GRADUATE CATALOG

2015-2016

ROLLINS
EVENING

GRADUATE CATALOG 2015-2016

Rollins College • Hamilton Holt School
1000 Holt Avenue #2725
Winter Park, FL 32789
www.rollins.edu/evening

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CONTENTS

CONTENTS 6
FREQUENTLY CALLED NUMBERS 5
ACADEMIC CALENDAR 2015-16 6
A MESSAGE FROM THE DEAN 8
ABOUT ROLLINS COLLEGE 9
COLLEGE MISSION STATEMENT 9
ABOUT THE HAMILTON HOLT SCHOOL 10
GENERAL INFORMATION 11
GENERAL ADMISSION 11
INTERNATIONAL STUDENT ADMISSION 11
POLICIES 12
STUDENT RECORDS 21
ACADEMIC STANDING 24
COMMUNITY RESPONSIBILITY 25
ADVISING RESOURCES 25
WELLNESS SERVICES 26
CAMPUS LIFE 27
FINANCIAL AID 32
MASTER OF ARTS (APPLIED BEHAVIOR ANALYSIS AND CLINICAL SCIENCE) 33
CURRICULUM 33
PROGRAM OF STUDY 34
ADMISSION 36
ACADEMIC POLICIES 37
TUITION AND FEES 39
MASTER OF ARTS (CLINICAL MENTAL HEALTH COUNSELING) 43
PROGRAM OF STUDY: CLINICAL MENTAL HEALTH COUNSELING 44
CERTIFICATE PROGRAM IN FAMILY AND RELATIONSHIP THERAPY 46
ADMISSION 47
ACADEMIC POLICIES 48
TUITION AND FEES 54
COURSE DESCRIPTIONS 55
FACULTY 61
ADJUNCT FACULTY MEMBERS: 62

MASTER'S DEGREES AND NONDEGREE PROGRAMS IN EDUCATION 63
PROGRAM OF STUDY: MASTER OF ARTS IN TEACHING ELEMENTARY EDUCATION/ESOL/READING (K-6) 63
PROGRAM OF STUDY: MASTER OF ARTS IN TEACHING: MUSIC 66
PROGRAM OF STUDY: MASTER OF EDUCATION: ELEMENTARY EDUCATION 67
NONDEGREE PROGRAMS 68
ADMISSION 70
ACADEMIC POLICIES 71
TUITION AND FEES 73
COURSE DESCRIPTIONS 74
FACULTY 80
MASTER OF HEALTH SERVICES ADMINISTRATION 81
CURRICULUM 81
PROGRAM OF STUDY 82
ADMISSION 82
ACADEMIC POLICIES 84
TUITION AND FEES 85
MASTER OF HUMAN RESOURCES 89
PROGRAM OF STUDY 89
THE CURRICULUM 90
ADMISSION 91
ACADEMIC POLICIES 93
TUITION AND FEES 95
INDIVIDUALIZED STUDIES 96
COURSE DESCRIPTIONS 97
FACULTY 100
MASTER OF LIBERAL STUDIES 102
PROGRAM OF STUDY 102
ACADEMIC POLICIES 105
TUITION AND FEES 107
SELECTED COURSE DESCRIPTIONS 109
FACULTY 113
BOARD OF TRUSTEES 115
ADMINISTRATION 116
INDEX 117

FREQUENTLY CALLED NUMBERS

Hamilton Holt School Graduate Programs

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

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
email: holtschool@rollins.edu • **Website:** www.rollins.edu/evening

Office of Alumni Relations
407-646-2266

Career and Life Planning
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)

Tutoring & Writing Center
407-646-2307

ACADEMIC CALENDAR 2015-16

Fall Term 2015

Holidays:

Labor Day Holiday	September 5
Thanksgiving recess	November 27 - 29

Classes begin:

Counseling	August 31
Education, Human Resources, Liberal Studies	August 24
(See schedule for intensive or masterworks courses.)	

Last day to withdraw without academic penalty:

Counseling, Education, Human Resources, Liberal Studies	October 30
(Intensive courses by mid-term or as published)	

Classes end:

Counseling	December 11
Education, Human Resources, Liberal Studies	December 10

Spring Term 2016

Holidays:

Martin Luther King Holiday	January 18
Spring break	February 29-March 7

Classes begin:

Counseling	January 19
Education, Human Resources, Liberal Studies	January 11
(See schedule for intensive or masterworks courses.)	

Last day to withdraw without academic penalty:

(Intensive courses by mid-term or as published)	
Counseling, Education, Human Resources, Liberal Studies	March 25

Classes end:

Counseling, Education, Human Resources, & Liberal Studies	May 2

Commencement May 7

Summer Term 2016

Holidays:

Memorial Day Holiday	May 30
Independence Day Holiday	July 4

Classes begin:

(See schedule for intensive or masterworks courses.)

Counseling	May 31
Education, Liberal Studies, Human Resources	
Twelve- and First six-week sessions	May 16
Second six-week session	June 28

Last day to withdraw without academic penalty:

(Intensive courses by mid-term or as published)

Counseling	June 29
Education, Human Resources	
Twelve-week session	June 29
First six-week session	June 7
Second six-week session	July 20

Classes end:

(See schedule for intensive or masterworks courses.)

Counseling	July 29
Education, Liberal Studies, Human Resources	
First six-week session	June 27
Twelve- and Second six-week session	August 8

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.
- *Preparation for the future.* Your program of study will both challenge your mind and prepare you for a career in a rapidly changing world.

David CS Richard, Ph.D.
Dean

ABOUT ROLLINS COLLEGE

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

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

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

COLLEGE MISSION STATEMENT

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

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

ABOUT THE HAMILTON HOLT SCHOOL

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

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

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

A great number of Hamilton Holt School students continue to live, work, and raise their families in Central Florida. Many of the Holt School's 15,500 alumni have earned advanced degrees and have gained prominence in their professions. Their Rollins education continues to make a positive difference, empowering them to lead meaningful lives and productive careers.

**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.*

GENERAL INFORMATION

GENERAL 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 Evening
Graduate Studies
1000 Holt Avenue #2725
Winter Park, Florida 32789
407-646-2232

Application forms, schedules, and syllabi are also available on the following websites:
Application forms: www.rollins.edu/evening/academics/graduate/index.html
Schedules and Syllabi: www.rollins.edu/evening/academics/class-schedules/index.html

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 www.rollins.edu/evening/academics/class-schedules.html. 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.

Tuition & Fees
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 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 the 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/.

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

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

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

In addition to 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".) Courses dropped after the first class meeting will be noted on the student transcript with a "W" and will not affect the student grade point average. **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 r-net.rollins.edu/holt/undergraduate/forms.html.

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 withdrawals are automatically updated on the faculty member's class roster in FoxLink.

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 withdrawals.

A faculty member may withdraw a student from his or her course without academic 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." 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." The Holt School will issue a formal opportunity for reporting of mid-term withdrawals. Such withdrawals must be received by the stated deadline. Faculty-initiated withdrawals are not permitted after the mid-term period.

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 emergencies 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.

Medical Leave
For students who are temporarily unable to continue their studies due to medical or psychological issues.

Medical Leave is a category of non-academic leave. While on leave the student is not considered to be currently enrolled in the College, but is considered to be in good standing with the College.

The Holt School Dean and/or Graduate Program Director grants a medical leave of absence to a student. Because a medical leave is sometimes needed to cope with sudden emergencies, a student may request a medical leave at any time during the semester. The medical leave must, however, be approved/granted prior to the end of classes for the academic semester in order to take effect for that semester.

The length of the medical leave depends on the nature and severity of the health concern. It is the concern of the Office of Health Services and the Office of Counseling and Psychological Services that the leave be long enough to allow a student to regain the health and energy required to manage a full-time academic load in a residential environment. In the case of physical medical leaves, the length of the leave is determined by the length of time needed to ameliorate the physical ailment. In contrast, due to the nature of psychological medical leaves, a student often requires at least one (1) additional semester for treatment and stabilization of the condition.

To take a medical leave, a student may speak with either the Holt School Dean, Director of Student Services, Graduate Program Director, someone in Health Services, or Counseling and Psychological Services. Before a leave is granted, a student must consult with either the Director of Health Services or the Director of Counseling and Psychological Services to determine whether or not the condition can be successfully managed. Requests for a medical leave require thorough and credible documentation by an appropriate health care provider. These professional staff will then make a recommendation to the Dean and Graduate Program Director as to whether the leave is warranted and create a written plan for what needs to be accomplished during the leave. When students are placed on medical leave, all grades for the semester are noted as "W," withdrawn. Students found responsible for violations of the College's Honor Code will receive any grades that are a part of Honor Council sanctions.

International students should consult with the Director of International Student and Scholar Services regarding the effect of a medical leave on their immigration status.

Students receiving financial aid (grants, loans, and/or scholarships) should consult with the Office of Financial Aid before requesting a medical leave to determine the impact on their financial aid when they return.

Students on any type of leave are not eligible to enroll in the student insurance plan. Eligibility requirements of the plan stipulate that the student must be a full-time undergraduate Arts and Sciences student taking a minimum of 12 credit hours and must actively attend classes for at least the first 31 days after the date for which coverage is purchased. These requirements are not established by Rollins College, but by the student insurance company and are standard across most if not all student insurance plans. If students have other considerations, course requirements for a major, they should consult with academic departments and advisors.

Students on medical leave are not automatically reinstated to Rollins College. The student will be asked to provide documentation and a written recommendation from an appropriate health care provider to the Dean confirming the student has completed all treatment recommendations and that the student's health will support a successful return to full-time academic work on a residential campus. The Dean will present this information to the Reinstatement Committee for consideration of and planning for the student's return. The student must review and agree to the requirements outlined on the Contract for Success before reinstatement. No academic credit earned during a medical leave will be transferable back to the College.

All written documents for requests regarding a return from medical leave must be received by **June 1 for fall semester and November 1 for spring semester.**

If students are not prepared to return to the campus in the semester following 12 months of medical leave, they must request in writing an extension of the medical leave. This request should be submitted to the Director of the Graduate Program and should include specific information about the student's need for more time away.

The College may require a student to take a medical leave of absence if, in the judgment of the Dean and the professional staff of the Division, 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.

Students will not be granted more than two (2) medical leaves, each of one (1) year duration, for a total of not more than two (2) years.

[Note: In making the decision to require a student to take a medical leave, the Dean 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 Dean 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 tenth 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 or spring semester, i.e., a student who takes a medical leave in December, if readmitted on petition, may not return until the fall of the following school year.

During this absence, the College expects the student to undergo professional health-care 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 Dean 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 students to return to Rollins and the potential impact of the intellectual, physical, and personal demands of being a full-time residential 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 (3) 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 Dean, the Director of Counseling and Psychological Services, the Director of Health Services, and the Director of Residential Life. When a student is permitted to return, special conditions or requirements may be outlined, and upon return, the student is expected 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.

