence of related work experience will also be valued positively in the admission process.

Note: Application and materials will remain on file for one calendar year.

Fall Decisions:

• Application deadline	December 1
• Letters of notification	January
• Deposit due	March 15

Applications submitted by December 1 are considered during the fall decision period, and all applicants are notified of their admission status. Applicants who are considered during the fall decision period but not admitted may be reconsidered during the spring decision period.

Spring Decisions:

• Application deadline	April 1
• Letters of notification	May
• Deposit due	June 15

Fall and Spring Decisions:

• Balance of fall tuition due	July 15

Admission Committee

A faculty committee will evaluate applications for admission to the program. In making its decisions, the admission committee will consider an applicant's work experience, personal statement, letters of recommendation, grade point average, test scores, and any other information the applicant wishes to provide. An incomplete application package (missing application form, official transcripts, letters of recommendation, or test scores) will delay the evaluation and decision. Applicants are notified of the committee's decision by mail.

Transfer Credit

Transfer courses may be substituted only for electives and not for the required core courses. With the director's approval, up to two transfer courses are counted toward the graduation requirement of 36 semester hours for the degree. Only graduate courses completed with a grade of "B" or better at regionally accredited colleges and universities will be evaluated. No transfer credit will be given for courses used to satisfy requirements for another degree. No transfer credit will be given for internships, practica, or life-experience courses at the graduate level. The transcript submitted from the college or university where the course was completed determines the total number of credit hours awarded for the transfer of courses. Students who transfer course credits into the program are advised that they will have to take a sufficient number of courses at Rollins College in order to earn the 36 credit hours required for completion of the Master of Planning in Civic Urbanism degree. Students should discuss transfer credits with the director of the program.

Students who are requesting transfer credit need to provide a formal request, a copy of the course description, a syllabus, and an official transcript to the director.

Temporary Withdrawal

Students who desire to withdraw temporarily from the program must submit a letter to the director, explaining the reasons for the request and indicating when they propose to resume their studies. Students who wish to return to the program must petition the director for readmission.

Time Limits

Degree candidates are permitted four years to complete the degree requirements listed in the program of study. Degree candidates are required to take two courses per fall and spring term. The length of time required to complete the program may vary if transfer credits are accepted. If a degree candidate cannot complete the program of study within the authorized three years, a new program of study designating the remaining requirements will be necessary.

Audit

Only graduates of the MPCU program are permitted to audit courses. Tuition for Rollins College alumni auditing courses is 50 percent of current tuition. Requests to audit courses are granted only when space is available.

Alumni

Graduates of the Rollins College MPCU program may take additional credit courses in the MPCU program at a 20 percent discount. An official transcript must be presented at registration to receive the discount.

ACADEMIC POLICIES

Graduation Requirements

Unless an extension is granted, all work toward the degree must be completed within four years of the student's matriculation date. Students must file an "Intent to Graduate" form at the beginning of their final year. This form can be found by logging into the Rollins College Foxlink. Once in Foxlink, click on "Holt Student" tab. The form link is the last item in the middle column. There is a $100 graduation fee.

To be eligible for graduation, students must successfully complete all academic requirements for the degree. The minimum requirements are a total of 36 credit hours and a "B" average for all coursework consisting of:

- Six core courses
- Four specialization courses (or their equivalent)
- Two elective courses (nine semester hours)

Core courses and elective courses are each worth 3.00 credit hours. Short courses are worth 1.50 credit hours.

Commencement is held once each year in the spring. All degrees are awarded pursuant to the policies of the Board of Trustees of Rollins College.

Internship Guidelines

Students may complete a 4-semester hour internship in a planning or planning-related agency or firm. This may be a paid or unpaid position. The intent of the internship is to give students a unique learning opportunity, allowing them to put many of the concepts and methods learned in the classroom into practice in a realistic professional setting. The internship also serves to help students focus their interest area and coursework for the remainder of their studies, and provides a maturity gained from relevant work experience.

While securing an internship is primarily the responsibility of the student, the Department provides substantial aid in locating a position and in ensuring that the work experience is relevant and appropriate to the student's program of study.

Studio Course Guidelines

Students work in small groups on a project that relates to an important planning issue or problem. Topics vary, but all have significant practical importance and provide a substantial public service to a client. The topic(s) for the studio are announced prior to the start of a semester, and students registering for this option may be required to begin preliminary work in this course in the prior semester. This helps to ensure that students have sufficient background for the particular topic. Students not participating in this early study period can enter the course only by special permission of the instructor.

Honors at Graduation

Students who achieve a cumulative grade point average of 3.84 will graduate with honors. A student's transcript will bear this notation, and it will be noted at Commencement.

TUITION AND FEES 2012-13

Matriculated students are required to register for a minimum of **four** courses each year, at least two each fall and spring term.

Payment Schedule

Newly Matriculated Students:

Acceptance letters for entering students are mailed in May. The nonrefundable $350 deposit is due by March 15 for students admitted in January or June 15 for students admitted in May. This amount is credited toward the tuition for the first core course; the balance is due in full by July 15.

Continuing Matriculated Students:

After the first term, tuition is charged course-by-course at the current rate. Students must pay their tuition by the published deadlines. Students cannot begin a course until they have paid the tuition.

Summary of Fees
A nonrefundable deposit fee of $350 is required from new degree-seeking students. The balance of the first-term tuition is due in full before July 15.

- Application fee (nonrefundable) $50
- Reservation deposit fee (new degree-seeking students) (nonrefundable) $350
- Tuition and fees:
  Core courses (3 credits: $551 per semester hour).....$1,653
  Short courses (1.50 semester hours).....$826.50
- Graduation fee.....$100

Note: Tuition amounts pertain only to the 2012-13 academic year. All fees and charges are subject to change without notice, and an increase in tuition is anticipated each academic year.

In addition to 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

Financial assistance is also available through a variety of state and federal programs. For further information, contact the Financial Aid Office at 407-646-2395 or the Holt School financial aid facilitator at 407-646-2232 or email finaid@rollins.edu.

COURSE DESCRIPTIONS

MPC 500 Urbanism: From the Renaissance to the New Urbanism
Examines the interplay of urban design, republican government, and civic humanism from the Italian Renaissance to the present. Includes the study of 15th century

Tuscany, 18th century urban England, 19th century Paris, early 20th century Boston, 1920s Florida, and contemporary Portland, Oregon.

MPC 504 Urban Form and Vernacular Architecture
Analyzes the interplay between urban space and the placement, scale, and style of the built environment. Special emphasis will be placed on vernacular forms.

MPC 506 Politics of Place
Addresses the political choices that shape the urban built environment, producing urban sprawl as a concomitant, and identifies the choices that might be made and the means of influencing them to produce an urban form consistent with the principles of civic urbanism.

MPC 510 Planning Theory and Civic Implementation
Analyzes the interplay of private interest and the public good in American city planning, focusing on the 1909 Chicago Plan and comparing it with the process that created the MyRegion.org2050 Vision.

MPC 515 The Economics of Urbanism
Examines demographic and economic trends to determine future urban patterns. Special reference is given to the option of walkable urbanism in the real estate market.

MPC 516 Plan Implementation
Examines the regulatory review of a town or neighborhood plan and the concomitant relationship between planning and engineering.

MPC 520 Land Use Law
Analyzes the evolution of land use law from 19th century city planning to the present, with special emphasis on Euclidian Zoning, Exclusionary Zoning, and Form Based Codes.

MPC 525 Drawing the Urban Landscape
Drawing course devoted to the urban milieu utilizing the Rollins campus and traditional urbanist venues in the region.

MPC 527 Profit and Community Development
Course focuses on the financial viability of community development, utilizing pro forma analysis to determine the viability of downtown re-development and suburban infill and retrofit.

MPC 530 GIS and Land Analysis
Examines the use of GIS in mapping land and improving environmental decision making.

MPC 531 Urban and Metropolitan Greenspaces
Examines varied open spaces in the Central Florida region from urban squares to ecological corridors. Utilizing a tradition-based cataloging system, spaces will be analyzed and ranked.

MPC 533 Ecological Planning and Water Resources
Examines the link between water supply, conservation, and growth management. The Wekiva Basin is a focus, with a study of its ecology and the legislation to protect its water supply and meet the demands of development.

MPC 535 Sustainable Urbanism: An International Perspective
Devoted to advances in sustainability from a global perspective, with a focus on advances in Europe and Asia. International field study would be linked to this course.