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.

Withdrawal 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
Rollins College Graduate Studies programs operate on the semester system. The standard course is defined as three semester hours for Counseling and Education 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.

Course Loads

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.

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.

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.

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.

Commencement
There are three graduation dates per academic year (August 31, December 31, and the date of commencement in May). All graduates within an academic year are invited and encouraged to participate in the annual May commencement. Participation in the annual commencement is limited to those students completing all degree requirements as of May.

Appeals to participate in Commencement without all graduation requirements complete will be considered only when the following conditions are met.

1) The student has an overall GPA of 3.0 both at the time of petition and at the time of Commencement;

2) The student presents a viable plan, including documentation of course availability, consisting of no more than four (4) semester hours.

Request to Participate in Commencement forms are available online and will be decided by the Hamilton Holt School Appeals Committee. Approved requests received after March 31 will not be included in the commencement program.

College honors, honors in the major field, nor any other College awards to graduating students will be neither recorded in programs, ascribed to student academic records, nor announced during ceremonies for any student who has not completed all graduation requirements at the time of Commencement. Students may participate in only one (1) Holt School graduation ceremony.

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 (Behavioral Analysis and Clinical Science), Master of Arts in Teaching, Master of Education, Master of Health Administration, and Master of Human Resources with a cumulative grade point average of 3.90 or above will graduate "With Honors."

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.

STUDENT RECORDS

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 school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Parents or eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by [Rollins College] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

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

- Parents or eligible students have the right to provide written consent before the university discloses personally identifiable information (PII) from the student's educational records. [Rollins College] must have written permission from the parent or eligible student in order to release any information from a student's education record. [Under FERPA, however, Rollins College is permitted] to disclose those records, without consent, to the following parties or under the following conditions (34 CFR §99.31):
    - School officials with legitimate educational interest;
    - Other schools to which a student seeks or intends to enroll;
    - Specified officials, such as Federal, State, or local educational authorities, for the purposes of audit or evaluation of supported educational programs, or enforcement of compliance with legal requirements relating to those programs;
    - Appropriate parties in connection with financial aid to a student;
    - Organizations conducting certain studies for or on behalf of the school;
    - Accrediting organizations;
    - To comply with a judicial order or lawfully issued subpoena;
    - Appropriate officials in cases of health and safety emergencies;
    - State and local authorities, within a juvenile justice system, pursuant to specific State law;

- Parents of an "eligible student" to his or her parents if the student is a "dependent student," as defined in Section 152 of the Internal Revenue Code. Generally, if either parent has claimed the student as a dependent on the parent's most recent income tax statement, the school may non-consensually disclose the student's education records to both parents;
- A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding:
- The general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her; and
- Parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21.

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

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

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

Sources:

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

Retention of Records

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

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.

ACADEMIC STANDING

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.)

Students whose GPA falls below a cumulative GPA of 3.0 will be placed on academic probation.

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.

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.

Dismissal

Students whose cumulative GPA falls below a 2.5 are dismissed.

The Veterans Administration is notified whenever veteran students are placed on academic probation.

Students dismissed from a graduate program are dismissed from all programs of the College.

Students who are academically dismissed have ten (10) days to appeal the decision. Appeals must be submitted in writing to the graduate program director.

Academically dismissed students may apply for readmission after one (1) calendar year has elapsed.

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.

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.

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 (www.rollins.edu/community-standards-responsibility/) and includes the procedure for reporting of grievances.

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

ADVISING RESOURCES

Program coordinators can help students with concerns regarding schedules, registration, transcript requests, and scholarships. Coordinators can also be a contact between students and faculty or director of the program. Student may also use the Tutoring and Writing Center. Visit www.rollins.edu/library/twc/index.html for more information.

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

Center for Career and Life Planning

The Center for Career & Life Planning assists students and alumni in the career development process, focusing on self-assessment, career exploration, and career decision-making. The center provides a variety of services and resources including career counseling, various workshops focused on post-graduation employment and graduate school, and experiential opportunities such as internships and on-campus jobs. Students may schedule appointments to meet with a career advisor or come in during walk-in advising hours, weekdays from 3:00 p.m. – 5:00 p.m. For more information, including upcoming events and more complete descriptions of services available, contact the Center for Career & Life Planning at (407) 646-2195 or visit the Career Center's website at www.rollins.edu/careercenter.

Disability Services

Services for Students with Disabilities provides assistance to students with documented disabilities as they become independent and successful learners within the academically competitive environment of the College. It is the responsibility of the student who will be seeking accommodations for a disability to contact the Disability Services Coordinator. For more information on policies and procedures, please visit our web site at www.rollins.edu/disability-services/. *For more information, or to make an appointment, call (407) 646-2354*

WELLNESS SERVICES

Personal Counseling Services

Undergraduate and graduate students enrolled through the Hamilton Holt School may call the Rollins Wellness Center for an appointment or referral. Services are available from 9 AM until 5 PM and are free to current, degree-seeking Rollins students. Individual therapy, group therapy, and consultation sessions are provided by licensed mental health professionals and/or graduate student interns under supervision with licensed professionals. Services are confidential. For more information or to make an appointment, call 407-628-6340. Rollins Counseling and Psychological Services (CAPS) is closed during the summer except for brief crisis intervention and victim advocacy. In the event of a crisis during the summer, students may wish to call 211 or "Lifeline" at 407-425-2624.

Health Services

Undergraduate and graduate students enrolled through the Hamilton Holt School who have purchased the student health insurance may seek services through the Wellness Center. The Health Services staff provides episodic care for minor illnesses, STI testing, limited immunizations, and some preventative exams. Although office visits are free to current students, necessary testing, lab work, and other services may incur a fee. Please feel free to ask about cost prior to or during the appointment. Students with recurrent medical issues or outside the scope of services offered will be referred to medical specialists in the local community. To make an appointment, call 407-646-2235. Rollins Health Services is closed during the summer. To request information on Student Accident and Health Insurance, please call student services at the Hamilton Holt School at 407-646-2232.

Nonsmoking Policy on Campus

The Florida Indoor Clean Air Act prohibits smoking in all public facilities, including educational institutions. Smoking is prohibited in all College buildings, including private offices, dining facilities, and residence halls. Smoking is permitted on College grounds provided it occurs in designated areas. Smokers are reminded that improper disposal of smoking materials is a fire hazard and considered litter. All cigarette butts must be disposed of properly in an approved receptacle. The Non-Smoking Policy is available on the Human Resources Web Site.

Dining Services

Rollins College offers an innovative dining program that promotes quality, variety, and value. Six dining locations, a convenience store, catering, "wellness" selections, theme meals, and holiday specials are among the features provided to satisfy the diverse requirements of the Rollins community. Menu selections are sold a la carte, and a 100-percent-satisfaction program allows for any unsatisfactory item to be immediately exchanged or refunded.

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

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

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

CAMPUS LIFE

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 e-mail rcard@rollins.edu.

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

Information Technology
Rollins has made a significant investment in technology. All residence hall rooms as well as classrooms, labs, and offices are wired to the campus network and to the Internet. 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 Olin Library.

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

More than 90-percent of Rollins students either bring their own computer to campus or purchase. Both Macintosh and Windows computers are used on campus, preferences of Rollins faculty and students closely match those of the computer market in general.

A variety of microcomputer software is available in the labs, including word processing, multimedia and web design, programming languages, statistical packages, and discipline-specific software for individual courses. E-mail and web page storage for student websites is provided to all students and is accessible on the Rollins web server at http://www.rollins.edu.

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

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

Classroom Technology
All Classroom Technology equipment is available to Rollins College Faculty, Staff and Students for instructional purposes on a first-come, first-serve basis. Visit Classroom Technology to order equipment and for more information or email classtech@rollins.edu.

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

The Olin Library, a $4.7 million gift of the F.W. Olin Foundation, was dedicated in 1985. Rising impressively near the shores of Lake Virginia, the four-level, 54,000-square-foot structure retains the Spanish Colonial architecture that dominates the campus. A second gift of $2.7 million established the Olin Electronic Research and Information Center. The combined facility features the latest technology, including computer workstations, a variety of software applications, online databases, full Internet access, color and 3-D printers, and digitizing equipment. These tools facilitate students' creativity as they pursue research questions, and prepare multimedia presentations and Web pages. Olin also houses Tutoring & Writing Consultations in which peer writing consultants work with individual students to help improve their writing and peer tutors help students improve their comprehension of course content. The main floor of the building is open 24/7 to all Rollins students through secure R-Card access.

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

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

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

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

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

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

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

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

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

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

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

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 service at 11:00 a.m., and every Sunday evening at 8:30 p.m., there is a Roman Catholic Mass. 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 students, and Muslim students.

For further information, contact the Chapel Office 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.

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.

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.*

Center for Inclusion & Campus Involvement

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

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

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. Students must be currently enrolled in a degree program and be in good academic and social standing. Funding is limited, so students are advised to apply as early as possible in the academic year (specific application deadlines are posted for Rollins-sponsored travel experiences). Additional information is available Office of International Programs or by contacting Assistant Dean Sharon Lusk.

FINANCIAL AID

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

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

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

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

How To Apply
Visit www.rollins.edu/finaid/holt/approcess.html for Free Application for Federal Student Aid (www.fafsa.ed.gov/) and Rollins College school code information.

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

Cost of Attendance
Cost of Attendance is comprised of tuition, housing, meals, books, loan fees, personal, and transportation expenses. Visit www.rollins.edu/finaid/holt/coa.html for more information.

Frequently Asked Questions
Available at www.rollins.edu/finaid/holt/faq.html.

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

MASTER OF ARTS (APPLIED BEHAVIOR ANALYSIS AND CLINICAL SCIENCE)

Changes effective Spring 2016

A. Michele Williams, Ph.D., BCBA-D, Director

Mission Statement

The mission of the Applied Behavior Analysis and Clinical Science master's program is to prepare individuals to taking the certification exam that is administered by the Behavior Analysis Certification Board®. A secondary mission is to produce graduates who are skilled not only in behavior analysis but also in the science of clinical psychology. By the completion of their training, students should show a mastery of application and research skills that will permit them to assess whether an intervention is empirically supported. Students will be able to demonstrate, with the assistance of a faculty mentor, the capacity to design and evaluate behavioral interventions or research consistent with a scientific approach to clinical psychology. The program will prepare students for either master's level professional practice in applied behavior analysis or for doctoral level work in behavior analysis, clinical psychology, or any other Ph.D. program with a clinical science emphasis.

CURRICULUM

The Master of Arts degree with an applied behavior analysis and clinical science concentration is a 62 credit hour program. The program is designed to be completed in either two or three academic years and includes 750 hours of supervised practica and a thesis or capstone project requirement.