MPC 537 Green Neighborhood Design
This course utilizes the LEED Green Neighborhood Design criteria established by the Congress of the New Urbanism, Natural Resources Defense Council and the U.S. Green Building Council to analyze the performance of historic and new urbanism projects. Students will become familiar with the base line expectations of Green Neighborhood Development, and will learn how to apply requisite design standards to projects. The goal is to improve project design quality, even if it is not LEED certified.

MPC 539 Retrofitting Suburbia
This course covers the wide range of suburban retrofit projects, with special emphasis on retrofit projects in Central Florida: strip malls, T-O-D in line with new commuter rail system, malls, and golf courses. Students will perform a "due diligence" site analysis and design a phased implementation strategy in this project-based course.

MPC 540 Green Infrastructure: Land Preservation Ecology
A study of the landmark natural and land acquisition program; includes analysis of acquired sites, management strategies, and restoration projects.

MPC 545 Green Infrastructure: Ecological Landscape
Examines the pros and cons of how humanity manipulates raw resources and impacts the natural environment in our quest to create places for housing, work, and play.

MPC 608 Introduction to Place-Making in the 21st Century
Devoted to the design and implementation of New Urbanist projects, with a focus on the Central Florida region. This course will have a studio component that focuses on suburban retrofitting.

MPC 611 Transportation and Place
Transportation planning from a system approach, with analysis of the role transportation planning plays in creating sustainable pedestrian environments.

MPC 612 Psychology of Place
Explores the relationship between psychology (behavior, thought, and emotion) and the physical environment; emphasis on the psychological processes that transform undifferentiated “space” into places with identity, significance, and meaning for their users.

MPC 618 The American Dream: Housing in Transition
Course examines the evolving housing market over the last half century. Special emphasis placed on workforce housing, walkable urbanism, and suburban retrofitting.

MPC 690 Design Studio
A project based course that contracts with a client, with the goal of meeting the program mission statement and advancing sustainable urbanism. In addition to providing a market analysis, students will mix green infrastructure and urbanism in sustainable form.

FACULTY

Karen Consalo
Adjunct Instructor of MPCU; JD, University of Florida

Richard E. Foglesong
George D. and Harriet W. Cornell Professor of Politics; B.A., Drury College; M.A., Ph.D., University of Chicago. Specializations: American politics, political leadership, urban politics and policy, and urban planning history.

William Grey
Adjunct Instructor of MPCU; Ph.D., University of Northern Colorado

James Hulbert
Adjunct Instructor of MPCU; MPH, University of Michigan

Gregg Logan,
Adjunct Core Faculty, RCLCO Managing Director, Community Development Practice Group; A.A. Diablo Valley College; B.A. University California at Los Angeles. Specializations: market, economic, and demographic analyses and community development.

Geoffrey Mouen
Adjunct Instructor of MPCU; MA, Savannah College of Art and Design

Rachel M. Simmons
Associate Professor of Art; A.B., Rollins College; M.F.A., Louisiana State University. Specializations: painting, printmaking, drawing, and book art.

Christopher Sinclair
Adjunct Instructor of MPCU; MS, Florida State University

R. Bruce Stephenson
Professor of Environmental Studies; B.A., Florida Southern College; Master of City and Regional Planning, Ohio State University; Ph.D., Emory University. Specializations: environmental planning and community development.

Alberto Vargas
Adjunct Instructor of MPCU; M. Arch., Florida A&M University

STUDENT CONDUCT

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. In addition, smoking is prohibited within 25 feet of any building entrance and on loggias and balconies.

Institutional Discipline Policies

Institutional policies regarding student discipline address conduct which adversely affects the community's pursuit of its educational objectives. Proscribed conduct includes but is not limited to the following:

1. Plagiarism and other forms of academic cheating, knowingly furnishing false information to the institution, forgery, alteration or use of institution documents or instruments of identification with intent to defraud;
2. Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other institution activities and operations;
3. Physical, mental, or verbal abuse of any person on institution premises or at institution-sponsored or supervised functions;
4. Theft of or damage to property on the institution's grounds;
5. Failure to comply with directions of institution officials acting in performance of their duties;
6. Violation of published institutional regulations including those relating to entry and use of institutional facilities, the rules in this document, and any other regulations which may be enacted;
7. Violation of any local, state, or federal law.

Drugs and Drug Paraphernalia

Rollins College is dedicated to the intellectual, scholarly and personal enhancement of its students and, as such, expects all members of the academic community to behave in a manner conducive to that end. The highest standards of personal and professional conduct must be maintained by faculty, staff, and students. Illegal or abusive use of drugs by members of the College community adversely affects the quality of campus life and the mission of the College and is therefore prohibited.

The goals of the policy are to:

1. Prevent drug abuse through a strong educational effort.
2. Encourage and facilitate the use of counseling services and rehabilitation programs by those members of the academic community who engage in stopping drug abuse.
3. Appropriately sanction members of the academic community who engage in illegal drug-related behaviors.

Educational Efforts to Prevent Drug Abuse

In keeping with the educational mission of the institution, Rollins College will conduct an educational program aimed at preventing drug abuse and illegal drug use. Educational efforts shall be directed to all members of the academic community and will include information about the incompatibility of the use or sale of illegal drugs with the College goals and mission; the health hazards associated with illegal drug use; and the legal consequences of involvement with illegal drugs.

Counseling and Rehabilitation Services to Prevent Drug Abuse

Those students, faculty, or staff who seek assistance with a drug-related problem shall be provided with information about drug counseling and rehabilitation services at Rollins College or in the Central Florida community. Those who avail themselves of such services shall be assured that the Rollins College policy on confidentiality will be observed.

Disciplinary Actions to Prevent Drug Abuse

All Rollins College employees and students are responsible, as citizens, for knowing about and complying with the provisions of the laws of the state of Florida FSS 893 which make it a crime to possess, sell, deliver, or manufacture controlled substances. Any member of the College community who violates that law is subject to prosecution by civil authorities and disciplinary actions by the College. This is not "double jeopardy."

Penalties or sanctions will be imposed by the College in accordance with procedural safeguards applicable to disciplinary actions against employees and students as found in *The Code of Students' Rights and Responsibilities, The Rollins College Policies and Procedural Manual, The Bylaws and Handbook of the Faculty and of the College*, and other applicable documents. Sanctions and penalties may range from written warnings with probationary status to dismissal from academic programs and termination of employment.

When a student, faculty, administrator, or staff member has been charged by the College with a violation of policies concerning illegal drugs, he or she may be suspended from classes or employment before regular disciplinary proceedings if it is determined that such action is necessary for protecting the health, safety, or welfare of the College or any member of the academic community. If such a suspension is imposed, it must be reviewed as promptly as possible.

Employees convicted of a criminal drug status violation occurring in the workplace are required to notify the College no later than five days following conviction. The College will commence disciplinary action against such an individual.

Responsibilities Under this Policy

The President has overall responsibility for implementing this policy. Each vice president is responsible for ensuring that the policy is uniformly administered and all programs and actions are executed.

All employees and students shall be responsible for abiding by the provisions of the policy. In the case of employees, adherence to this policy shall be a condition of employment.

The President will ensure that a biennial review of this policy is conducted by each of the vice presidents to determine the effectiveness of the policy and implement changes if needed.

Dissemination of this Policy

A copy of this policy shall be given annually to each employee and to all new employees at the beginning of employment. Each student registered during an academic year in any program of the College will have access to a copy of this policy. The policy shall be reprinted in appropriate documents of the College or published electronically.

Drugs/Alcohol and Their Health and Legal Risks

Alcohol. Alcohol consumption causes a number of changes in behavior. Even low doses significantly impair judgment and coordination. Low to moderate doses can increase the incidence of a variety of aggressive acts. Moderate to high doses cause marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death.

Continued use of alcohol can lead to physical dependence. Long-term effects of alcohol consumption can lead to permanent damage to vital organs such as the liver and brain. Mothers who drink alcohol during pregnancy may damage an unborn fetus. Research indicates children of alcoholic parents are at greater risk than other children of becoming alcoholics.

To possess, purchase, sell, or give alcoholic beverages to those under the age of 21 is against the laws of the state of Florida and is punishable by imprisonment, fine, or both. Individuals driving under the influence of alcohol or other drugs face suspension of a driver's license, fines, community service, and/or imprisonment.