Students must satisfy credit hour requirements in each of the following areas in order to graduate. Area requirements were developed in accordance with Associate for Behavior Analysts International (ABAI) accreditation criteria and Behavior Analyst Certification Board, Inc.® (BACB®) guidelines. The curriculum also includes broad training in clinical science, psychopathology, and elective coursework in health services administration, finance, and budgeting.

Area 1: Conceptual Foundations (12 credit hours)

1. Behavior Assessment (BACS 511)
2. Single Subject Experimental Design (BACS 512)
3. Seminar in Contemporary Behavioral Research (BACS 613)

Area 2: Basic Science (8 credit hours)

1. Experimental Analysis of Behavior (BACS 521)
2. Principles of Applied Behavior Analysis (BACS 522)

Area 3: Clinical Science (8 credit hours required, choose any 2)

1. Comparative Research Design and Statistics (BACS 531)
2. Psychological Assessment and Diagnosis (BACS 532)
3. Child Behavior Disorders (BACS 533)
4. Adult Behavior Disorders (BACS 534)
5. Behavior Therapies (BACS 535)
6. Behavioral Neuroscience (BACS 536)

7. Behavioral Psychopharmacology (BACS 537)
8. Clinical Science of Stress, Trauma, and Recovery (BACS 538)
9. Special Topic: Seminar in Behaviorism and Clinical Science (BACS 539)

Area 4: Application (8 credit hours)

1. Behavioral Interventions I: Applications (BACS 541)
2. Behavioral Interventions II: Special Populations (BACS 542)

Area 5: Law and Ethics (4 credit hours)

1. Law, Ethics, and Behaviorism (BACS 551)

Area 6: Electives/cognates (8 credit hours, choose any 2)

1. Health Services Administration (HSA 515)
2. Healthcare Budgeting and Financial Management (HSA 545)
3. Any graduate level course not already counted toward degree requirements and approved by the student's mentor. If the course is offered in another master's degree program, approval by the chair of that program is required (with the exception of HSA 515 and HSA 545).

Area 7: Supervised Practical Research and Training (10 credit hours)

1. Professional Development I (BACS 661, 2 credit hours, credit/no credit)
2. Professional Development II (BACS 662, 2 credit hours, credit/no credit)
3. Practicum I (BACS 671, 2 credit hours – 250 hours of supervised experience)
4. Practicum II (BACS 672, 2 credit hours – 250 hours of supervised experience)
5. Practicum III (BACS 673, 2 credit hours – 250 hours of supervised experience)

Area 8: Master's Thesis or Capstone Equivalent (4 credit hours)

1. Thesis or Capstone I (BACS 681, 2 credit hours)
2. Thesis or Capstone II (BACS 682, 2 credit hours)

PROGRAM OF STUDY

Students begin the program as a group in the fall term each year and proceed through the course sequence together on either the full-time or part-time track. The cohort feature allows for the development of a community of learners who come together and support one another in pursuit of their academic goals. Courses are offered on weekdays in the evenings. Unless an exemption is granted by the program director, courses must be taken in the sequence below.

Full-time, two-year program of study (Track A)

First year (Fall) – 16 credit hours

1. BACS 522 – Principles of Applied Behavior Analysis (4)
2. BACS 512 – Single Subject Experimental Design (4)
3. BACS 511 – Behavior Assessment (4)
4. BACS 551 – Legal and Ethical Issues (4)

First year (Spring) – 12 credit hours

1. BACS 521 – Experimental Analysis of Behavior (4)
2. Area 3, Clinical science #1 (4)
3. BACS 541 – Behavioral Interventions I: Applications (4)

First year (Summer) – 10 to 12 credit hours

1. BACS 671 – Practicum I (2)

2. BACS 542 – Behavioral Interventions II: Special Populations (4)
3. Area 3, Clinical Science #2 (4)
4. **OPTIONAL:** BACS 681 – Thesis I (2), if elected. Note: student may defer starting thesis to fall semester.

Second year (Fall) – 14 credit hours

1. Area 6, Elective/cognate #1 (4)
2. BACS 613 – Seminar in Contemporary Behavioral Research (4)
3. BACS 661 – Professional Development I (2)
4. BACS 672 – Practicum II (2)
5. BACS 681 -- Thesis I (2) or BACS 682 -- Thesis II (2)

Second year (Spring) – 8 to 10 credit hours

1. Area 6, Elective/cognate #2 (4)
2. BACS 662 – Professional Development II (2)
3. BACS 673 – Practicum III (2)
4. BACS 682 -- Thesis II (2), if necessary

Part-time, three-year program of study (Track B)

First year (Fall) - 12 credit hours

1. BACS 522 Principles of Applied Behavior Analysis (4)
2. BACS 512 Single Subject Experimental Design (4)
3. BACS 551 Legal and Ethical Issues (4)

First year (Spring) - 8 credit hours

1. BACS 521 Experimental Analysis of Behavior (4)
2. ELECTIVE Area 3: Clinical Science (4)

First year (Summer) - 4 credit hours

1. ELECTIVE: Area 3: Clinical Science (4)

Second year (Fall) - 8 credit hours

1. BACS 511 Behavioral Assessment (4)
2. BACS 613 Seminar in Contemporary Behavioral Research (4)

Second year (Spring) - 8 credit hours

1. ELECTIVE Area 6: Elective/Cognates (4)
2. BACS 541 Behavioral Interventions I: Applications (4)

Second year (Summer) – 6-8 credit hours

1. BACS 671 Practicum I (2)
2. BACS 542 Behavioral Interventions II: Special Populations (4)
3. **OPTIONAL:** BACS 681 – Thesis I (2), if elected. Note: student may defer starting thesis to fall semester.

Third year (Fall) - 8-10 credit hours

1. BACS 661 Professional Development I (2)
2. BACS 672 Practicum II (2)
3. BACS 681 Thesis I (2) or BACS 682 -- Thesis II (2)
4. ELECTIVE Area 6: Elective/Cognates (4)

Third year (Spring) - 4-6 credit hours

1. BACS 662 Professional Development II (2)
2. BACS 673 Practicum III (2)
3. BACS 682 Thesis II (2), if necessary (2)

Third year (Summer)

1. Completion of any remaining degree requirements that may have been deferred (if needed).

ADMISSION

Students who desire to apply for the M.A. degree (Applied Behavior Analysis and Clinical Science) 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 course.

Suggested prerequisite coursework includes an Introduction to Psychology course or equivalent and a learning/behavior management course. Students without this prerequisite coursework may be admitted on a conditional basis and complete the coursework before beginning the program. Rollins College offers both courses in the summer term prior to program entry. Students electing not to complete the prerequisite coursework must select the three-year program of study.

The admission 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 the field of behavior analysis.

Applications are considered for the fall term according to the following schedule:

Early Decisions:

- Application Deadline: March 1
- Letters of Notification: April

Regular Decisions:

- Application Deadline: May 1
- Letters of Notification: June

Late Decisions:

During some academic years, a late admissions period will be opened by the faculty. Please visit rollins.edu/abacs for more information.

- Application Deadline: TBD
- Letters of Notification: TBD

Applicants must complete the online application at rollins.edu/evening and submit the following materials to Rollins College, Graduate Studies in Applied Behavior Analysis, 1000 Holt Avenue #2725, Winter Park, FL 32789 or abacs@rollins.edu.

- A current resume
- Official transcripts from all colleges and universities attended
- Current scores on the Graduate Record Exam (GRE) General Test with a score 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. Applicants with five or more years of professional experience in applied behavior analysis or a related field or who have a high undergraduate GPA may petition for a GRE waiver by submitting a letter with their application.
- Three letters of recommendation to be submitted from professors (preferred) or supervisors
- A three to five-page paper detailing your understanding of applied behavior analysis as a field and why you would like to become an applied behavior analyst. Why do you think this program is the right fit for you?
- A grade point average of 3.0 is preferred for admission.
- Student who have earned degrees from non-English speaking institutions should submit TOEFL scores. Student who are not American citizens must demonstrate resident or visa status.

Applicants will be contacted to arrange an admissions interview once all other materials have been received**.**

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

Note: Application and materials other than recommendation letters will remain on file for one year.

ACADEMIC POLICIES

- 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 non-degree credit. A course may only be repeated once. 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 program director. 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 members approve all academic policies for Graduate Studies programs.

Transfer Credits

Degree-seeking students may apply for transfer of up to twelve (12) semester hours of graduate-level coursework by filing out an Application for Transfer Credit form. Transfer credit is approved only when the following conditions are met:

- Courses submitted for transfer must have been completed within 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, core faculty members, and the instructor(s) primarily responsible for teaching the course(s) for which a substitution is proposed will determine if the transfer is appropriate. Courses will be approved for transfer only if there is substantial consistency between the proposed transfer course and the required course.

Incomplete Work
A grade 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 incomplete 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.

Practicum Experience
Three intensive practicum placements totaling 750 hours are required (250 hours each). Intensive practica are characterized by on-site and off-site supervision at least twice per week for no less than 10% of the total hours spent in the practicum.

Completion of clinical hours may be required during daytime working hours. Applicants and students are advised that work or life scheduling changes may be necessary in order to complete these degree requirements.

Thesis or Capstone Requirement
Students may choose between completing either an empirically-based master's thesis or a capstone project approved by the student's mentor. Thesis and capstone requirements are detailed in the ABACS Thesis/Capstone Project Guidebook.

Graduation Requirements
Graduation requirements include the following:
- Completion of all course requirements for the degree with a minimum grade point average of "B" (3.0);
- Filing an Intent to Graduate form;
- Payment of the $75 graduation fee;
- Payment of any outstanding fees due to the College; and
- 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.

Honors
Students who achieve a cumulative grade point average of 3.90 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 Master of Arts in Applied Behavior Analysis and Clinical Science program may take additional credit courses at a 20 percent discount on a space-available basis.

TUITION AND FEES

Summary of Fees for 2015-16

M.A. application fee (nonrefundable)	$50
Tuition fees (3 credits @ $575 per semester hour)	$1,725
Late registration fee per semester	$75
Graduation fee	$75
Late fee	See Late Fee Policy

Note: Tuition amounts pertain only to the 2015-16 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.

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

Late Fee Policy:

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

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

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

BACS 511: Behavior Assessment [4]
Course covers principles and practice of behavioral assessment and how behavior assessment data inform a functional analysis. Students will learn direct/indirect assessment, relevant statistical metrics, and report writing principles

BACS 512: Single Subject Design [4]
Course covers single subject experimental and quasi-experimental designs and relevant within-subject statistical and graphing principles. Single subject designs will be contrasted against group designs typically employed in psychological research.