Cannabis. Use of cannabis may impair or reduce short-term memory and comprehension, alter sense of time, and reduce ability to perform tasks of concentration and coordination. Marijuana can also produce paranoia and psychosis. Marijuana smoke contains more cancer-causing agents than tobacco smoke. Long-term users may develop psychological dependency and long-term physical effects.

Cocaine. Cocaine stimulates the nervous system. Immediate effects include elevated blood pressure, heart rate, respiratory rate, and body temperature. It is psychologically and physically addictive. The use of cocaine can cause death by cardiac arrest or respiratory failure.

Narcotics (such as heroin, codeine, morphine, opium). An overdose may produce slow and shallow breathing, clammy skin, convulsions, coma, and death. Tolerance to narcotics develops rapidly and dependence is likely.

Hallucinogens (such as LSD, acid). Physical effects include elevated body temperature, increased heart rate and blood pressure, loss of appetite, sleeplessness, and tremors. The user may experience panic, confusion, suspicion, anxiety, and loss of control. Large doses may produce convulsion and coma as well as heart and lung failure.

Designer Drugs (such as Ecstasy, Loads, China White) are drug derivatives created by underground chemists/pushers. These are unpredictable in their effects and often hundreds of times stronger than the drug they are intended to imitate.

Other depressants, stimulants, inhalants, and designer drugs (including amphetamines, crack, barbiturates, tranquilizers) cause similar physical and psychologically addictive behavior and physical symptoms and pose considerable health risks.

State of Florida penalties for illegal drug possession or distribution: Felony of the second degree punishable by a prison term not to exceed 15 years, and/or fine not to exceed $10,000. Felony of the third degree punishable by a prison term not to exceed five years, and/or fine not to exceed $5,000. Misdemeanor of the first degree punishable by a prison term not to exceed one year, and/or fine not to exceed $1,000.

Resources: Counseling, Treatment, and Rehabilitation
Note: This list is not an exhaustive list of community resources. Rollins College does not endorse one program over another. The resources indicated represent past successful referrals for treatment from Rollins College. Fee structures vary.

Alcoholics Anonymous, 407-260-5408. AA is an informal fellowship of people who join because they cannot control their use of alcohol. The purpose is to stay sober and help others who want to remain sober. They do not recruit new members and new members are always welcome. Call for information about meeting times, and locations.
Center for Drug Free Living, 712 W. Gore Street, Orlando, 407-245-0012. A community-based, comprehensive alcohol and drug prevention, intervention and treatment program offering residential and outpatient services.

Florida Hospital Center for Behavioral Health's Assessment Center, 601 Rollins Street, Orlando, 407-303-8533. Substance Abuse Outpatient B Referrals available.

Weapons and Firearms
The possession, use, or sale of firearms, ammunition, combustibles, fireworks, explosive devices, or other dangerous weapons is prohibited on campus.

ADMINISTRATION OF THE CODE OF STUDENT CONDUCT

PROSCRIBED CONDUCT

As responsible members of the Rollins College community, students are expected to maintain the College's highest ideals of academic and social conduct and are responsible for knowing and abiding by College policy and reporting violations to Campus Security or a Holt School staff member. Prohibited conduct includes but is not limited to the following:

1. Academic Dishonesty. As an academic community, Rollins College holds ethical conduct to be inseparable from wisdom. The students and faculty of Rollins affirm the inherent value and social utility of truthfulness and respect for the rights of other individuals as well as the rights of the community. The students and faculty affirm the value of academic honesty and accept the responsibility to present only work that is genuinely theirs. Rollins students and faculty shall neither commit nor tolerate cheating, plagiarism, or any other form of academic dishonesty.

   Academic dishonesty is defined as representing another's work as one's own, active complicity in such falsification, or violation of test conditions. The following are examples of academically dishonest behavior:

   - Cheating: 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.
   - Unauthorized Collaboration: collaboration, without specific authorization by the instructor, on homework assignments, lab reports, exam preparations, research projects, essays or other work for which academic credit is received.