BACS 521: Experimental Analysis of Behavior [4]
Course covers basic behavioral research and operations, introducing students to such topics as: schedules of reinforcement, stimulus control, establishing operations, differential reinforcement, conditioned reinforcement, and theories of motivation.

BACS 522: Principles of Applied Behavior Analysis [4]
Course reviews clinical application of behavioral principles using research reports of specific cases. Course focuses on research surrounding the practical application of principles and techniques

BACS 530: Behavioral Medicine [4]
Course surveys the application of behavioral techniques to the management of health issues (e.g., medication compliance, healthy living, biofeedback, rehabilitative medicine, preventive medicine, and applications to public health).

BACS 531: Comparative Research Design and Statistics [4]
This is an advanced course in comparative research design and statistics meant to illustrate similarities and differences in single subject experimental designs and group designs in behavioral research. The course emphasizes scholarly understanding of both group and single subject statistics while also helping students refine their scientific writing.

BACS 532: Psychological Assessment and Diagnosis [4]
Course explores the science and pseudoscience behind psychological assessment. Historical treatment of psychological assessment and exposure to DSM-V will help students become conversant in basic assessment terminology.

BACS 533: Child Behavior Disorders [4]
Course explores the science and pseudoscience behind psychological assessment. Historical treatment of psychological assessment and exposure to DSM-V will help students become conversant in basic assessment terminology.

BACS 534: Adult Behavior Disorders [4]
Course explores advanced concepts in diagnosis and treatment of child behavior disorders. An emphasis is placed on doing a functional analysis, behavioral interventions, and developmental factors that impact treatment outcomes.

BACS 535: Behavior Therapies [4]
Course surveys the different forms of behavior therapy (e.g., cognitive-behavior therapy, Acceptance and Commitment therapy, exposure therapy, virtual treatments) and other behavioral techniques not considered to be applied behavior analysis.

BACS 536: Behavioral Neuroscience [4]
Reviews basic brain biology relationships to human behavior: neuroanatomy structure and function, neuropathology, and effect of neuropathology on observable behavior. Distinguishing neuropathological effects on behavior from environmental determinants are discussed.

BACS 537: Behavioral Psychopharmacology [4]
Course reviews mechanisms of drug action. Students will identify behavioral effects of substance use and learn to distinguish those effects from neuropathology and behavior that results from environmental contingencies.

BACS 538: Clinical Science of Stress, Trauma, and Recovery [4]
Course reviews biological and behavioral effects of stress and traumatic stress. Focus will be on the relationship between neuroanatomical changes and adaptive coping mechanisms. Empirically supported treatment options are discussed

BACS 539: Special Topic: Seminar in Behaviorism and Clinical Science [4]
Course discusses application of science and behaviorism to mental health treatment. Focus on the dangers of pseudoscience and issues surrounding demonstration of empirically supported treatments.

BACS 541: Behavioral Interventions I: Applications [4]
Course demonstrates the operations of principles of behavior across a range of investigative areas. Topics include functional analysis, differential reinforcement, procedures to expand behavioral repertoires, and stimulus control procedures.

BACS 542: Behavioral Interventions II: Special Populations [4]
Course demonstrates advanced applications of behavioral interventions across multiple populations (e.g., special needs, medical and institutionalized patients, autistic children and adults) and settings (e.g., homes, institutions, schools).

BACS 551: Law, Ethics, and Behaviorism [4]
This course aims to develop in students competence in the law as related to behavioral interventions and a keen understanding of professional ethics**.**

BACS 561: Organizational Behavior, Culture, and Leadership [4]
Course reviews organizational behavior literature focusing on how leadership behaviors affect culture and organizational success. Research studies will be reviewed as major principles of organizational leadership will be covered.

BACS 613: Seminar in Radical Behaviorism [4]
Course surveys the conceptual and empirical foundations of the radical behavioral approach and contrasts it against other behavioral perspectives and mainstream assumptions of clinical psychology.

BACS 661: Professional Development I [2]
Students in this course will receive career advisement, refine professional skills, and investigate training options at the doctoral level.

BACS 662: Professional Development II [2]
Students in this course will focus on preparing for board certification and will complete a mock board certification examination. A student must pass the mock board certification examination in order to pass the course.

BACS 671: Practicum I [2]
Students in this course complete a practicum that involves 250 hours of supervised clinical experience. Students will be mentored by a faculty supervisor.

BACS 672: Practicum II [2]
Students in this course complete a practicum that involves 250 hours of supervised clinical experience. Students will be mentored by a faculty supervisor.

BACS 673: Practicum III [2]
Students in this course complete a practicum that involves 250 hours of supervised clinical experience. Students will be mentored by a faculty supervisor.

BACS 681: Thesis or Capstone I [2]
This is the first course in a two-course sequence for completing a culminating project. Students will detail research methodology and prepare a document describing planned execution of project

BACS 682: Thesis or Capstone II [2]
This is course two in a culminating project sequence. Students will collect data or complete a capstone project that requires a high level of intellectual inquiry regarding behavioral interventions.

FACULTY

Stacey Tantleff Dunn, Ph.D.
Associate Professor of Psychology. Ph.D., M.A., University of South Florida. B.A., George Washington University.

David C.S. Richard, Ph.D.
Dean, Hamilton Holt School, Professor of Health Professions. Ph.D., M.A. University of Hawaii, M.Ed., Harvard University, B.A., University of California at San Diego.

Sarah Slocum, Ph.D.
Visiting Assistant Professor of Health Professions. Ph.D. University of Florida, M.S., University of Florida B.S., Louisiana State University.

A. Michele Williams, Ph.D.
Associate Professor of Health Professions. Ph.D. West Virginia University, M.A. West Virginia University, B.A. Drury University.

MASTER OF ARTS (CLINICAL MENTAL HEALTH COUNSELING)

Changes effective Spring 2016

Kathryn L. Norsworthy, 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 Graduate Studies in Counseling program is a 63-semester-hour program designed to prepare individuals to become clinical mental health counselors. The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in mental health counseling and fulfills the State of Florida coursework, practica, and internship requirements for licensure as a mental health counselor. The curriculum includes 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 academic program operates with the philosophy that effectiveness as a professional counselor depends upon personal development, the ability to communicate effectively, professional conduct, commitment, and intellectual preparation. As part of the curriculum, students are expected 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, in conjunction with an understanding of contemporary theory and methods.

Respect for Diversity

The Graduate Studies in Counseling program 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 representing diverse identities, experiences, and

perspectives enriches and deepens the counselor education process and prepares future counselors for effective practice in the 21st century.

The Program 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.

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.

Program Objectives
Based on the Mission Statement for the Rollins College Graduate Studies in Counseling program and the standards of the counseling profession—as expressed by the faculty, the American Counseling Association (ACA) and related professional organizations, the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the licensure requirements of the State of Florida—students graduating from the Rollins' Clinical Mental Health Counseling program will demonstrate foundational knowledge and skills in:

1. Professional Counseling Orientation and Ethical Practice
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Group Counseling and Group Work
6. Counseling and Helping Relationships
7. Assessment and Testing
8. Research and Program Evaluation
9. Human Sexuality Counseling
10. Counseling in Community Settings
11. Clinical Mental Health Counseling: Foundations, Contextual Dimensions, and Practice
12. Social Justice and Advocacy
13. Professional Counselor Conduct and Dispositions

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 curriculum also fulfills the standards outlined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for preparation of clinical mental health counselors.

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 Mental Health Counseling
PSY 661	Pre-practicum in Social Justice and 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: 63

*** 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
	PSY 660	

Year Two

Fall	Spring	Summer
PSY 551	CPY 555	CPY 535
CPY 550	CPY 602	CPY 560
CPY 538	CPY 601	
	PSY 661	

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
CPY 538	CPY 565	
	PSY 660	

Year Three

Fall	**Spring**	**Summer**
CPY 550	CPY 555	CPY 560
PSY 551	CPY 601	CPY 535
	PSY 661	

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 and fieldwork requirements over more terms. To participate in the five-year plan, students must complete all coursework (except those courses listed below) prior to beginning clinical practicum and internship. They will also be expected to enroll in and pay for two additional terms of internship. Students electing this alternative five-year plan must inform the department chair and Graduate Coordinator and redesign their program of study to reflect this plan prior to entering practicum. The Alternative Fifth-Year Plan would adjust the Four-Year Plan as follows:

Fourth Year: both terms same site

Fall: PSY 680 Spring: PSY 695 & CPY 699

Fifth Year: both terms at a different site

Fall: PSY 695 Spring: PSY 695

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. Professionals who are graduates of CACREP accredited mental health counseling programs may apply according to the procedures established by the program 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 field 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 Marriage, Family and Relationship 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 (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, 1000 Holt Avenue #2725, Winter Park, FL 32789.

- A completed application form with a $50 nonrefundable application fee;
- A current résumé;
- A three- to- five 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 304 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.

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

Note: Application and materials other than recommendation letters will remain on file for one year.

Admission may be one of two kinds:

- Regular degree-seeking student; or
- Provisional admission is rescinded if a GPA of 3.0 ("B") or higher is earned in the first-term

Early Decisions:

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

Regular Decisions:

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

Late Decisions:

- During some academic years a late admissions period will be opened by faculty. Please check with the Graduate Studies in Counseling coordinator of registration and records for more information.
- Application Deadline TBD
- Letters of notification TBD
- Matriculation Intent and deposit due TBD

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 program's 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 program's Student Handbook.

- Students must maintain membership in an approved national professional association and also maintain professional liability insurance at all times while enrolled in the graduate program. Details are provided in the program's 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 non-degree credit. A course may only be repeated once. 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 on an approved leave of absence does not return to the program within one year (three semesters), the student must apply for readmission.

- Students who withdraw or are dismissed from the program and are not on an approved leave of absence must reapply for admission. All new student application requirements will apply.

- 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 or CACREP equivalent accredited programs 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 within the six years prior to graduation from the Rollins Graduate Studies 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, core faculty 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 Mental Health Counseling
PSY 661	Pre-Practicum in Social Justice and 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 grade 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 incomplete 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, formative and summative evaluation of each student is an ongoing process in the Graduate Studies in Counseling program. Students will be assessed in intervals and through several courses throughout the 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. The focus of the comprehensive assessment is the student's academic status, including performance in academic work, clinical skill development, professional conduct, and personal growth. 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-Reflection and Program of Study forms

Second Year

- Maintenance of a grade point average of at least 3.0
- Completion of the Student Progress Self-Reflections and Program of Study forms
- Completion of all coursework prior to beginning Practicum and Internship
- Completion of 100 hours of field experience in fulfillment of PSY 661 requirements

Third Year (for Four–Year part-time Students)

- Maintenance of a grade point average of at least 3.0
- Completion of the Student Progress Self-Reflection 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 661 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 and paper
- Completion of the "My Theory of Counseling" paper
- Completion of Exit Reflections and Final Progress Self-Report

Student Progress and Reflections Self-Report

Prior to registration for fall semester, all students must complete student progress self reflection and program of study forms. 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's performance 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 achievement as reflected by course grades and performance on course assignments, additional areas of academic performance critical to counselor development are also evaluated over the course of the program. These include students' professional conduct and ethical behavior, interpersonal and intrapersonal abilities, and clinical skill development. Specifically, the faculty evaluate behaviors that are likely to affect a trainee's ability to effectively deliver mental health services.

Professional dispositions and personal 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. Expectations for student conduct are detailed in the program's Student Handbook.

In keeping with the 2014 American Counseling Association Code of Ethics (Code F.8.d.), *Counselor educators may require students to address any personal concern that have the potential to affect professional competency.* Additionally, according to Code F.9.b., faculty are to remain: "*aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following:*

1) *assist students in securing remedial assistance when needed,*
2) *seek professional consultation and document their decision to dismiss or refer students for assistance, and*
3) *Ensure that students have recourse in a timely manner to address decisions requiring 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 as outlined above are handled on a case-by-case basis. When significant concerns arise, core faculty will review the available information and meet with the student to gain their perspective. Based on this review, faculty members address specific concerns with the individual student and adhere to the guidelines and policies of the program to assist the student in addressing the areas of concern. If the core faculty determine that the student should not continue in the Graduate Counseling program, the student is informed of this decision along with the rationale and supporting evidence. Students are afforded due process throughout the decision-making process. One of several courses of action may be taken. One option is that the student will be allowed to elect to withdraw or discontinue enrollment. A second is that the student is advised that academic dismissal has been voted on by action of the faculty and that further enrollment will not be permitted. A third option is that the student is advised 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. In theses cases, the appeal procedure is the same as for academic probation and dismissal as outlined earlier in this catalog.

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 Theory of Counseling Paper
The "My Theory of Counseling" Paper remains a hallmark of the Rollins College 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. Successful completion of this paper is a requirement for graduation.

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 October to 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 attendance and requirement.
- 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

Summary of Fees for 2015-16

M.A. application fee (nonrefundable)	$50
Tuition deposit (nonrefundable)	$300
Tuition fees (3 credits @ $591 per semester hour)	$1,733
Graduation fee	$75
Late fee	See Late Fee Policy

Note: Tuition amounts pertain only to the 2015-16 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.

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

Late Fee Policy:

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

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

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. A grade of "B-" is required in the course to enroll in PSY 680. Students who do not earn a minimum grade of "B-" on the second attempt of this course will not be allowed to continue the program.

CPY 530 Theories of Personality [3]
The purpose of this course is to provide an overview of the major theories of personality and associated counseling theories and techniques. Emphasis will be placed upon enabling students to develop a theoretical foundation upon which to base their counseling approaches. This course is designed to facilitate students' understanding of the key components of a variety of established and emerging counseling theories consistent with current professional research and practice in the field. Strategies and techniques from each theory will be explored for application with clients in overcoming developmental and adjustment issues as well as psychological problems and disorders.

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 and gender identify, 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 Mental Health Counseling [1]
This pre-practicum course introduces graduate counseling students to clinical mental health

delivery systems, professional counseling roles, and practice settings through service learning in community mental health agencies. Students are expected to participate in 100 hours of field work experience during their first year in the program as partial fulfillment of the pre-degree experience requirements for Florida licensure. Students enroll in this course in the spring term of their first year. The course is graded as credit/no-credit.

PSY 661: Pre-Practicum in Social Justice and Advocacy [1]
This pre-practicum course introduces graduate counseling students to professional social justice and advocacy roles through service learning in community organizations and agencies. Students are expected to participate in 100 hours of social justice fieldwork experience during their second year in the program as partial fulfillment of the pre-degree experience requirements for Florida licensure. Students enroll in this course in the spring term prior to the semester of enrollment in PSY 680: Practicum and Internship I in a Clinical Mental Health Setting. The course is graded as credit/no-credit.

PSY 680 Practicum and Internship I in a Clinical Mental Health Setting [5]
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 [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 MAC Graduate Coordinator 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 and CPY 550.

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 College Counseling and Outreach [2]
Overview of the foundations of college counseling, provisions of developmentally appropriate services (e.g., counseling, crisis services, outreach, and coordination of campus services), and the diverse post-secondary contemporary college student.

CPY 663: Mindfulness in Counseling and Psychotherapy [1-3]
Primary focus of the course is on the development of the "mindful counselor" through a survey of relevant mindfulness literature, principles, and practices. Students participate in an eight week, in-class, experiential mindfulness-based stress reduction workshop designed for

therapists. Course also includes an exploration of neuroscience and mindfulness along with a review of the use of mindfulness principles and practices with several clinical issues. This course is highly interactive and requires full engagement in classroom experiential activities and mindfulness practices.

CPY 664 Student Development Theory and Field Experience [2]
An overview of historical, philosophical, and theoretical foundations of student development in a multicultural society. Students will engage in a theory-to-practice 75-hour field experience in one area of student development.

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

Kyle Baldwin
Clinical Practice and Assessment Coordinator; Supporting Professor of Counseling.
B.A., University of South Florida; M.A., Rollins College; Ed.D. Argosy University/Sarasota
Licensed Mental Health Counselor, National Certified Counselor.

Dr. Baldwin's clinical experience includes working in private practice, community mental health agencies, and school settings. Her clinical interests include Mood and Anxiety Disorders, Career Counseling, and Couples Counseling. Additional areas of interest include Counselor Wellness and Counselor Education and Supervision. Dr. Baldwin graduated from the Graduate Studies in Counseling program in 2002.

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 clinical specialty areas are 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 and conduct expected of counseling students. Professor Homrich teaches practicum and internship, foundations in mental health counseling, 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 an APA-approved post-doctoral re-specialization in counseling psychology. Dr. Norsworthy's clinical specialties include post-traumatic stress disorder/trauma and integration of mind/body/spirit in counseling. Additional areas of expertise are social justice and cross-cultural applications in international counseling and peace building, feminist theory and practice, mindfulness in counseling/psychotherapy and counselor training, and LGBTQ+ affirmative counseling. Dr. 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 and social justice counseling, mindfulness in counseling and psychotherapy, and offers international workshops in peace, conflict-transformation, and social justice studies. For more information: www.kathrynnorsworthy.com.

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. 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 multiple heritage identity and acculturation, college student adjustment, counselor education and supervision, and crisis assessment and intervention. Professor Paladino teaches clinical practicum/internship, the group counseling course series, psychopathology and treatment, process and skills, and college counseling.

Samuel Sanabria
Associate 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 and sexuality issues. He has extensive experience in private and community settings counseling couples, families, adults and adolescents regarding addictions, sexuality, and gender identity concerns. His research interests include ethical practices in counseling, the development of prejudicial attitudes and beliefs, human sexuality, diversity and social justice issues in counseling, and Latino concerns. Professor Sanabria teaches clinical practicum/internship, multicultural counseling, legal and ethical issues in counseling, theories of personality, psychopathology and addictions.

ADJUNCT FACULTY MEMBERS:

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

Michelle Clonch
Adjunct Instructor of Counseling; Ph.D., Pacifica Graduate Institute

Judy Galloway
Adjunct Instructor of Counseling; Ed.D., University of Sarasota

Karen Griner
Adjunct Instructor of Counseling; Ph.D., George Washington University

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

Tiffany Schiffner
Adjunct Instructor of Counseling; Ph.D., University of Illinois

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

MASTER'S DEGREES AND NONDEGREE PROGRAMS IN EDUCATION

Scott Hewit, Ed.D., Director **Changes effective 2016**

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/ESOL/Reading (K-6) or Music (K-12) 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/Reading (K-6) or Music (K-12) in the state of Florida.

PROGRAM OF STUDY: MASTER OF ARTS IN TEACHING ELEMENTARY EDUCATION/ESOL/READING (K-6)

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

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. Students who complete the Florida state-approved M.A.T. program are eligible for a Florida Professional Teaching Certificate in Elementary Education/ESOL/Reading (K-6).

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

EDU 501	Sociological Foundations of Education [3] *
EDU 504	Psychological Foundations of Education [3] *
EDU 512	Strategies for Instruction, Learning, and Classroom Management with Diverse Elementary Learners [3]
EDU 513	Curriculum and Assessment with Diverse Learners [3] *

EDU 533 Student Teaching: Elementary [6]
EDU 540 Seminar in Classroom Management [3]
EDU 580 The Multicultural Classroom: Issues in Cross-Cultural Communication and Understanding [3] *

Elementary Specialization Requirements
Required graduate courses include the following:

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] *

Reading Sequence Requirements

RED 509 – Foundations of Reading [3]
RED 569 – Research-Based Practices in Reading & Language Arts [3]
RED 575 – Diagnostic Techniques in Reading [3]
RED 568 – Differentiation in Language Arts & Content Area Instructions [3]
RED 577 – Demonstration of Accomplishment in Reading [3]

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

Clinical Education Experience
The clinical education experience consists of two phases: a pre-internship field experience of a minimum of 100 clock hours (RED 577) and the full-semester student teaching experience (EDU 533).

Passing scores on the General Knowledge Test and either the Professional Education (PED) or Subject Area Exam (SAE) 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 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. Six (6) 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 six (6) 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 five- or seven-semester program of study beginning in the Fall term. Programs of study may be revised for students beginning in the spring or summer terms. Courses are only offered during the semesters indicated below.

Five-Semester Plan

Fall	**Spring**	**Summer**
12 credits	*12 credits*	*6 credits*
EDU 504 [3]	EDU 501 [3]	EDU 580 [3]
EDU 513 [3]	EDU 512 [3]	RED 569 [3]
EED 564 [3]	EED 566 [3]	
RED 509 [3]	RED 568 [3]	

Fall	**Spring**
10 credits	*9 credits*
RED 575 [3]	EDU 533 [6]
EED 563 [1]	EDU 540 [3]
EED 563L [3]	
RED 577 [3]	

Seven-Semester Plan

Fall	**Spring**	**Summer**
9 credits	*9 credits*	*3 credits*
EDU 504 [3]	EDU 501 [3]	RED 569 [3]
EED 564 [3]	EDU 512 [3]	
RED 509 [3]	EDU 566 [3]	

Fall	**Spring**	**Summer**
10 credits	*6 credits*	*3 credits*
RED 575 [3]	RED 568 [3]	EDU 580 [3]
EED 563 [3]	RED 577 [3]	
EED 563L [3]		
EDU 513 [3]		

Fall
9 credits
EDU 533 [6]
EDU 540 [3]

Students who wish to pursue an alternate schedule must contact Dr. Scott Hewit, program advisor, prior to being admitted to the program.