- Multiple Submission: submission of substantial portions of the same work for credit more than once, without the prior explicit consent of the instructor(s) to whom the material is being (or has in the past been) submitted.
- Fabrication: misrepresenting, mishandling, or falsifying information in an academic exercise. For example, inventing data for a laboratory assignment or representing a quotation from a secondary source (such as a book review or a text book) as if it were a primary source.
- Plagiarism: offering the words or ideas of another person as your own. An obvious form of plagiarism is copying a direct quotation from an online or hard-copy source. A more subtle form is the paraphrasing of material or use of an original idea if that paraphrase or borrowed idea is not properly introduced and documented.

The instructor's responsibility toward the prevention of academic dishonesty is to explain to students what constitutes academic dishonesty within the particular requirements of the course. Special attention should be given to the problem of plagiarism. The instructor is further responsible for ensuring that examinations be administered in a fashion that will discourage cheating or other forms of academic dishonesty.

In all cases of suspected academic dishonesty, the graduate programs of Rollins College Hamilton Holt School follow the procedures below in order to ensure due process:

- An instructor deals with academic dishonesty by informing a student of the infraction as expeditiously as possible and by taking whatever academic punitive action an instructor deems appropriate. An instructor informs the Dean of the infraction by letter, a copy of which is sent to the student. The Dean informs a student of the right to appeal to the Dean. An appeal should be made within seven class days of notification by the instructor.
- If a student appeals an instructor's action, the Dean takes statements from the instructor, the student, and all appropriate witnesses, including those requested by a student. The Dean's ruling is final with respect to guilt or innocence. The Dean does not have the power to assign a grade for either the work in question or for the course. In the event of a verdict of guilt, the instructor determines the penalty within the course. The Dean determines whether any additional academic punitive action is appropriate. In the event of a verdict of innocence, the instructor re-evaluates the work in question and does not penalize the work because of the alleged violation.
- Any student who commits one infraction involving academic dishonesty deemed to be egregious is subject to suspension or dismissal from the College.
- Any student who commits two infractions involving academic dishonesty is subject to suspension or dismissal from the College.

2. Intentional disruption or obstructions of teaching, research, administration, disciplinary proceedings, or other institution activities and operations.
3. Physical, mental, or verbal abuse of any person on institution premises or at institution-sponsored or supervised functions.
4. Theft of or damage to property on institution premises.
5. Failure to comply with directions of institution officials acting in performance of their duties.
6. Violation of any local, state, or federal law.

7. The possession, use, or sale of firearms, ammunition, combustibles, fireworks, explosive devices, or other dangerous weapons on campus.
8. Theft or other abuse of computer time. Includes but is not limited to:
    - Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose.
    - Unauthorized transfer of a file.
    - Unauthorized use of another individual's identification and password.
    - Use of computing facilities to interfere with the work of another student, faculty member, or college official.
    - Use of computing facilities to interfere with normal operation of the College computing system.
    - Use of computing facilities to violate federal, state, or local laws or College policy.
9. Misuse of Campus Facilities. Access to Rollins College facilities is limited to Rollins students, faculty, staff, and authorized visitors. Student organizations must be registered with the Holt School Office in order to access facilities without being charged. Unauthorized or illegal use of the facilities is prohibited.
10. Excessive drinking and intoxication, or any violation of Florida state laws regarding alcohol and/or illegal substances.
11. Discrimination and harassment. The College values an atmosphere that is free of all forms of discrimination and harassment and will endeavor to prevent discrimination because of race, color, religion, gender, sexual orientation, national origin, age, handicap, or military service. A grievance procedure (see page 111) has been established to respond to allegations of discrimination and harassment. Students may wish to speak to a faculty/staff or student consultant before filing a complaint. Contact the Holt School Dean's Office.
    - Misuse of identification cards. Lending of Rollins identification cards for any purpose to anyone, failure to present it when requested by a college official, or falsification/alterations of identification cards is prohibited.

A. Reporting Infractions

1. Any student, faculty, or staff member of Rollins College may report a rule infraction or disturbance of campus life to the Dean of the Hamilton Holt School.
2. The Dean and the graduate program director shall review such reports and decide if the report is substantive and needs administrative action by the director of the program or the Dean of the Faculty.
3. If the Dean or the program director cannot agree on a method of disposition, the Dean shall consult the Provost who will decide the method of disposition.

B. Penalties

Penalties for infractions shall be determined by the office or body to which a case has been referred.