PROGRAM OF STUDY: MASTER OF ARTS IN TEACHING: MUSIC

Designed for those who wish to teach music, 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. Students who complete the Florida State approved M.A.T. program are eligible for a Florida Professional Teaching Certificate in Music (K-12).

Music Coursework Requirements

MUS 510	Technological Trends and Media Resources for the Educator [3]
MUS 551	Practical Music Theory for the Working Musician [3]
MUS 560	Music in the Global Environment [3]
MUS 561	Music History and Performance Practice [3]
MUS 580	Performance Literature: Choral/Instrumental [3]
MUS 581	Pedagogy for Choral and Instrumental Teaching [3]

Education Coursework Requirements

EDU 501	Sociological Foundations of Education [3]
EDU 504	Psychological Foundations of Education [3]
EDU 513	Curriculum and Assessment for Diverse Learners [3]
EDU 517	Teaching Music in the Secondary School [3]
EDU 517L	Field Experience in Secondary Education [1]
EDU 522	Strategies for Instruction, Learning, and Classroom Management with Diverse Secondary Learners [3]
EDU 535	Content Area Reading in Secondary Schools [3]
EDU 540	Seminar in Classroom Management [3]
EDU 580	The Multicultural Classroom: Issues in Cross-cultural Communication and Understanding [3]
EDU 534	Student Teaching: Secondary [6]
EED 519	Integrated Arts in the Elementary School [3]

Clinical Education Experience

The clinical education experience consists of a full-semester student teaching experience (EDU 534).

Passing scores on the General Knowledge Test and either the Professional Education (PED) or Subject Area Exam (SAE) 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 534) consists of a one-semester field experience in an approved classroom setting. Six (6) 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 534, Student Teaching-Secondary. The course is six (6) 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.

PROGRAM OF STUDY: MASTER OF EDUCATION: ELEMENTARY EDUCATION

The Master of Education program is not accepting new applications at this time.

The Master of 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 Course Requirements

EDU 512 Strategies for Instruction, Learning and Classroom Management with Diverse Elementary Learners [3]
EDU 536 Research in Education [3]
EDU 567 Inclusive Schools and Communities [3]
EDU 587 Child Development [3]

Content Course Requirements

EDU 513 Curriculum and Assessment with 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 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 510 Teaching in the 21st Century Classroom [3]
EDU 511 Teaching Writing in Elementary School [3]
EDU 547 Global Perspectives in Education [3]
EDU 590 Special Topics of Education [3]
RED 577 Demonstration of Accomplishment in Reading: Elementary [3]

NONDEGREE PROGRAMS

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 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.

Passing scores on the General Knowledge Test and either the Professional Education (PED) or Subject Area Exam (SAE) section of the Florida Teacher Certification Exam (FTCE) must be submitted prior to 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]
RED 509 Foundations of Reading [3]
EDU 512 Strategies for Instruction, Learning, and Classroom Management with Diverse Elementary Learners [3]
EDU 513 Curriculum and Assessment with 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 519 Integrated Arts in the Elementary School [3]
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]

RED 568 Differentiation in Language Arts & Content Area Instructions [3]
RED 569 Research-Based Practices in Reading & Language Arts [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 and Assessment 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 Strategies for Instruction, Learning, and Classroom Management with Diverse Secondary Learners [3]
EDU 534 Student Teaching: Secondary [6]
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. Six (6) 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 Test and either the Professional Education (PED) or Subject Area Exam (SAE) section 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 six (6) 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.

Fall Application Deadlines:

- Early Decision — March 1
- Regular Decision — May 1

Spring Application Deadline:

- Regular Decision — December 1

Late Decisions and Summer Admission:

- Applications received after the application deadline will be accepted on a space-available basis.
- While it is recommended that students begin in the Fall or Spring term, applications for the summer term will be accepted on a space-available basis.

If you would like assistance with the application process, please contact the Hamilton Holt School at 407-646-1568 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 from 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 either the Professional Education (PED) or Subject Area Exam (SAE) section of the Florida Teacher Certification Exam (FTCE), 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.
    f. 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.

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.
- Evidence of acceptable performance for each of the 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 3.90 will graduate with honors. A student's transcript will bear this notation, and it will be noted at Commencement.

TUITION AND FEES

Summary of Fees for 2015-16

- Application fee (nonrefundable) $50
- Tuition ($510 per credit hour) $1,530
- Graduation fee $75
- Late fee ..... See Late Fee Policy

Note: Tuition amounts pertain only to the 2015-16 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.

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

Late Fee Policy:

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

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

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 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.

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 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 Strategies for Instruction, Learning and Classroom Management with Diverse Elementary 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 and Assessment with 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]
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 Strategies for Instruction, Learning, and Classroom Management with 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 [6]
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 [6]
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 545 Orientation to International Studies [1]
This course serves as an orientation to a field study. Students will read, write, view videos, and discuss the culture, people, geography, history, politics, religions, education and economy of the country where the field study will take place. This course is a prerequisite to selected field studies. Instructor approval required.

EDU 546 International Field Study [3]
These field studies are designed to immerse students in another culture and offer an opportunity to teach, work in communities, and develop relationships with people in different cultures around the world. Student work will be determined in part by the student's area of study at Rollins.

EDU 547 Global Perspectives on Education [3]
Autobiographical memoirs will be analyzed with focus on the authors' efforts to construct a coherent narrative of life and identity. Special attention given to recent memoirs by travelers and immigrants that raise questions about culture, conflict, and identification. Psychological studies of memory and philosophical reflections on the puzzle of identity over time.

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 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: RED 575.

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.

EED 519 Integrated Arts in the Elementary School [3]
This course provides the prospective teacher with the knowledge, skills, and the disposition to integrate Music and Art into the education of elementary school children.

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 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.

MUS 510 Technological Trends and Media Resources for the Educator [3]
Media and technology permeates nearly every facet of education and challenge today's educators to provide the necessary knowledge of the discipline(s) in the classrooms. The purpose of thie course is to identify and teach technical and media applications around which education from K-12 grades should be built. The course also discusses the importance of music in education and the advocacy for music in school systems as well as related legal and ethical issues in the classroom.

MUS 551 Practical Music Theory for the Working Musician [3]
Music theory geared toward those who create performing scores for choral and instrumental ensembles, from K – 12. Emphasis on practical composition and arranging techniques that can be used in a variety of educational environments. Prerequisite: 4 semesters music theory at the undergraduate level, or placement exam and consent.

MUS 560 Music in the Global Environment [3]
A survey of the variety of music from around the globe. Emphasis on social aspects of different cultures' music, and familiarity with various methods and instruments that make each country's music both unique and universal.

MUS 561 Music History and Performance Practice [3]
The study of stylistic and technical aspects of performance of various historical periods. For an educator, knowledge of this area is vital to assist student performers to place presentation of music with historical accuracy, thus reinforcing the details and environment of the musicians and society in which that music was written, be it Medieval, Renaissance, or Baroque. Additional consideration is given to accurate performance of the music of other cultures. Placement exam and consent.

MUS 580 Performance Literature: Choral/Instrumental [3]
Explore and survey a broad range of standard and new literature for choral and instrumental ensembles with an emphasis on music applicable to the school classroom, studying and learning music for various types of ensembles and age groups, including identifying sources, historical significance, basic conducting issues, evaluating the quality of performances, as well as practical application of the literature through creative programming.

MUS 586 Technological Trends and Media Resources for the Educator [3]
Media and technology permeates nearly every facet of education and challenge today's educators to provide the necessary knowledge of the discipline(s) in the classrooms. The purpose of this course is to identify and teach technical and media applications around which education from K-12 grades should be built. The course also discusses the importance of music in education and the advocacy for music in school systems as well as related legal and ethical issues in the classroom.

RED 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.

RED 568 Differentiation in 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: RED 509.

RED 569 Research-Based Practices in Reading and Language Arts
This course immerses students in authentic literature appropriate for elementary grade reading instruction. Students will apply knowledge of recent research in the field and techniques for integrating meaningful reading and writing experiences throughout the curriculum. Emphasis on strategies for appropriate literature responses through literature circles and application of the writing process.

RED 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: RED 509.

RED 577 Demonstration of Accomplishment in Reading: Elementary [3]
Candidates will, through an extensive reading field experience, apply knowledge of data-based instructional planning within an elementary school classroom. Candidates will implement an integrated literacy unit, which will include strategies for differentiation, integration of readng and writing throughout all content areas and progress monitoring with evidence of student learning gains. Prerequisites: (three of four) RED 509, 575, 568, and 569.

FACULTY

Wendy W. Brandon
Associate Professor of Education. Ed.D., Teachers College, Columbia University. Specializations: curriculum theory, critical theory, critical pedagogy, and service learning.

Coleman Fielder
Adjunct Instructor of Education; MA, Stetson University

Margot Fadool
Assistant Professor of Education, Director of Field Placements. Ed.D., University of Cincinnati. Specializations: reading attitudes, language arts instruction, after school programs.

Scott Hewit
Associate Professor of Education, Director of Teacher Education Programs, and Director of Graduate Programs. 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.

Angela Griner
Coordinator of Reading Education; Ed.D., University of Central Florida

H. James McLaughlin
Richard James Mertz Professor of Education and Chair of the Department of Education. Ph.D., University of North Carolina at Chapel Hill. Specializations: education of Latino students, the history of the education of immigrants in the USA, and the education of immigrants in the Netherlands

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

Suzette Swallow
Adjunct Instructor of Education; MA, University of Central Florida

Giovanni Valiante
Professor of Education. Ph.D., Emory University. Specializations: educational psychology, academic motivation, child and adolescent development, self-beliefs, and self-efficacy.

Debra Wellman
Professor of Education and Dean of the College of Professional Studies. Ph.D., University of Toledo. Specializations: emergent literacy, pre-service and in-service teacher education, teacher change, literacy circles, and multicultural education.

Jie Yu
Assistant Professor of Education and ESOL Coordinator; Ph.D., Curriculum and Instruction, Louisiana State University. Specializations: curriculum studies, classroom teaching and learning, phenomenology, narrative inquiry, and multicultural education.

MASTER OF HEALTH SERVICES ADMINISTRATION

Changes effective Spring 2016

Renee Brent Hotchkiss, Ph.D., Director

Mission Statement

The mission of the Health Services Administration master's program is to produce Rollins graduates prepared to function effectively as managers, administrators, and professionals in the vast arena that is health administration. Students earning the MHSA can be employed and provide leadership and management in medical group practices, hospitals, nursing homes, research facilities, and other healthcare organizations. The MHSA degree occurs in the context of a larger liberal arts educational environment and has a strong interdisciplinary approach. Students will be introduced to a range of administration and health management issues related to systems of health care management, legal and ethical topics, healthcare innovation, and health promotion strategies, while developing practical skills surrounding finance, accounting, human resources, budgeting, and administration.