Sanctions which may be imposed include but are not limited to:

1. A written statement of admonition to a student that he or she is violating or has violated institution rules. A copy of this statement will be placed in the student's file.
2. A written warning that continuation or repetition of conduct found wrongful within a prescribed period of the time may be cause for more disciplinary action. A copy of this statement will be placed in the student's file.
3. Restitution or reimbursement for damage to or misappropriation of property.
4. Suspension from classes and other privileges or activities for a period not to exceed two years.
5. Termination of student status.

Appeals

1. All appeals must be submitted in writing within two calendar weeks by the student to the Dean of the Faculty. Decisions may be appealed to the Provost.
2. Appeals shall be based only upon the following grounds:
    a. Procedural conduct which may have been prejudicial to the defendant.
    b. The imposition of sanctions which are disproportionate to the offense.
3. Appeals based upon new evidence shall not be granted. New evidence shall be treated as grounds for a new processing by the original body.
4. The Provost may uphold the original decision, acquit the defendant, or refer the case to the original body for a new hearing and instruct that body regarding errors of procedure or disproportionality of sanctions as appropriate.
5. The decision of the Provost regarding the disposition of the appeal is final.

STUDENT DISCRIMINATION GRIEVANCE PROCEDURE

A discrimination grievance is a complaint or report of an injury, injustice or wrong in which the grounds for complaint are based on race, color, religion, gender, national origin, age, disability, marital status, veteran status, or sexual orientation.

Rollins College is committed to creating and maintaining a community in which students, faculty, and administrative and academic staff can work together in an atmosphere free of all forms of harassment, exploitation, or intimidation. Specifically, every member of the College community should be aware that Rollins is strongly opposed to discrimination, sexual harassment, and inappropriate behavior of any kind, and that such behavior is prohibited both by law and by College policy. It is the intention of the College to take whatever action may be necessary to prevent, correct, and, if necessary, discipline for behavior that violates this policy.

Eligibility and Time for Filing

All students may use this procedure for discrimination-related grievances, except those involving grade appeals. Faculty and staff must use the procedures outlined in the appropriate handbook. Grievances should be reported immediately upon occurrence of the events leading to the complaint, injury, or wrong, and, in any event, must be reported within 180 days of such event unless the College determines that good cause for an extension has been established.

Overview

Many complaints can be resolved through open discussion between the parties involved. Individuals are encouraged to engage in direct consultation with each other so the problem can be solved through conciliation, if possible. An individual is in no way required to directly approach an offender and may initiate the grievance procedure by reporting to the appropriate Dean. The assistant vice president of human resources and risk management (or his/her designee) will act as resource for the Dean and may take part in the investigation of the complaint. The assistant vice president is also available for questions and information about discrimination and harassment. When a student believes the Dean is involved in the alleged discrimination, the student must report the actions to the Provost. In the event a grievance is filed with the Provost, then the Provost or the Provost's designee will take the role of the Dean described herein.

If a student seeks the advice of the Dean on a matter of sexual harassment, sexually inappropriate behavior, or any kind of discriminatory behavior, the Dean must report

this behavior to the Provost. Every effort will be made to insure the confidentiality of the complainant. No student shall be disciplined for filing a good faith grievance or report of discrimination or inappropriate behavior.

Any student who believes that (s)he is the victim of discrimination or inappropriate behavior may elect to follow the procedures detailed below. If a student files a complaint under a procedure other than the Discrimination Grievance Procedure, (s)he cannot elect to have the same complaint heard under the Discrimination Grievance Procedure. However, if a student believes (s)he has been discriminated against on the basis of race, gender, color, religion, national origin, disability, age, military service, marital status, or sexual orientation during the process of a complaint other than under the Discrimination Grievance Procedure, (s)he may file a complaint under the Discrimination Grievance Procedure.

If a student exercises his/her rights to file a complaint with a government agency or files a court action, the College reserves the right to terminate the grievance process. In the event that a student has already commenced his/her grievance procedure at the time the student files a complaint with any governmental agency including a state or federal court, the student shall notify the appropriate Dean of that fact. If the College chooses to terminate the grievance process, the Dean will notify all parties involved.

Files on the grievance procedure maintained by the appropriate Dean will only be released to others with the written permission of the appropriate Provost.

Reprisals
Any retaliatory action of any kind taken by a member of the College community against the complainant or any other person as a result of efforts to secure redress under this procedure, or to cooperate in any inquiry, or to participate in any activity governed by this procedure, is prohibited and shall be regarded as a separate and distinct violation of College policy.

No student shall be disciplined for filing a good faith grievance or report of discrimination or inappropriate behavior. It is a violation of this policy for anyone to knowingly make false accusations of discrimination or sexual harassment. Failure to prove a claim of discrimination or sexual harassment is not necessarily equivalent to a false allegation. Sanctions may be imposed for making false accusations of discrimination or sexual harassment

Confidentiality
The College cannot make an absolute guarantee that information that is provided regarding possible discrimination sexual harassment will remain confidential. To the extent permitted by law, the confidentiality of each party involved in a discrimination or sexual harassment investigation, complaint, or charge will be observed, provided it does not interfere with the College's ability to investigate the allegations or take corrective action.

Burden of Proof
In all cases, the burden of proof rests with the complaining party. The appropriate Dean will be available to assist in fact finding but in no way will be responsible for proving the complainant's charge.

Mediation

A. Students may elect to utilize the Mediation Program. This program is designed to help resolve disputes in a more informal way than through the grievance process. It facilitates solutions without having to file a formal grievance. A mediation does not impose any solution but helps parties reach a mutually agreed upon solution.

   Mediation is a nonadversarial process that does not guarantee a resolution but is a good way to discuss disputes. Participation in a mediation process does not mean that an individual gives up any rights to file a grievance or any other formal procedure. Further, both parties must agree to mediate a dispute. No one can be forced into mediation. Mediation is not a process that imposes punishment, determines facts, or decides who is right or wrong. Mediation is a process whereby miscommunication can be cleared up, individuals agree on solutions, and people are empowered to make changes.

B. If Mediation between the parties is (a) not appropriate or (b) not possible, or (c) does not lead to resolution, the appropriate Dean shall proceed to investigate the report or complaint. Mediation does not preclude the College from conducting an investigation of a complaint or taking such disciplinary action as it determines is appropriate or necessary.

Grievance Investigation

Both Complainant and Respondent shall have the option of assistance by an Individual of their choice from the College faculty, staff, or student body during all portions of the Grievance procedure, provided that the chosen faculty, staff, or student is willing to participate in the process. Third parties shall not be allowed to participate except where otherwise explicitly permitted by this policy.

When a grievance is filed (verbally or in writing) the appropriate Dean will notify the person named in the complaint ("Respondent") and provide the Respondent with the information regarding the complaint. The Respondent may submit to the appropriate Dean a written response to the complaint within five (5) working days.

As soon as is practical, the appropriate Dean, or individual(s) appointed by the Dean, will initiate an investigation of the complaint and, where possible, attempt to reach conciliation between the parties. During this period, the Dean will have access to all information pertinent to the case, may meet with any individual with information related to the case, and will inform the Provost. Upon the conclusion of the investigation, assuming all reasonable efforts to conciliate have been exhausted, the appropriate Dean will present a report to the Provost. The appropriate Dean shall make a recommendation for resolution to the Provost who will strive to make a final determination within thirty (30) working days. All the time limits here may be extended at the discretion of the appropriate Dean.

Appeals

If the Provost's determination is not acceptable to either the Complainant or Respondent, the decision may be appealed within ten (10) working days to the Provost. The Provost will then convene a grievance committee.

The grievance committee shall be formed as follows. The Provost, with the assistance of the appropriate Dean will select a list of 10 faculty, staff, or student members. A list of these 10 individuals will be provided to the Complainant and Respondent. The grievance committee shall consist of one individual chosen by the Complainant, one

individual chosen by the Respondent, and a third chosen by mutual agreement of the two parties. If mutual agreement is not reached, the Provost will select the third member of the grievance committee. The grievance committee shall review the complaint, any response, any report of the appropriate Dean or his/her agent, any documents provided by Complainant or Respondent, and all other documents it deems appropriate. The grievance committee shall also have the option, but not the obligation, to schedule a hearing and take testimony from the parties and other witnesses. Upon conclusion of its review and/or investigation, the hearing committee will deliberate and shall make a written report, including its conclusions and recommendations to the Provost. The Provost shall then have the option of amending his/her determination based on the recommendations of the grievance committee. The Provost's determination shall then be final.

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