CURRICULUM

The Master of Health Services Administration (MHSA) program is a 44 to 48 credit hour lock-stop curriculum that begins in the fall semester. To accommodate working professionals, classes are offered on alternating Fridays and Saturdays. The average working healthcare professional that completes two to three courses per semester can finish their degree requirements in five semesters or approximately 21 months.

Participation in an internship to gain clinical experience and/or fieldwork is also a requirement for graduation. The Holt School Center for Health Innovation will assist with internship placements for MHSA students. Based on their work experience in the healthcare industry, a student may be exempt from the internship requirement. However, those students exempted will be required to present their thesis or special project in the form of a presentation during the special topics course in the final semester.

It is our belief that community service is an integral factor in improving local and national healthcare organizations. All students of the program must maintain an active volunteer relationship with at least one nonprofit organization throughout the program.

The curriculum has been designed to meet the criteria specified by the requirements of the Commission on Accreditation of Healthcare Management Education (CAHME).

PROGRAM OF STUDY

Students begin the program as a group in the fall term each year and proceed through the course sequence together. The cohort feature allows for the development of a community of learners who come together and support one another in pursuit of their academic goals. Courses are offered on weekdays in the evenings. Unless an exemption is granted by the program director, courses must be taken in the sequence below.

First year (Fall) – 9 credit hours
HSA 515 – Principles of Health Services Administration (4)
HSA 520 – Essentials of Health Behavior in Delivery of Care (4)
HSA 660 – Special Topics in Health Services Administration (1)

First year (Spring) – 9 credit hours
HSA 530 – Health, Law, Ethics, and Social Issues (4)
HSA 540 – Applied Biostatistics and Research for Health Services (4)
HSA 660 – Special Topics in Health Services Administration (1)

First year (Summer) – 8 to 12 credit hours
HSA 610 – Healthcare Leadership and Human Resources (4)
HSA 635 – Performance, Quality Assurance, and Utilization Review (4)

Second year (Fall) – 9 credit hours
HSA 640 – Managed Care, Financing, and Delivery of Health Services (4)
HSA 645 – Healthcare Budgeting and Financial Management (4)
HSA 660 – Special Topics in Health Services Administration (1)

Second year (Spring) – 9 credit hours
HSA 650 – Strategic Planning and Marketing in Health Services (4)
HSA 655 – Health Information Systems and Management (4)
HSA 660 – Special Topics in Health Services Administration (1)

Note: Students should register for internship/field experience requirement no sooner than first year, summer term. Based on their work experience in the healthcare industry, a student may be exempt from the internship/field experience requirement. However, ***all*** students will be required to present their thesis or special project in the form of a presentation during the special topics course in the final semester

ADMISSION

Students who desire to apply for the Master of Health Services Administration degree 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 course.

The admission 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 the field of health services.

Applications are considered for the fall term according to the following schedule:

Early Decisions:

- Application Deadline: March 1
- Letters of Notification: April
- Deposit Due: May 15

Regular Decisions:

- Application Deadline: May 1
- Letters of Notification: June
- Deposit Due: July 15

Late Decisions:

During some academic years, a late admissions period will be opened by the faculty. Please visit www.rollins.edu/mhsa for more information.

- Application Deadline: TBD
- Letters of Notification: TBD
- Deposit Due: TBD

Applicants must complete the online application at rollins.edu/evening and submit the following materials to Rollins College, MHSA Graduate Coordinator, 1000 Holt Avenue #2725, Winter Park, FL 32789 or mhsa@rollins.edu.

- A current resume
- Official transcripts from all colleges and universities attended
- Current scores the Graduate Record Exam (GRE) General Test with a score in the 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.
- Two letters of recommendation to be submitted from professors (preferred) or supervisors
- A personal essay detailing your understanding of health services administration as a field and why you think this program is the right fit for you.
- A grade point average of 3.0 is preferred for admission.
- Students who have earned degrees from non-English speaking institutions should submit TOEFL scores. Students who are not American citizens must demonstrate resident or visa status.

Applicants will be contacted to arrange an admissions interview once all other materials have been received**.**

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

Note: Application and materials other than recommendation letters will remain on file for one year.

ACADEMIC POLICIES

- 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 non-degree credit. A course may only be repeated once. 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 program director. 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 members approve all academic policies for Graduate Studies programs.

Transfer Credits

Degree-seeking students may apply for transfer of up to twelve (12) semester hours of graduate-level coursework by filing out an Application for Transfer Credit form. Transfer credit is approved only when the following conditions are met:

- Courses submitted for transfer must have been completed within 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, core faculty members, and the instructor(s) primarily responsible for teaching the course(s) for which a substitution is proposed will determine if the transfer is appropriate. Courses will be approved for transfer only if there is substantial consistency between the proposed transfer course and the required course.

Incomplete Work

A grade 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 incomplete 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.

Internship/Fieldwork

Participation in an internship to gain clinical experience and/or fieldwork is a requirement for graduation. The Center for Health Innovation at Holt will assist with internship placements. A student may be exempt from the internship requirement based on their work experience in

the healthcare industry. However, if a student is considered exempt, they are still required to present their thesis or special project during the special topics course in the final semester.

Graduation Requirements

Graduation requirements include the following:

- Completion of all course requirements for the degree with a minimum grade point average of "B" (3.0);
- Filing an Intent to Graduate form;
- Payment of the $75 graduation fee;
- Payment of any outstanding fees due to the College; and
- 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.

Honors

Students who achieve a cumulative grade point average of 3.90 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 Master of Health Services Administration program may take additional credit courses at a 20 percent discount on a space-available basis.

TUITION AND FEES

Summary of Fees for 2015-16

Application fee (nonrefundable)	$50
Tuition deposit (nonrefundable)	$300
Tuition fees (4 credits @ $598 per semester hour)	$2,392
Graduation fee	$75
Late fee	See Late Fee Policy

Note: Tuition amounts pertain only to the 2015-16 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.

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

Late Fee Policy:

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

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

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

HSA 515 Principles of Health Services Administration (4)
This course provides an overview of health delivery systems, organizational theory, and the conceptual basis of traditional and executive leadership roles in healthcare facilities. Emphasis will be on the application of theory and best practice standards to the demands of the health business environment, and the development of leadership skills and competencies through a wide array of specialty topics including: strategic planning, organizational structure, performance and change, organizational communication, motivation and problem solving.

HSA 520 Essentials of Health Behavior and Health Promotion (4)
This course addresses the behavior models of health and disease, the social barriers to care and the effectiveness of the health system in promoting optimal health behavior in patients and health care personnel, as well as in the organizations in which they work.

HSA 530 Health Law, Ethics and Social Issues (4)
This course focuses on the social and behavioral interactive aspects of the professionals, providers and consumers within the health care system and provides an examination and overview of managerial and clinical ethics. Also addressed are risk management issues and legal issues of anti-trust, taxation, medical malpractice, licensure, and administrative law as it pertains to health service and delivery.

HSA 540 Applied Biostatistics and Research for Health Services (4)
This course provides a survey of fundamental statistical concepts and advantageous techniques related to the practice of health services administration. Methods of data collection,

management, presentation, and descriptive and inferential statistical analysis are included, as well as basic research methodology theory as applied to health services administration.

HSA 610 Healthcare Leadership and Human Resources (4)
This course provides an overview of leadership perspectives and strategies as they apply to healthcare settings. Leadership is specifically related to the processes of managing and developing human resources, complying with professional and governmental regulations, and monitoring the policies and culture of the healthcare organization to maximize productivity, health, and job satisfaction.

HSA 630 Internship/Field Experience (4)
This course provides the student with the opportunity to apply theory and skills in a supervised, clinical health services administration environment. The student may request a site of his or her own choosing for the field experience with permission of the program director and completion of an affiliation agreement. Otherwise, the student will be assigned to an established health administration site already affiliated with the program.

HSA 635 Performance, Quality Assurance, and Utilization Review (4)
This course provides an analysis of theory, methods, and evaluation for management quality programs in all health care organizations. Course teaches students methods to assure continuous performance improvement in the quality of services provided. In depth comparison of the determination for health care need, cost, and payment in selected reimbursement systems such as Medicare, Medicaid, worker's compensation and managed care systems.

HSA 640 Managed Care, Financing, and Delivery of Health Services (4)
This course provides a comprehensive overview or the organization of the health care system and the proposals for system reform. It addresses health care policy and financing in the public and private sectors, managed care, gaps in the system, and the integration of financing and delivery mechanisms. It will examine professional practice including medical decision-making and the practice pattern of healthcare providers.

HSA 645 Healthcare Budgeting and Financial Management (4)
This course will introduce students to the basic concepts and principles of budget development and financial management within healthcare organizations. The course will focus on how healthcare administrators and managers utilize financial data to better manage their organizations through an enhanced fiscal decision-making process.

HSA 650 Strategic Planning and Marketing in Health Services (4)
This course provides methods to evaluate organizational performance and productivity, analyze internal and external performance, and perform needs assessment. It will present various models and methods for strategic planning and positioning of health care services and surveys health services management information systems. It will also emphasize the importance of a marketing audit and incorporating that audit into the total strategic planning process of the healthcare organization.

HSA 655 Health Information Systems and Management (4)
This course examines the use of various health information systems in supporting various health care systemic and organizational functions. It emphasizes the health services administrator's use of information systems to integrate clinical, financial and human resources data to support managerial decision-making. It focuses on the selection, management and evaluation of various health care information systems.

HSA 660 Special Topics in Health Services Administration (1-4)
Course focuses on analysis and discussion of interesting and contemporary topics with reviews of published literature in health services administration. Invited speakers and faculty will present issues for discussion and review, and fellow students will present the results of their research papers or projects.

HSA 665 Long-Term Care Facility Management (4)
This course provides an examination of management policies and practices in the administration of long-term care facilities designed for the rapidly growing senior population. Emphasis will be placed on the application of theory and best practice standards to the demands of the business environment. Additional emphasis will be placed on the development of leadership skills and competencies through the selection of specialty topics as they relate to this unique healthcare industry segment. These include licensure, staffing, planning, organizing, marketing and directing complex, multicultural health care organizations which serve a geriatric population with specialized needs.

HSA 670 LTC Internship/Field Experience (4)
This course provides the student with the opportunity to apply acquired academic theory and skills in a supervised, clinical health services administration environment in a suitable long-term care facility or nursing home. The student may request a site of his or her own choosing for this field experience, with permission of the program director and completion of an affiliation agreement. Otherwise the student will be assigned to an established site already affiliated with the program.

FACULTY

Renee Brent Hotchkiss
Associate Professor of Health Services Administration. Ph.D., M.S., and B.S. University of Central Florida.

Nancy J. Niles
Associate Professor of Health Services Administration. M.P.H. Tulane University, Ph.D., University of Illinois, M.S. & M.B.A, University of Maryland.

MASTER OF HUMAN RESOURCES

Donald P. Rogers, Ph.D., SPHR, GPHR, 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 affiliated with 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 510	Organizational Change and Development
	MHR 553	Employment and Labor Law

Second Year:

Summer	MHR	Elective
	MHR	Elective
Fall	MHR 538	HR Leadership
	MHR	Elective
Spring	MHR 540	Management Consulting
	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 510	Organizational Change and Development
	MHR 553	Employment and Labor Law

Second Year:

Summer	MHR	Elective
Fall	MHR 538	HR Leadership
Spring	MHR 540	Management Consulting
	MHR	Elective

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 resource management 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 510 Organizational Change and Development
MHR 515 Recruitment, Selection, and Retention
MHR 538 HR Leadership
MHR 553 Employment and Labor Law
MHR 540 Management Consulting*

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

Elective Courses: (Only some of these electives are offered each year.)
MHR 501 International HRM
MHR 505 Training and Development
MHR 522 Organizational Behavior
MHR 523 Finance for HR Professionals
MHR 532 Succession Management
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/evening.

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.

Admission Deadlines

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

Late Decisions:
During some academic years, a late admissions period will be opened by the faculty. Please visit www.rollins.edu/mhr for more information.

- Application Deadline: TBD
- Letters of Notification: TBD
- Deposit Due: TBD

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, not to exceed eight (8) semester credit hours—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 3.90 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

Summary of Fees for 2015-16

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 $2,325 ($581.25 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: $599 per semester hour) $4,792
- Spring term tuition (8 credits: $599 per semester hour) $4,792
- Graduation fee..... $75
- Late fee..... See Late Fee Policy

Note: Tuition amounts pertain only to the 2015-16 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.

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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:

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Rollins College
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Winter Park, FL 32789-4499
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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 eight (8) 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 wellbeing 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 Behavior [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

Shirley Adams, M.B.A.; S.P.H.R.
Adjunct Instructor of MHR; Currently Director of Human Resources, Nautique Boat Company. Teaches Managing the HR Department.

Danny R. Arnold, B.B.A., M.B.A., D.B.A.
Visiting Professor of Management; Louisiana Tech University. *Teaches* HR Leadership.

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

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Robert Smither, Ph.D.
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MASTER OF LIBERAL STUDIES

Tom Cook, 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 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 (2 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.

Students are required to complete 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.

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, 1000 Holt Avenue - 2725, Winter Park, Florida 32789, call 407-646-2653, email MLS@rollins.edu, or go to the Rollins Holt School website at www.rollins.edu/evening.

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 of 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) for a total of 24 credits.

Core courses and elective courses are each worth 4.00 credit hours. Masterworks courses are worth 2 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 [2]; MLS 582M: Masterworks Independent Study Abroad [2]; 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

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 for 2015-16

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: $450 per semester hour)..... $1,800
  - Elective courses (4 credits: $450 per semester hour)..... $1,800
  - Masterworks courses (2 semester hours)..... $900
- Graduation fee..... $100
- Late fee..... See Late Fee Policy

Note: Tuition amounts pertain only to the 2015-16 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.

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

Late Fee Policy:

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

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

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 505 Aesthetics and Politics of Art [4]
This course is framed by the question "when does art/artistic representation have ethical impact?" It examines how aesthetic criteria for judging artworks might or might not overlap with ethical criteria. We will explore the work and life of Leni Riefensthal; cultural imperialist tendencies of glossy tourist-art-books about impoverished locations; the Bauhaus movement ; representational versus non-representational art; the "Warhol effect" of blurring art and everyday consumer goods; handmade artifacts versus mechanical reproductions; and the theme of "moral imagination through arts" of philosopher Martha Nussbaum and others.

MLS 506 Medieval Times [4]
This course celebrates the writings of the major authors of the medieval period. Topics include virgins, vixens, and cuckolds; forms of persecution and prosecution; and the bestselling book in the world.

MLS 542 Manet's "Olympia" [4]
Manet's painting is now a highly regarded work of art, admired for its frank depiction of a nude prostitute and her black servant, as well as its innovative style. When it was first exhibited in 1865, however, it caused a scandal for the same reasons. This course will examine the painting's intersections of sexuality, race, and social class—seen as offensive at the time--in the context of rapidly changing cultural, social, economic, and demographic conditions in mid nineteenth-century Paris.

MLS 551M Teach and Learning Humanities [2]
Contemporary Teaching in the Humanities provides a foundation in both learning theory and the practical application of teaching methodologies in various modalities and contexts. Designed for discipline experts within the humanities preparing to teach at the college level, the course provides strategies and techniques to deliver and measure effective instruction for a diverse student body. In addition to learning theory applications, specific topics include how to lead meaningful class discussions, alignment, assessment, learning styles, and the effective use of learning technology.

MLS 553M *The Great Gatsby* [2]
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 556M Conceptions of Justice [2]
What is justice? This question has taxed philosophers and political thinkers for millennia. Aristotle and Plato defined it as treating equals equally, and unequals unequally. The moderns of the 17th century revolutionized the political and philosophical landscape by positing a principle of universal human equality. Social reformers of the 19th century offered utilitarian justifications for political and economic change. How did all these conceptions of justice vary from each other? What ideals of equality remain a legacy of which epoch, and what can we learn from all these different conceptions of fairness?

MLS 571M Faulkner's *Absalom, Absalom!* [2]
This intensive course offers an in-depth exploration of William Faulkner's *tour de force* novel, *Absalom, Absalom!* While the text is deeply American, set in the Civil War era and flashing forward and backward more than fifty years on either side, it is more significantly a novel of universal and Biblical complexity. We will examine Faulkner's unique writing style, his intricate thematic layering, and the novel's place in American literature and as one of the masterpieces of twentieth-century fiction.

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 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 [2]
Please refer to Independent Study Guidelines for approval procedure.

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.

MLS 582M Masterworks Independent Study Abroad [2]
Please refer to Independent Study Guidelines for approval procedure.

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 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 588 The Art of Landscape Design: From Renaissance Garden to Green City [4]
The health of a society can be discerned by the quality of its landscape, and the manner in which it is designed. The Renaissance Garden is the point of origin for this class, the rebirth of the classical ideal. From this early effort to reunite humanity and nature, the evolution of landscape design will be studied through the Baroque, Enlightenment, Romantic, and Modern periods. The course will culminate with a focus on Florida, with field trips to Bok Tower Garden.

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 [2]
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 597M Psychology Gets Religion [2]
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 599M Italy in the High Middle Ages [2]
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]
Please refer to Independent Study Guidelines for approval procedure.

MLS 681 Internship Guidelines [2, 4, or 6]
Please refer to Independent Study Guidelines for approval procedure.

MLS 682 Independent Study Abroad [4]
Please refer to Independent Study Guidelines for approval procedure.

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. Refer to section entitled “Thesis Project” for guidelines and additional information.

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. Refer to section entitled “Thesis Project” for guidelines and approval process.

FACULTY

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INDEX

About Rollins College 9
Mission Statement 9
The Hamilton Holt School 10
Academic Calendar 6
Academic Standing 24
Academic Dismissal 24
Academic Probation 24
Readmission 25
Admission to Graduate Studies 11
Advising Resources 25
Disability Services 26
Art & Theater 31
Attendance 18
Bookstore **28**
Career Services 26
Center for Inclusion & Campus Involvement 31
Community Responsibility 25
Discrimination & Harassment Grievance Policy 25
Dean's Message 8
Dining Services 27
Dismissal - Nonacademic 25
Education .. *See* Master's Degree & Nondegree programs in Education
Financial Aid 32
Frequently Called Numbers 5
Grade Appeal 20
Grading Policy 19
Grade Changes and Appeals 20
Incomplete Work 19
Graduation
Commencement 20
Honors Distinction 21
Identification Cards
R-Cards 27
Information Technology 28
Intellectual Property Policy 21
International Programs and Opportunities
Travel Grants 32
International Student Admission 11
Master of Arts (Applied Behavior Analysis and Clinical Science) 33
Master of Arts (Clinical Mental Health Counseling) 43
Master of Arts in Teaching
Elementary Education/ESOL (K-6) 63
Music 66
Master of Education
Elementary Education 67
Master of Health Services Administration 81
Master of Human Resources 89
Master of Liberal Studies 102
Master's Degrees & Nondegree Programs in Education .. 63
Medical Leave 15
Readmission Requirements 17
Olin Library 29
OSIL ..... *See* Center for Inclusion
Parking & Campus Safety 29
Presentation Systems. *See* Classroom Technology
Professional Education
Teacher Certification 68
Registration 12
Registration Changes 14
Religious Life 30
Repeated Course 17
Sexual Misconduct and Harassment (Title IX) .. 25
Sports & Recreation 31
Student Involvement ..... *See* Center for Inclusion & Campus Involvement
Student Organizations 31
Student Records
Access to Educational Records 22
Transcripts 21
Transfer Credit 20
Tuition and Fees 13
Wellness Services 26
Health Services 26
Nonsmoking Policy 26
Personal Counseling 26
Withdrawal
Medical Leave 15

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Addendum
Graduate Catalog 2015-2016 AY

Date Approved	Page Number	Modification
11/12/15	63	Master of Arts in Teaching: Elementary Education – program hour requirement reduced to 49 hours
11/12/15	63-65	EDU 536, EED 519, and EED 567 no longer required.
11/12/15	64, 75	EDU 533 reduced from 9 to 6 credit hours.
11/12/15	72	Comprehensive Exam requirement removed from Master of Arts in Teaching programs.
11/12/15	33, 40	Course BACS 531 changed from Advanced Research in Methods and Statistics to Comparative Research Design and Statistics Course BACS
11/12/15	59	CPY 662 course title and description change
11/12/15	60	CPY 664 added
11/12/15	83	Master of Health Services – program hour requirement reduced to 44-48 hours
11/12/15	81, 84	Removed language for Research/Thesis requirement.
11/12/15	82	Removed HSA 630 from Program of Study, First Year Summer Added note indicating first year summer would be the earliest a student could register for internship/field experience.
11/12/15	83, 86	HSA 510 no longer required – removed from course descriptions.
11/12/15	83, 87	HSA 605 no longer required – removed from course descriptions.
11/12/15	81	HSA 660 was added to range from 1 to 4 credit hours
1/8/16	9-10	Updated SACSCOC contact information (first paragraph and asterisk note)
1/8/16	19	Removed notation: “Note: Faculty of the Master of Education and Master of Arts in Teaching do not assign plus or minus grades.”